MEMORANDUM   December 11, 2020

TO: Board Members

FROM: Grenita F. Lathan, Ph.D.
             Interim Superintendent of Schools

SUBJECT: **HISD REMOTE LEARNING PARENT SURVEY, NOVEMBER 2020**

CONTACT: Allison Matney, 713-556-6700

HISD gathered feedback about experiences with remote learning during the first six weeks of the 2020-2021 school year when all students were learning remotely through the Fall 2020 HISD Remote Learning Parent Survey. Because the only option for survey completion was online, it is likely that families without internet access may be underrepresented in these results. This report analyzes survey responses collected from November 9–17, 2020.

Key findings include (general memo guidelines):
- A total of 13,433 households with one or more HISD students and 21,748 students were represented in reported survey responses. Students of all grade levels were represented, with just over half (52%) of students in elementary grades PK–5, and the remaining 48 percent of students in secondary grades 6–12.
- Most respondents (77%) indicated that the communication received from HISD about the start of the 2020–2021 school year was "just the right amount." Furthermore, most respondents (80%) indicated that the communication received from their child's school about remote learning was "just the right amount," and that the communication from the school was "usually" or "sometimes helpful" (93%).
- More than half of the respondents indicated that they had started (8%) or taken the entire Parent Introduction to Virtual Learning online course (45%), with another 21 percent indicating that they planned to take the course soon.
- Of the 13,299 responses, 90 percent had technology for the students in the home; however, 1,295 households either did not have enough for every student or did not have a device at all.
- Districtwide, 78 percent of respondents indicated that their children had used a desktop or laptop computer for remote learning, 19 percent indicated that their children had used a tablet, and just three percent indicated that there was no device available.
- The majority of parents of students at all grade levels indicated that the amount of work assigned was "just right," ranging from a low of 64 percent for students in grades 9–12 and a high of 77 percent for students in grades PK–2. Just one percent of students districtwide were reported as not receiving any assignments during the first grading cycle.
- Approximately 35 percent of parents of students at all grade levels indicated that their child had the opportunity to work collaboratively with peers on a daily or weekly basis, with high school students reporting the highest percentage (39%). More than a quarter of parents of students at all grade levels reported that working collaboratively was not an option, with higher percentages reported for students in lower grade levels.
- Overall, 78 percent of parents of students at all grade levels were "very confident" or "somewhat confident" that their children had made progress during remote learning, with 18 percent reporting that they were not confident at all that their children had progressed.

- The majority of parents of students at all grade levels indicated they were satisfied with remote learning, with 75 percent districtwide responding positively.
- Most respondents (56%) indicated that a general risk of contracting COVID-19 was a factor considered when selecting the mode of instruction for the upcoming grading cycle. Current City of Houston and Harris County positivity/infection rates (38%) and how well the child was learning remotely (30%) were also considered by many respondents.

Should you have any further questions, please contact Allison Matney in Research and Accountability at 713-556-6700.

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Attachment

cc: Superintendent's Direct Reports
    Area Superintendents
    Jarad Davis
    Felicia Adams

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

HISD REMOTE LEARNING PARENT SURVEY, NOVEMBER 2020

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

HISD Remote Learning Parent Survey, November 2020

Executive Summary

Background

HISD gathered feedback about experiences with remote learning during the first six weeks of the 2020-2021 school year when all students were learning remotely through the Fall 2020 HISD Remote Learning Parent Survey. Because the only option for survey completion was online, it is likely that families without internet access may be underrepresented in these results. This report analyzes survey responses collected from November 9–17, 2020.

Highlights

- A total of 13,433 households with one or more HISD students and 21,748 students were represented in reported survey responses. Students of all grade levels were represented, with just over half (52%) of students in elementary grades PK–5, and the remaining 48 percent of students in secondary grades 6–12.

- Most respondents (77%) indicated that the communication received from HISD about the start of the 2020–2021 school year was "just the right amount." Furthermore, most respondents (80%) indicated that the communication received from their child's school about remote learning was "just the right amount," and that the communication from the school was "usually" or "sometimes helpful" (93%).

- More than half of the respondents indicated that they had started (8%) or taken the entire Parent Introduction to Virtual Learning online course (45%), with another 21 percent indicating that they planned to take the course soon.

- Of the 13,299 responses, 90 percent had technology for the students in the home; however, 1,295 households either did not have enough for every student or did not have a device at all.

- Districtwide, 78 percent of respondents indicated that their children had used a desktop or laptop computer for remote learning, 19 percent indicated that their children had used a tablet, and just three percent indicated that there was no device available.

- The majority of parents of students at all grade levels indicated that the amount of work assigned was "just right," ranging from a low of 64 percent for students in grades 9–12 and a high of 77 percent for students in grades PK–2. Just one percent of students districtwide were reported as not receiving any assignments during the first grading cycle.

- Approximately 35 percent of parents of students at all grade levels indicated that their child had the opportunity to work collaboratively with peers on a daily or weekly basis, with high school students reporting the highest percentage (39%). More than a quarter of parents of students at all grade levels reported that working collaboratively was not an option, with higher percentages reported for students in lower grade levels.

- Overall, 78 percent of parents of students at all grade levels were "very confident" or "somewhat confident" that their children had made progress during remote learning, with 18 percent reporting that they were not confident at all that their children had progressed.

- The majority of parents of students at all grade levels indicated they were satisfied with remote learning, with 75 percent districtwide responding positively.

- Most respondents (56%) indicated that a general risk of contracting COVID-19 was a factor considered when selecting the mode of instruction for the upcoming grading cycle. Current City of Houston and Harris County positivity/infection rates (38%) and how well the child was learning remotely (30%) were also considered by many respondents.

Introduction

With the health and safety of students, families, and staff as the top priority, the Houston Independent School District (HISD) announced in July of 2020 that all students would begin the 2020–2021 school year virtually on September 8, 2020, and that virtual instruction for all students would continue for six weeks through Friday, October 16, 2020. The decision to begin the 2020–2021 school year virtually and delay the start of the school year for two weeks was due to the rising number of positive COVID-19 cases in the area.

The transition to virtual learning can present various challenges for families. To ensure parents and guardians were better informed, the district designed the Parent Introduction to Virtual Learning online course to introduce virtual learning and provide parents guidance to support their students' virtual learning experience. This course was provided in English, Spanish, Vietnamese, and Arabic. Parents were asked to complete the course prior to the beginning of the school year.

Starting with the second six-week grading cycle of the 2020–2021 school year, HISD families were required to select either in-person or virtual instruction for students. The first day of the second six weeks was October 19, 2020. Approximately 49 percent of students resumed in-person instruction for the second six-week grading cycle.

HISD gathered feedback about experiences with remote learning during the first six weeks of the 2020-2021 school year when all students were learning remotely through the Fall 2020 HISD Remote Learning Parent Survey. The survey was active from November 9 through November 17, 2020. Survey respondents were asked to complete the survey online. Because respondents did not have the option to complete the survey over the phone, it is likely that families without internet access may be underrepresented in these results. This report analyzes survey responses collected from November 9 – 17, 2020.

Methods

HISD gathered feedback from parents through the Fall 2020 HISD Remote Learning Parent Survey which was active from November 9 through November 12, 2020 via SurveyMonkey. Survey responses were requested through emails sent to HISD parents and families from central office and through the HISD website. Survey respondents were asked to complete the survey online. There were no other methods of response collection.

Respondents were asked about the communication received from HISD, technology supports that were utilized, their children's experiences and the parent's satisfaction with remote learning, and the factors that were considered in selecting either in-person or virtual learning for the second six-week grading cycle. A copy of the survey in English can be found in **Appendix A** (pp. 24–29).

Basic descriptive statistics were employed to analyze the data. For survey items, the responses for each category were tabulated and percentages calculated. Survey participants were not required to answer any given question on the survey. Therefore, participants could choose to skip some questions and proceed with others. As such, the total number of responses per question varies. The number of responses can be found within each figure and in the tables that accompany figures in **Appendices B–H** (pp. 30–66). District totals include students with no grade level reported or no campus reported and will not match totals reported

by group. Due to rounding, some totals may not equal 100 percent. In addition, some questions instructed participants to select all responses that applied; therefore, totals will exceed 100 percent.

Exclusions

The intended purpose of the survey was to gather feedback from parents of HISD students, but the survey link was not restricted to HISD parents and families. Teachers and community members without students enrolled in HISD schools may have also completed the survey. One question early in the survey ("*How many children do you have who currently attend an HISD school?*") precluded respondents from continuing with the survey. For the purposes of this report, the responses for participants who answered "0" or did not answer the question of how many children they had were excluded.

Data Limitations

The intent of the survey was to gather one response per household; however, there were no safeguards in place to ensure multiple responses per household were not captured. In addition, students who split time between more than one household may not have had their total experience captured.

Communicating the availability of the survey to HISD families, especially economically disadvantaged families and those who were not native English speakers, was challenging. Due to the incompatibility of the survey platform with the Arabic script, we were not able to provide the survey directly in Arabic. An image was embedded at the top of each page that corresponded with the English questions to facilitate the administration of the survey in Arabic. In addition, the survey could only be accessed with a web-enabled device and the internet. This may have negatively impacted response rates for households with limited or no internet access.

Results

Description of Respondents

A total of 15,389 respondents completed the survey. Respondents were asked how many children they have who currently attend an HISD school (**Figure 1**). Nearly half (46%) indicated that they had one child who currently attends an HISD school, and just over a quarter (28%) indicated two children. A total of 21,748 students were represented in survey responses (**Appendix B**, Table 1, p. 30). Of the 15,389 respondents, 1,956 (13%) indicated that they had 0 children who currently attend an HISD school or did not respond and were therefore excluded for the remainder of this report.

Figure 1. Number of Children Currently Attending HISD Schools
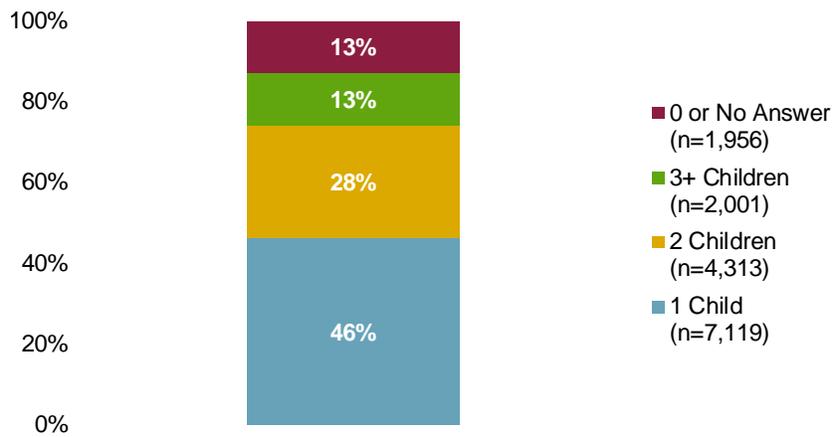
Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Note: Percentages may not total 100 due to rounding.

Figure 2 (p. 6) shows the language of administration of the respondents who completed a survey. Of the 13,433 respondents with one or more children attending HISD schools, 11,126 (83%) completed the survey in English, 2,272 (17%) in Spanish, 12 (<1%) in Vietnamese, and 23 (<1%) in Arabic (**Appendix B,** Table 2, p. 30).

Figure 2. Language of Administration

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020

Note: Percentages may not total 100 due to rounding. The number of respondents varies, as participants were not required to answer every question.

Respondents were asked the primary language spoken in their home. As shown in **Figure 3**, English (72%) and Spanish (24%) were the most common responses, accounting for a total of 96 percent of responses. The remaining four percent were identified as Vietnamese, Arabic, or Other (Appendix B, Table 2, p. 30).

Figure 3. Primary Language Spoken in the Home

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020

Note: Percentages may not total 100 due to rounding. The number of respondents varies, as participants were not required to answer every question.

Communication Received from HISD

Survey respondents were asked if the communication received from HISD about the start of the 2020–2021 school year was too much, just the right amount, or too little. **Figure 4** shows that most (77%) indicated that the amount of communication was "just the right amount" (**Appendix C**, Table 3, p. 31).

Figure 4. Communication from HISD

n=13,293

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020

Note: Percentages may not total 100 due to rounding. The number of respondents varies, as participants were not required to answer every question.

Supports for Online Learning

Participants were asked to describe their internet access at home (**Figure 5**). Of the 13,328 households who responded, most (86%) indicated they had high speed internet or Wi-Fi in their homes, while only one percent reported no internet access (**Appendix D**, Table 4, p. 32). It is important to note, however, that the survey was conducted through a web-based link requiring internet access, making it likely that families without internet access are underrepresented in the results.

Figure 5. Internet Access in the Home

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020

Note: Percentages may not total 100 due to rounding. The number of respondents varies, as participants were not required to answer every question.

The Parent Introduction to Virtual Learning online course was designed to provide an introduction to virtual learning and guidance for parents to support their students' virtual learning experience. This course was provided in English, Spanish, Vietnamese, and Arabic. Parents were asked to complete the course prior to the beginning of the school year. When asked if they had taken the course (**Figure 6**), more than half of the respondents indicated that they had started (8%) or taken the entire training (45%), with another 21 percent indicating that they planned to take the course soon. About an eighth of respondents (13%) did not plan to take the course, and an additional eighth (12%) did not know what the course was (**Appendix D**, Table 5, p. 32).
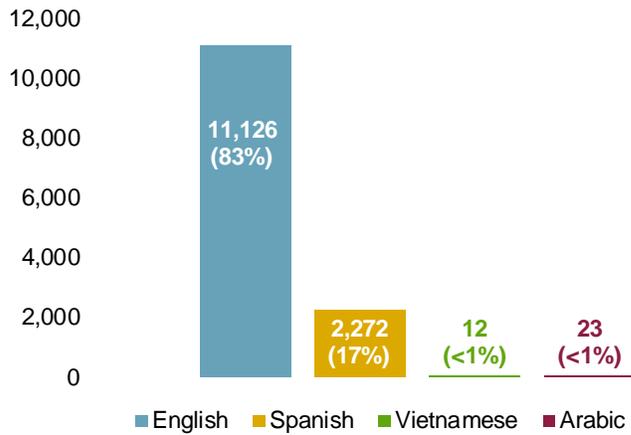
Figure 6. Online Course for Parents Completion
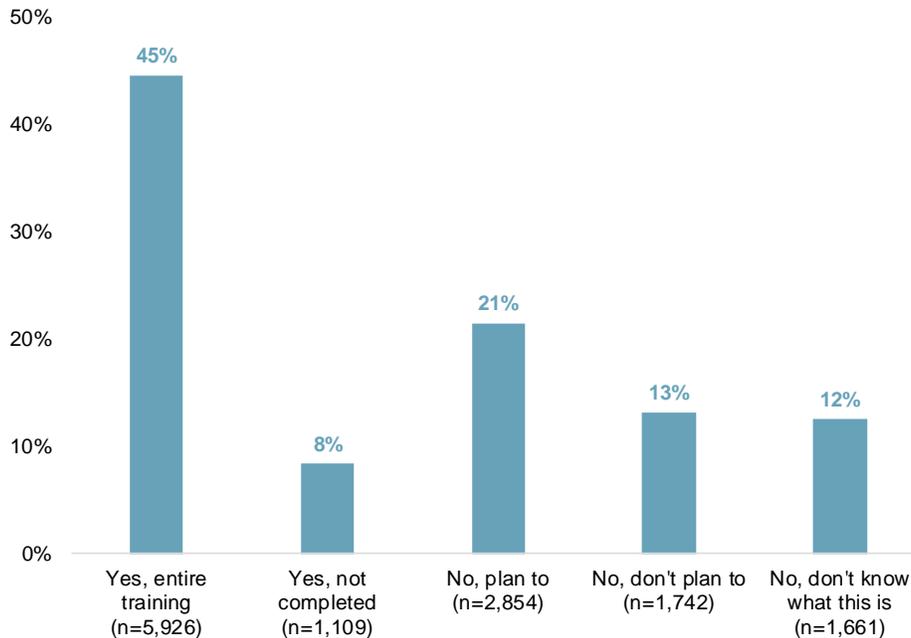
Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Notes: Percentages may not total 100 due to rounding. The number of respondents varies, as participants were not required to answer every question.

During the first six weeks of school, HISD offered remote learning only. Digital Learning Centers were made available to those students who had not been able to secure the technology necessary to learn remotely. These Digital Learning Centers were at campuses and other neighborhood locations across the district and were available to students until HISD was able to procure and deliver a device and/or hotspot to students. Respondents were asked where children participated in remote learning during the first six weeks of school and were asked to select all that applied. **Figure 7** (p. 9) shows that of the 13,433 respondents, 95 percent participated in remote learning from their own home, and just two percent attended Digital Learning Centers (**Appendix D**, Table 7, p. 33).

Figure 7. Where Children Participated in Remote Learning
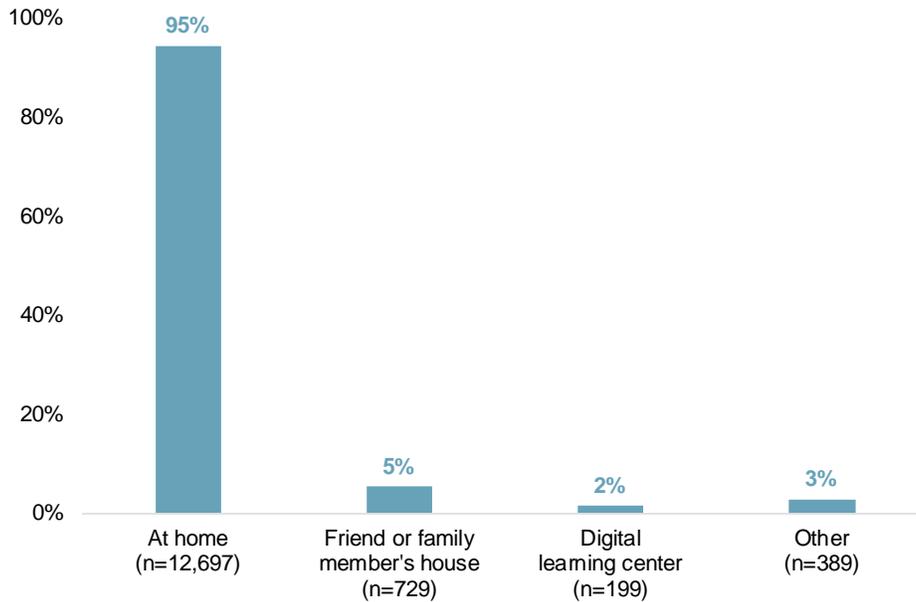
Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Notes: Percentages will not total 100, as participants selected multiple responses. The number of respondents varies, as participants were not required to answer every question.

Participants were asked if the family had received one or more devices from HISD. While HISD worked diligently toward ensuring that all students who needed a device or hotspot for remote learning had the necessary technology, some students did not have the hardware necessary by the first six-week grading cycle (**Appendix D**, Table 6, p. 32). **Figure 8** shows that of the 13,299 responses, 90 percent had technology for the students in the home; however, 1,295 households either did not have enough for every student (7% of all responses), or did not have a device at all (3% of all responses).

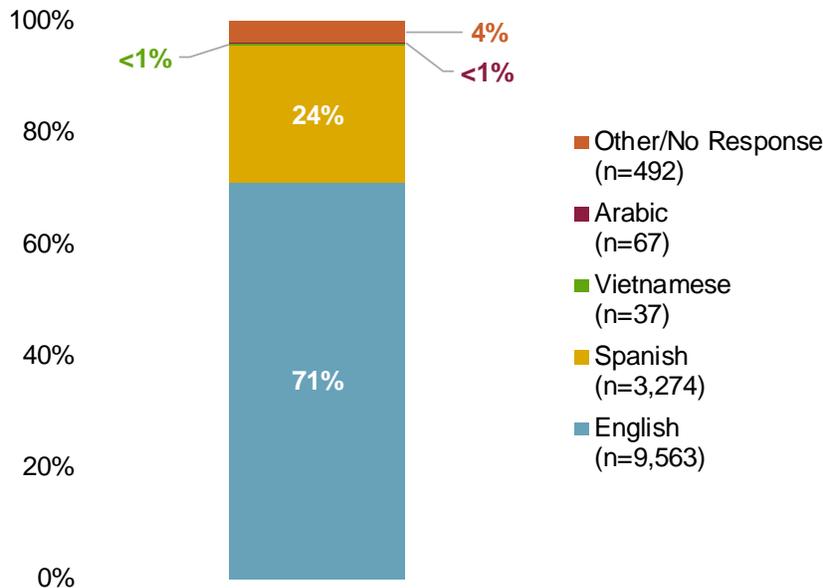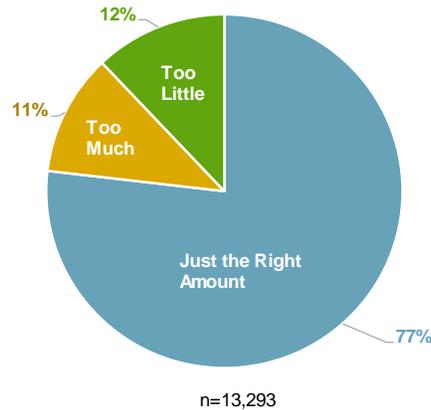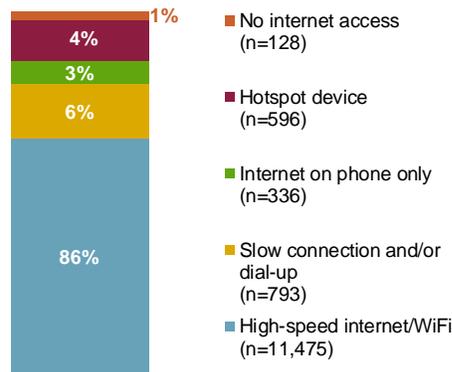**Figure 8. Did Family Receive Devices From HISD**
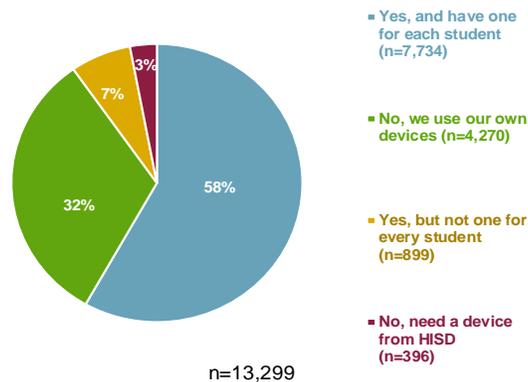
n=13,299

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Note: Percentages may not total 100 due to rounding. The number of respondents varies, as participants were not required to answer every question.

Various technology support systems were in place to help parents and students navigate remote learning. Participants were asked about the support systems utilized to assist with the students' remote learning and were asked to select all that applied. As shown in **Figure 9**, 36 percent of respondents utilized the Student Introduction to Virtual Learning course and 40 percent used the HISD website, while just over a quarter (26%) did not utilize any support systems (Appendix D, Table 7, p. 33).

Figure 9. Support Systems Utilized to Assist with Remote Learning
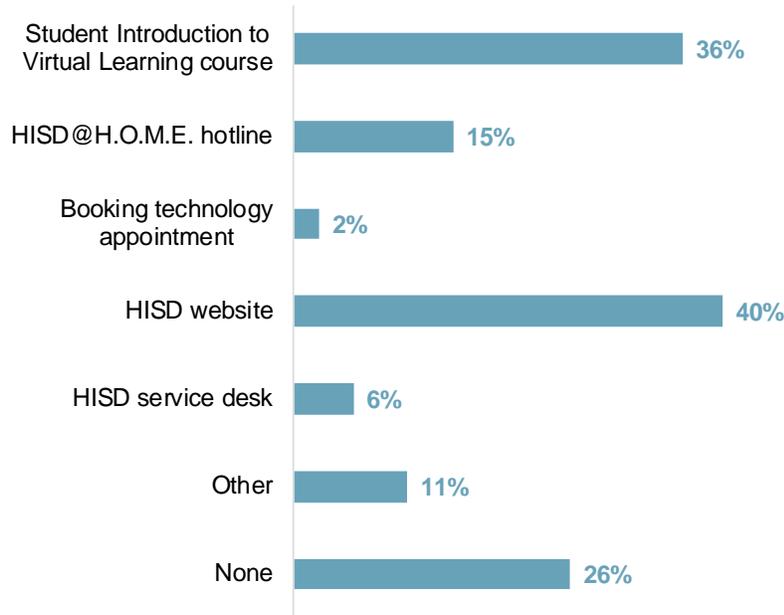
Support System	Percentage
Student Introduction to Virtual Learning course	36%
HISD@H.O.M.E. hotline	15%
Booking technology appointment	2%
HISD website	40%
HISD service desk	6%
Other	11%
None	26%

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Note: Percentages will not total 100, as participants selected multiple responses. The number of respondents varies, as participants were not required to answer every question.

Respondents were asked about the challenges using technology supports to assist children and were asked to select all that applied (Appendix D, Table 7, p. 33). **Figure 10** (p. 11) shows that most respondents (59%) did not experience any challenges. Of the 13,433 responses, nine percent reported that their children had trouble with their login or password (1,156 responses), ten percent reported their skill level with using technology (1,341 responses) as a challenge, and 12 percent reported other challenges to using technology supports to assist children with remote learning.

Figure 10. Challenges Using Technology Supports

| Challenge	Percentage
Do not have adequate internet access	5%
Do not have the right device	4%
Do not speak English; communication is difficult	6%
Skill level with using technology	10%
Children had trouble with login or password	9%
Never received access ID to set up account	5%
Don't have time to learn about technology	4%
Other	12%
No challenges	59%

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020

Note: Percentages will not total 100, as participants selected multiple responses. The number of respondents varies, as participants were not required to answer every question.

Children's Experiences with Remote Learning

Parents were asked a series of questions to gain a better understanding of their children's experiences and needs with remote learning. A total of 18,823 responses were obtained for students, but 2,066 (11%) did not provide a grade level for the student (**Appendix E**, Table 8A, p. 34). **Figure 11A** (p. 12) shows that of the 16,757 who responded to grade level, the largest percentage of students (28%) were in grades PK–2, while the smallest percentage of students (21%) were in grades 6–8. Figure 11A also displays the enrollment grade level distribution as of November 2020. As can be seen in the figure, the percentage of respondents by grade level is similar to that of district enrollment percentages.

Figure 11A. Student Grade Level

Survey Responses, November 2020

4,720 (28%)	3,956 (24%)	3,544 (21%)	4,537 (27%)

■ Grades PK-2　　■ Grades 3-5　　■ Grades 6-8　　■ Grades 9-12

District Enrollment, November 2020

55,430 (28%)	47,199 (24%)	40,713 (20%)	55,481 (28%)

■ Grades PK-2　　■ Grades 3-5　　■ Grades 6-8　　■ Grades 9-12

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020; Student Information System, 11/17/2020

Notes: Percentages may not total 100 due to rounding. The number of respondents varies, as participants were not required to answer every question. District enrollment data was obtained from SIS "Tech Needs" data pulled 11/17/2020.

Of the 18,823 responses of parents for students, 16,264 indicated which HISD school their student attended. **Figure 11B** displays the number of students in each of the 2020–2021 area School Offices within the district. Parents of students in the Northwest School Office (32%) and the West School Office (27%) accounted for more than half of all responses received (Appendix E, Table 8A, p. 34). Figure 11B also displays the school office enrollment distribution as of November 2020. As can be seen in the figure, the percentage of respondents by school office is similar to that of district enrollment percentages for all areas except Northwest; there was a disproportionately higher percentage of respondents from the Northwest School Office than other School Office areas. The total number of responses by campus and campus enrollment for the 2020–2021 school year can be found in **Appendix E**, Table 8B, pp. 35–41.

Figure 11B. Students by 2020-2021 School Office
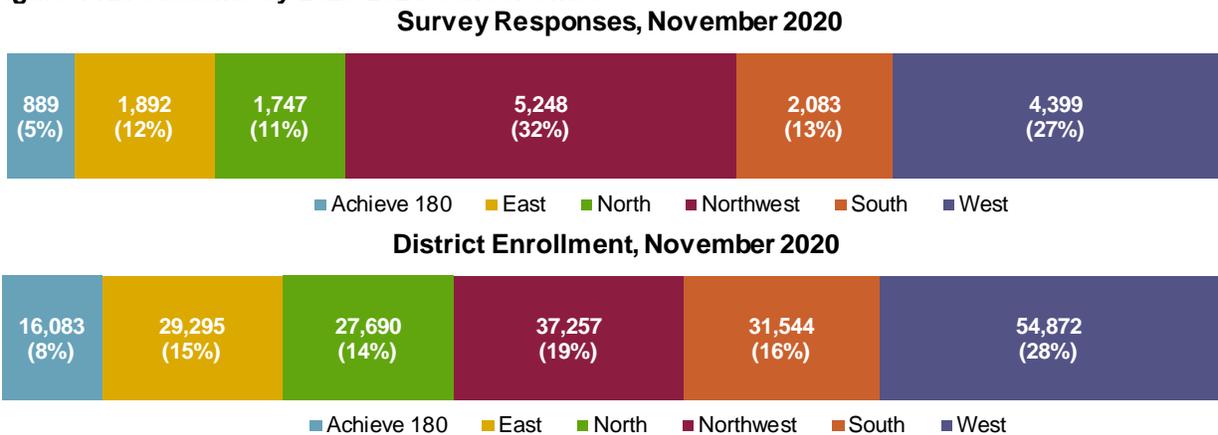
Survey Responses, November 2020

889 (5%)	1,892 (12%)	1,747 (11%)	5,248 (32%)	2,083 (13%)	4,399 (27%)

■ Achieve 180　■ East　■ North　■ Northwest　■ South　■ West

District Enrollment, November 2020

16,083 (8%)	29,295 (15%)	27,690 (14%)	37,257 (19%)	31,544 (16%)	54,872 (28%)

■ Achieve 180　■ East　■ North　■ Northwest　■ South　■ West

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020; Student Information System, 11/17/2020

Notes: Percentages may not total 100 due to rounding. The number of respondents varies, as participants were not required to answer every question. Does not include 4 responses from specialized campuses (HCC Lifeskills, RDSPD, and SOAR Center) that are not assigned to a regular area office. District enrollment data was obtained from SIS "Tech Needs" data pulled 11/17/2020.

<u>Devices Used</u>

Respondents were asked to identify the primary device that was used during remote learning. **Figure 12A** shows that districtwide, 78 percent of respondents indicated that their children used a desktop or laptop computer and 19 percent indicated that their children used a tablet, while just three percent indicated that their children used a smartphone, some other device, or that there was no device available (**Appendix E**, Table 9, p. 42).

Figure 12A. Primary Device Used During Remote Learning
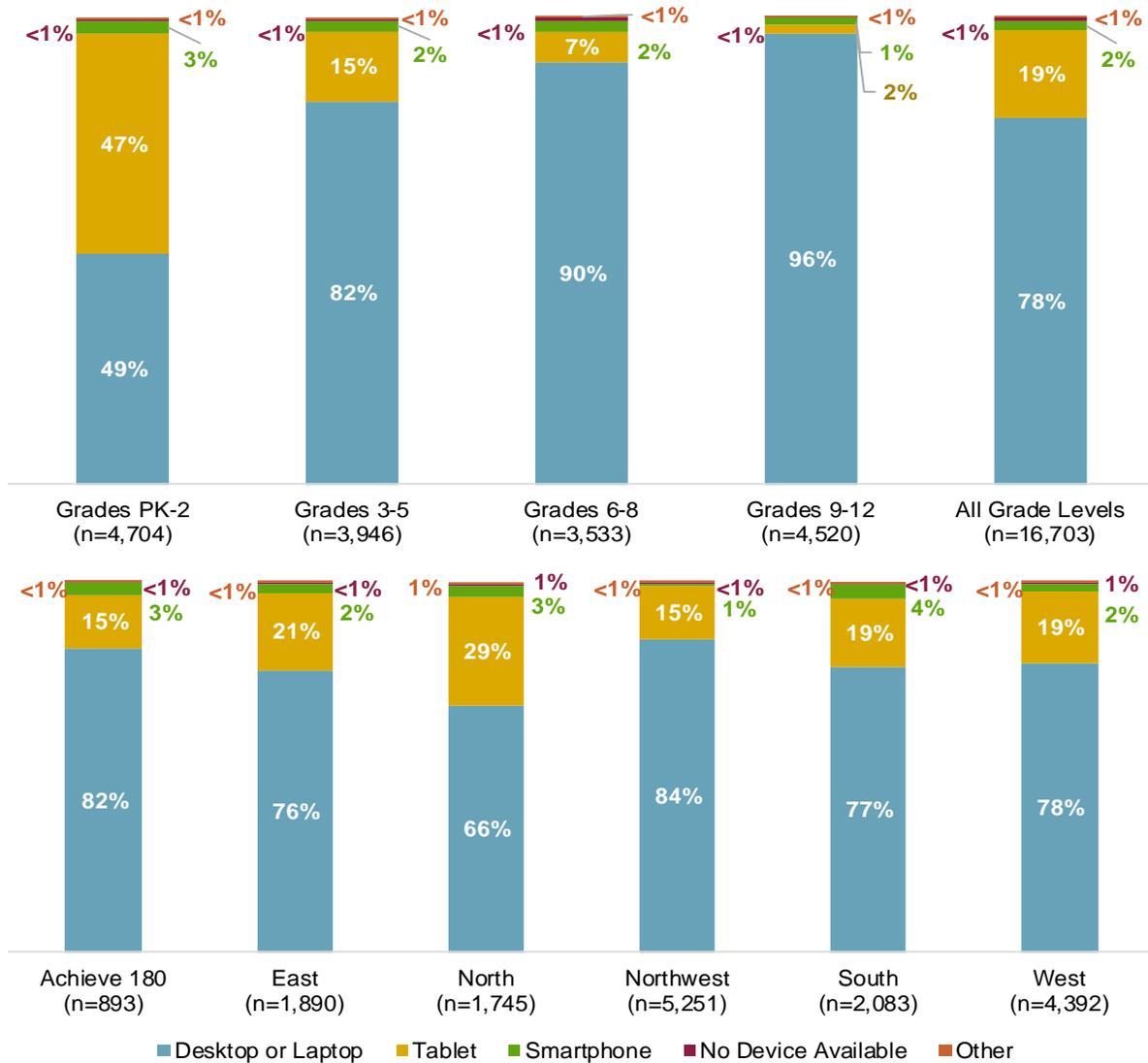
Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Notes: Percentages may not total 100 due to rounding. The number of respondents varies, as participants were not required to answer every question.

When differentiated by grade level, students at all grade levels used a desktop or laptop computer most often, although students in grades 9–12 used this device at twice the rate as students in grades PK–2 (96% as compared to 49%). Students at the high school level have laptop computers assigned at the beginning of every school year as part of the PowerUp initiative; therefore, the majority of students in grades 9–12 receive a school-assigned laptop annually, regardless of the COVID-19 emergency. Middle school students

primarily used a desktop or laptop computer (90%), with just seven percent using a tablet. Older elementary students (grades 3–5) primarily used a desktop or laptop computer (82%), or a tablet (15%), while younger elementary students (grades PK-2), were nearly evenly split using a desktop or laptop (49%) or a tablet (47%).

When differentiated by School Office area, students used a desktop or laptop computer most often, although students at schools in the Northwest School Office area used this device at a higher percentage than their peers in other School Office areas (84% as compared to as low as 66% in the North School Office).

Figure 12B. Primary Device Used During Remote Learning, by School Office and Grade Level

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Notes: Percentages may not total 100 due to rounding. The number of respondents varies, as participants were not required to answer every question.

When School Office is further differentiated to include grade level (**Figure 12B**, p. 14), students in grades PK–2 at schools in the Northwest, South, and West School Offices used a desktop or laptop computer at a higher rate than their peers in the Achieve 180, East, and North School Offices. Ninety-two percent of students in grades 9–12 in the Achieve 180 School Office primarily used a desktop or laptop computer, while 96–98 percent of their peers in all other school offices used the same. Among students in grades 6–8, more than 90 percent of students used a desktop or laptop computer in all school offices except the North School Office, where just 77 percent had this device available. In fact, among middle school students, parents of students in the North Area Office reported a much higher use of smartphones, other devices, or no device available than their peers in other school office areas.

Engagement with Remote Learning

Respondents were asked to identify the ways in which their children normally engaged in remote learning and were asked to check all that applied. **Figure 13** displays those engagement methods reported as being used by at least 20 percent of students. Full data to accompany Figure 13 may be found in **Appendix E**, Table 10, pp. 43–44.
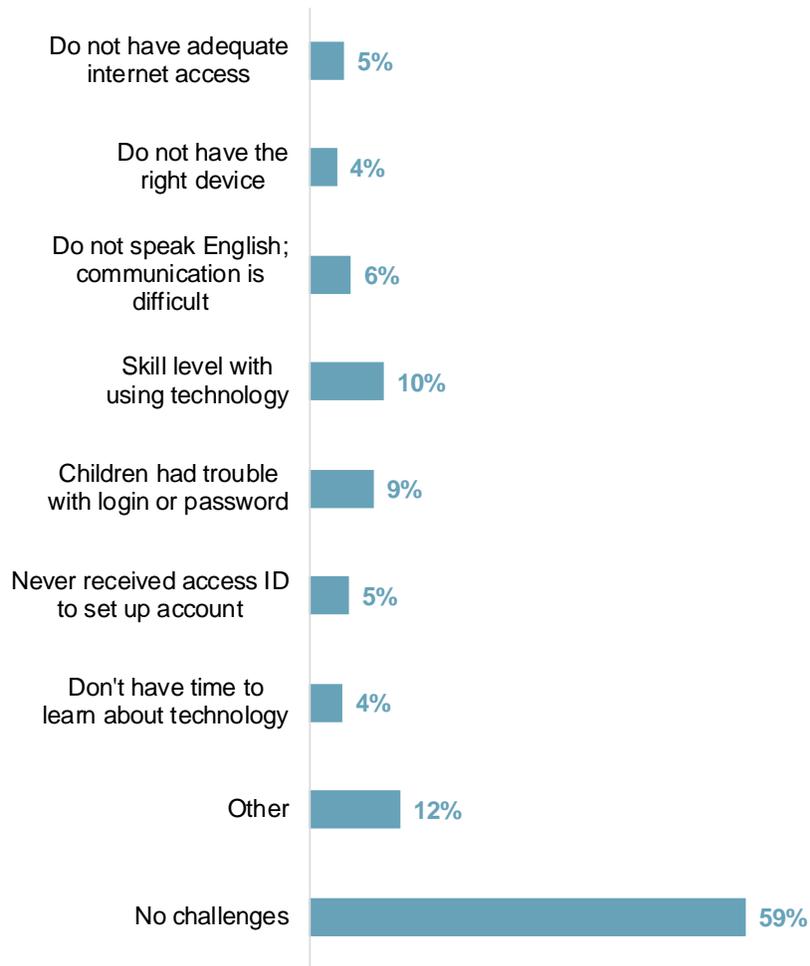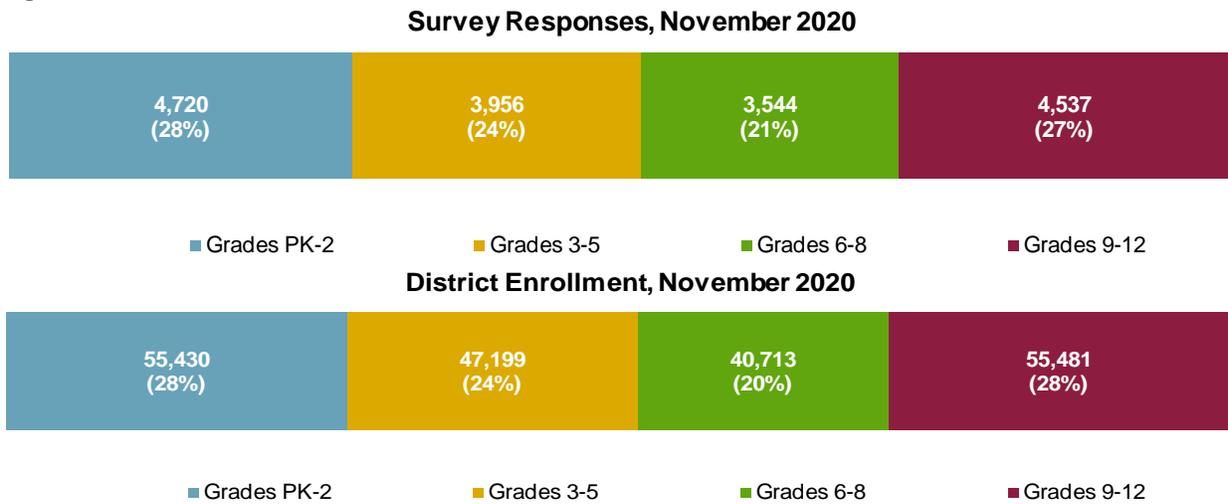
Figure 13. Engagement Methods

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Notes: Percentages will not total 100, as participants selected multiple responses. District totals include students with no grade level reported or no campus reported and will not match totals reported by group

- Virtual classes with teachers was used by 84 percent of students districtwide, with all grade levels reporting 93 percent or higher usage of this method of engagement.

- Virtual individual meetings with teachers was used by 28 percent of students districtwide, more frequently by elementary students (36% of students in grades PK–2 and 31% of students in grades 3–5).

- Submitting assignments online was used by 58 percent of students districtwide, more frequently by students in grades 3–12 (68% of students in grades 3–5, 69% of students in grades 6–8, and 67% of students in grades 9–12).

- The HUB was used by 60 percent of students districtwide, more frequently by students in grades 3–12 (71% of students in grades 3–5, 70% of students in grades 6–8, and 68% of students in grades 9–12).

- Participants were also asked about phone calls with a teacher, which was used by approximately eight percent of students districtwide. Respondents representing 259 students (1%) reported that the child did not regularly engage with remote learning.

Respondents were asked to identify the ways in which their children completed tasks or connected with teachers during remote learning and were asked to check all that applied. **Figure 14** displays those methods reported. Full data to accompany Figure 14 may be found in Appendix E, Table 10, pp. 43–44.

Figure 14. Digital Resources Used
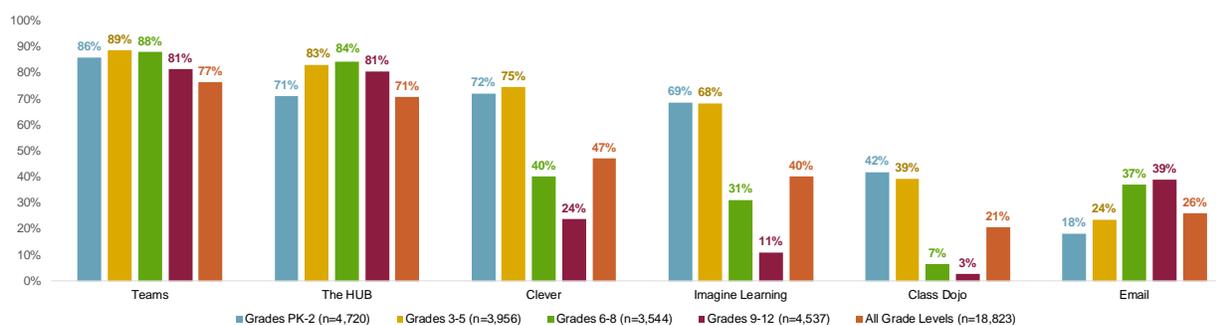
Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Notes: Percentages will not total 100, as participants selected multiple responses. District totals include students with no grade level reported or no campus reported and will not match totals reported by group

- Teams was used by 77 percent of students districtwide, with all grade levels reporting between 81–89 percent usage of this digital resource.

- The HUB was used by 71 percent of students districtwide, most frequently by older elementary students (83% in grades 3–5) and middle school students (84% in grades 6–8).

- Clever was used primarily by elementary students (72% in grades PK–2, 75% in grades 3–5) with some parents of middle school (40%) and high school (24%) students reporting usage of this digital resource.

- Responses for Imagine Learning and Class Dojo were similar to those of Clever; elementary students primarily used these resources, while parents of middle and high school students reported much lower usage.

- Email was used primarily by middle and high school students (37% in grades 6–8, 39% in grades 9-12), with some parents of elementary students (18% in grades PK–2, 24% in grades 3–5) reporting usage.

Amount of Schoolwork Assigned

Participants were asked about the amount of schoolwork assigned during the first six-week grading cycle (**Figure 15**, p. 17). The majority of parents of students at all grade levels indicated that the amount of work assigned was "just right," ranging from a low of 64% for students in grades 9–12 to a high of 77% for

students in grades PK–2. Just one percent of students districtwide were reported as not receiving any assignments during the first grading cycle (Appendix E, Table 10, pp. 43–44).

When differentiated by School Office, the majority of parents of students at schools in all areas indicated that the amount of work assigned was "just right," ranging from a low of 67 percent for students at schools in the Northwest School Office and a high of 77 percent for students at schools in the North School Office. Parents of students at schools in the Achieve 180, Northwest, and West School Offices reported more frequently that students had not received enough schoolwork (7–8%), while parents of students at schools in the Northwest, South, and East areas reported more frequently that students had received too much work (26%, 24%, and 22%, respectively).

Figure 15. Amount of Schoolwork Assigned
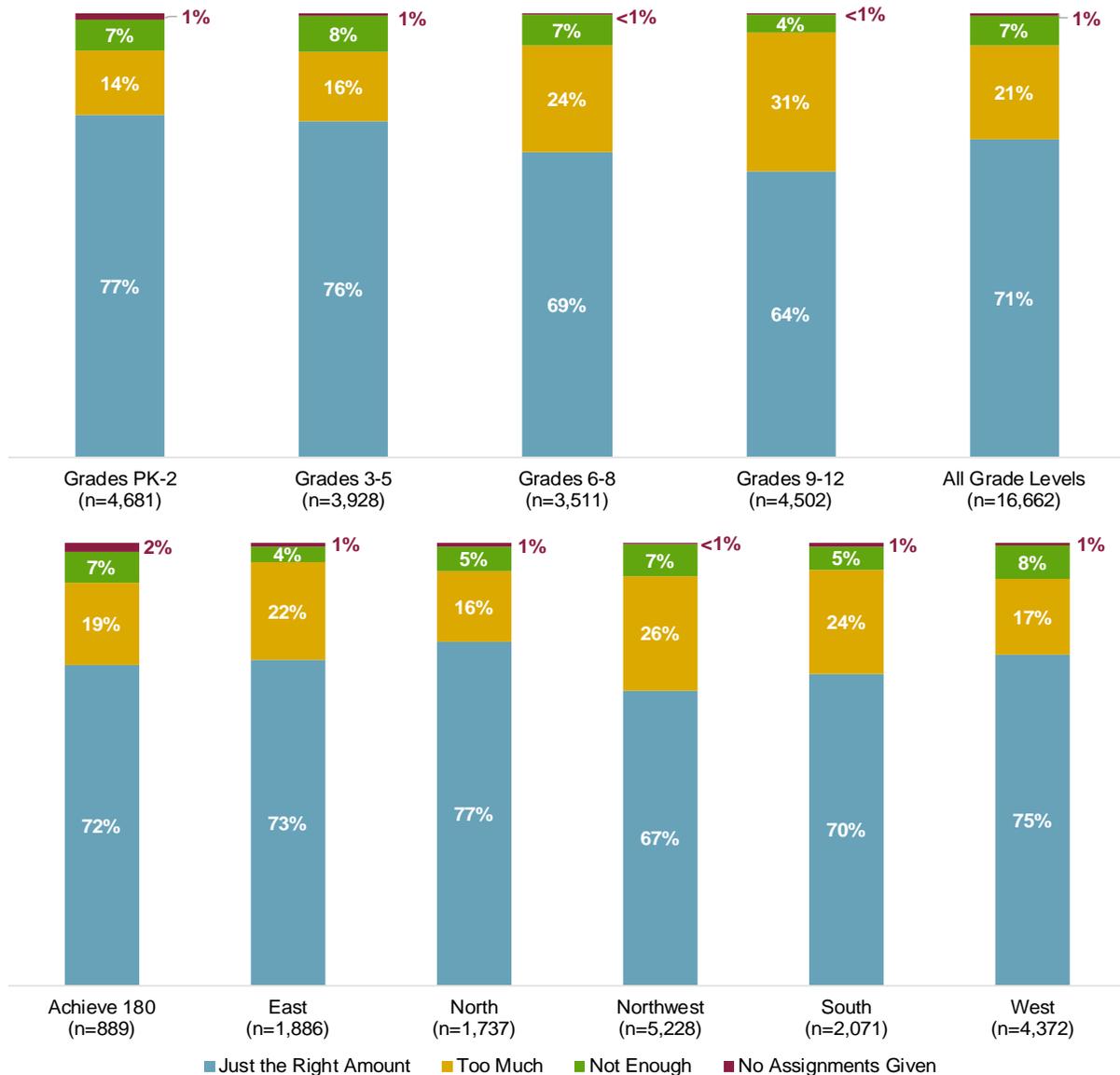
Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Notes: Percentages may not total 100 due to rounding. The number of respondents varies, as participants were not required to answer every question.

Responses to the amount of schoolwork assigned during remote learning by campus can be found in **Appendix F**, Table 11, pp. 45-48.

Support from School Staff

Participants were asked to what extent their child had been supported with remote learning by school staff (**Figure 16**). Just under half (48%) of parents of students at all grade levels indicated that their child had been "very supported," with another 39 percent of parents reporting their child had been "somewhat supported. Thirteen percent of parents reported that their child had not been supported or was "somewhat not supported" during remote learning by school staff. Parents of students in elementary grade levels reported slightly higher rates of support, while parents of middle and high school students reported higher rates of "somewhat not supported" or no support (16% and 13%, respectively).

Figure 16. Support from School Staff
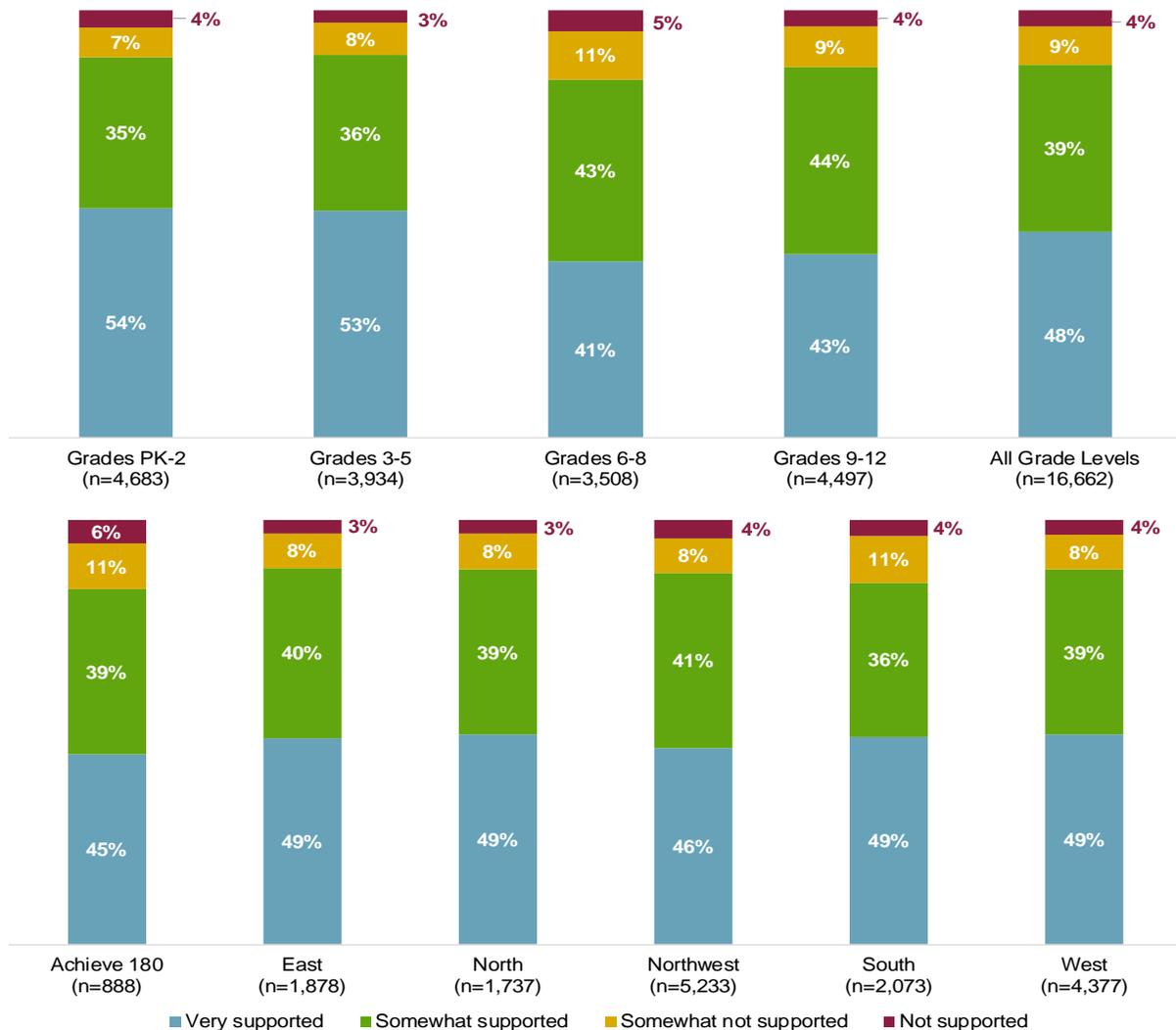
Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
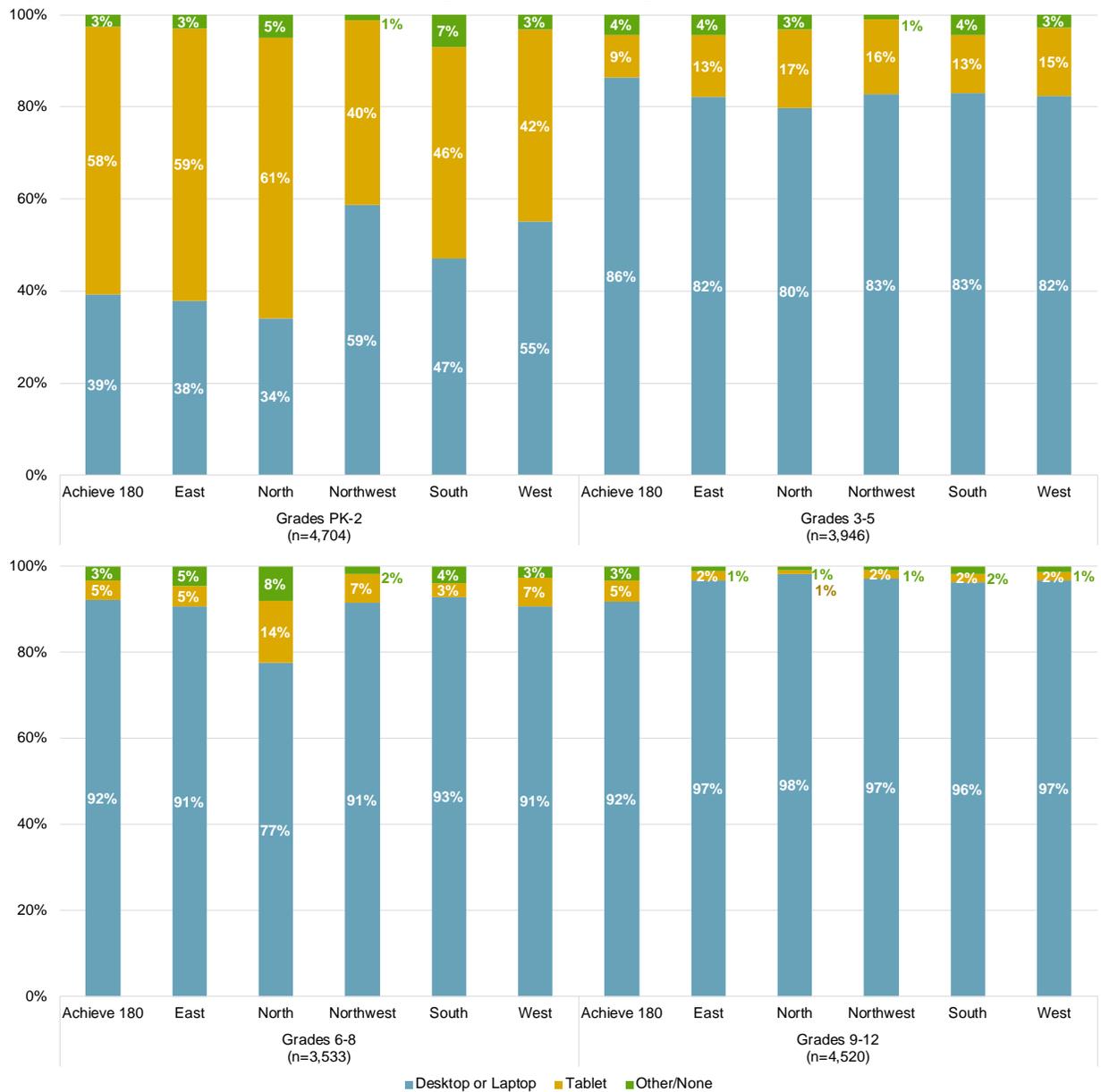Notes: Percentages may not total 100 due to rounding. The number of respondents varies, as participants were not required to answer every question.

When differentiated by School Office, parents of students at schools in the Achieve 180 School Office reported higher rates of "somewhat not supported" or no support (17%) than parents of students at schools in other school offices, which ranged from 11 percent to 13 percent. Responses to support from school staff district-wide during remote learning can be found in Appendix E, Table 10, pp. 43–44, and by campus in **Appendix F**, Table 12, pp. 49–52.

Collaborative Assignments

Figure 17. Frequency of Collaborative Assignments

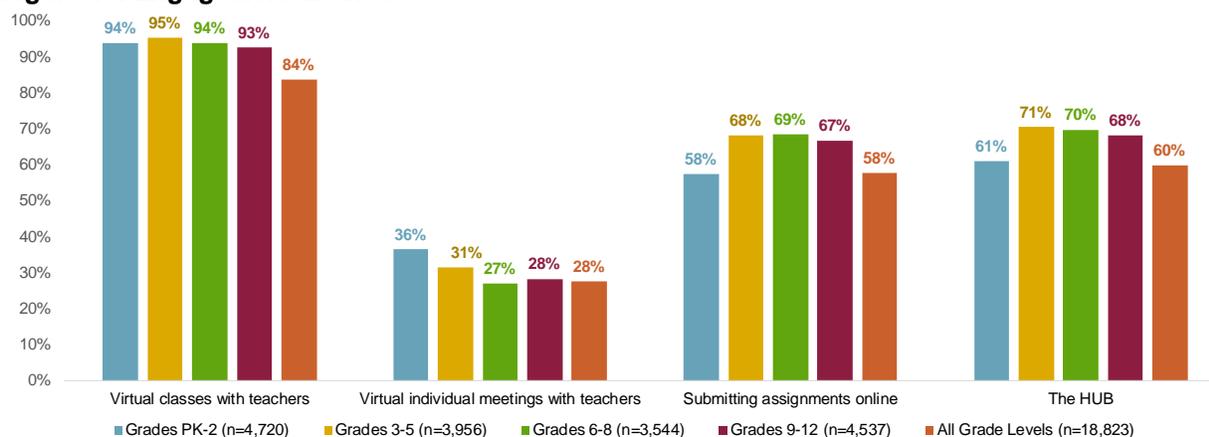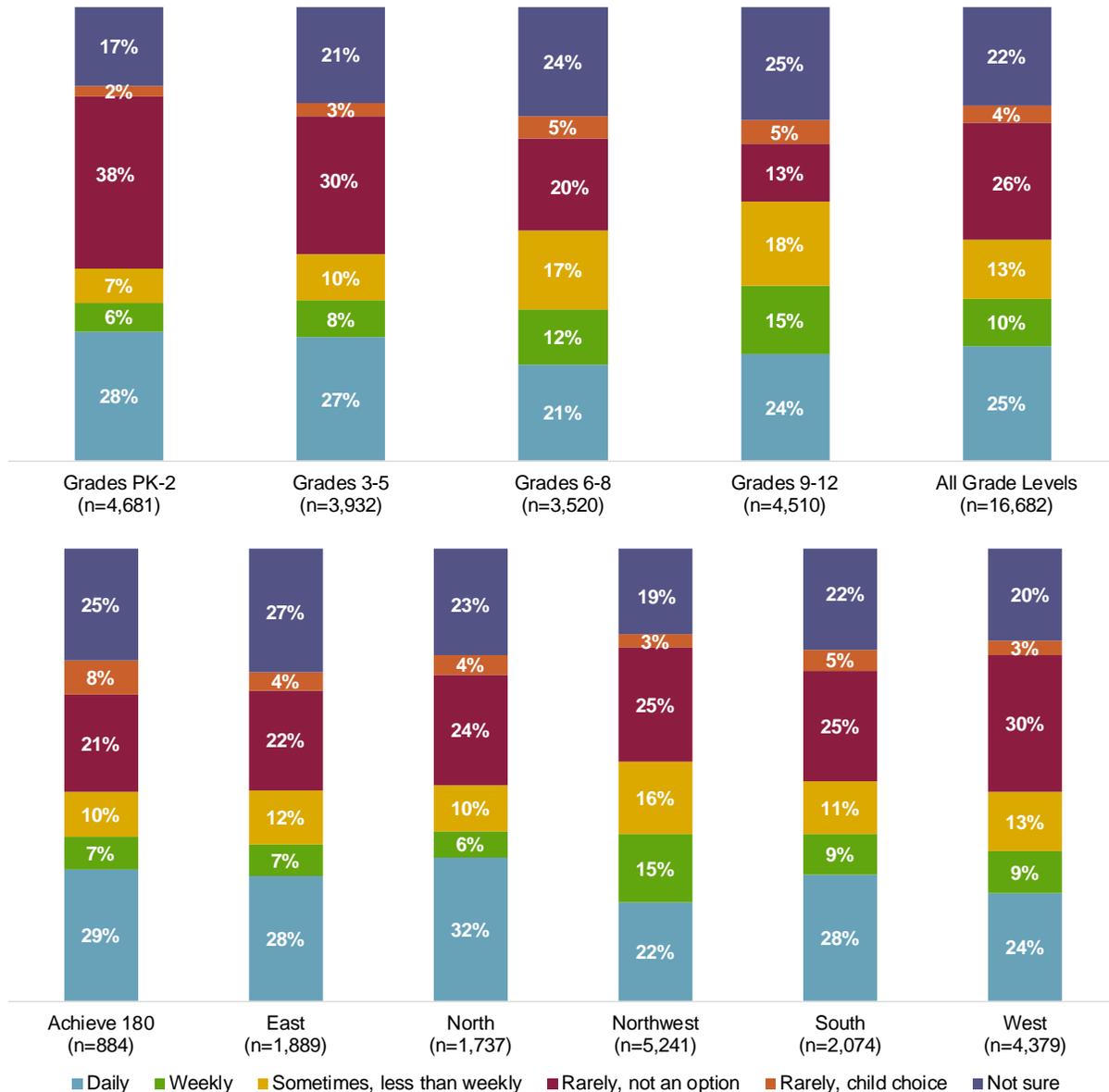Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Notes: Percentages may not total 100 due to rounding. The number of respondents varies, as participants were not required to answer every question.

Collaborative work is an essential part of student learning and growth. Participants were asked how often their children had worked with classmates on partner or team assignments during remote learning (Appendix E, Table 10, p. 43–44). **Figure 17** (p. 19) shows that approximately 35 percent of parents of students at all grade levels indicated that their child had the opportunity to work collaboratively with peers on a daily or weekly basis, with high school students reporting the highest percentage (39%). More than a quarter of parents of students at all grade levels reported that working collaboratively was not an option, with higher percentages reported for students in lower grade levels. For students in grades 9–12, just 13 percent of parents reported that students did not have the option of working collaboratively with their peers. Little difference is seen in the opportunity to work collaboratively when differentiated by School Office; across all school offices, parents reported that students worked collaboratively daily or weekly at a rate of 33–38 percent. However, a higher percentage of parents of students in the West area reported that working collaboratively with their peers was not an option (30% for the West area, as compared to a low of 21% in the Achieve 180 School Office).

Responses to collaborative work opportunities during remote learning by campus can be found in **Appendix F**, Table 13, pp. 53–56.

Parental Confidence in Student Progress

Parental buy-in to remote learning is essential to student success, and the parents' confidence that their children are learning and progressing is critical to achieving that parental buy-in. Parents were asked how confident they were that their child had made progress during remote learning (Appendix E, Table 10, pp. 43–44).

Figure 18 (p. 21) shows that overall, 78 percent of parents of students at all grade levels were "very confident" or "somewhat confident" that their children had made progress during remote learning, with 18 percent reporting that they were not confident at all that their children had progressed. Parents of students in grades 9–12 were slightly more confident that their children had shown progress during remote learning, with 80 percent reporting they were somewhat or very confident, as compared to 78 percent for other grade levels. When differentiated by School Office area, parents of students in the Northwest area were slightly more confident that their children had shown progress during remote learning, with 80 percent reporting they were somewhat or very confident, as compared to 78 percent for other School Office areas. Parents of students in the West School Office area reported that they were not confident at all of their students' progress during remote learning at a higher rate than parents of students in other School Office areas (20%, as compared with 17–18%).

Responses to parental confidence in student progress during remote learning by campus can be found in **Appendix F**, Table 14, pp. 57–60.

Figure 18. Parental Confidence in Student Progress
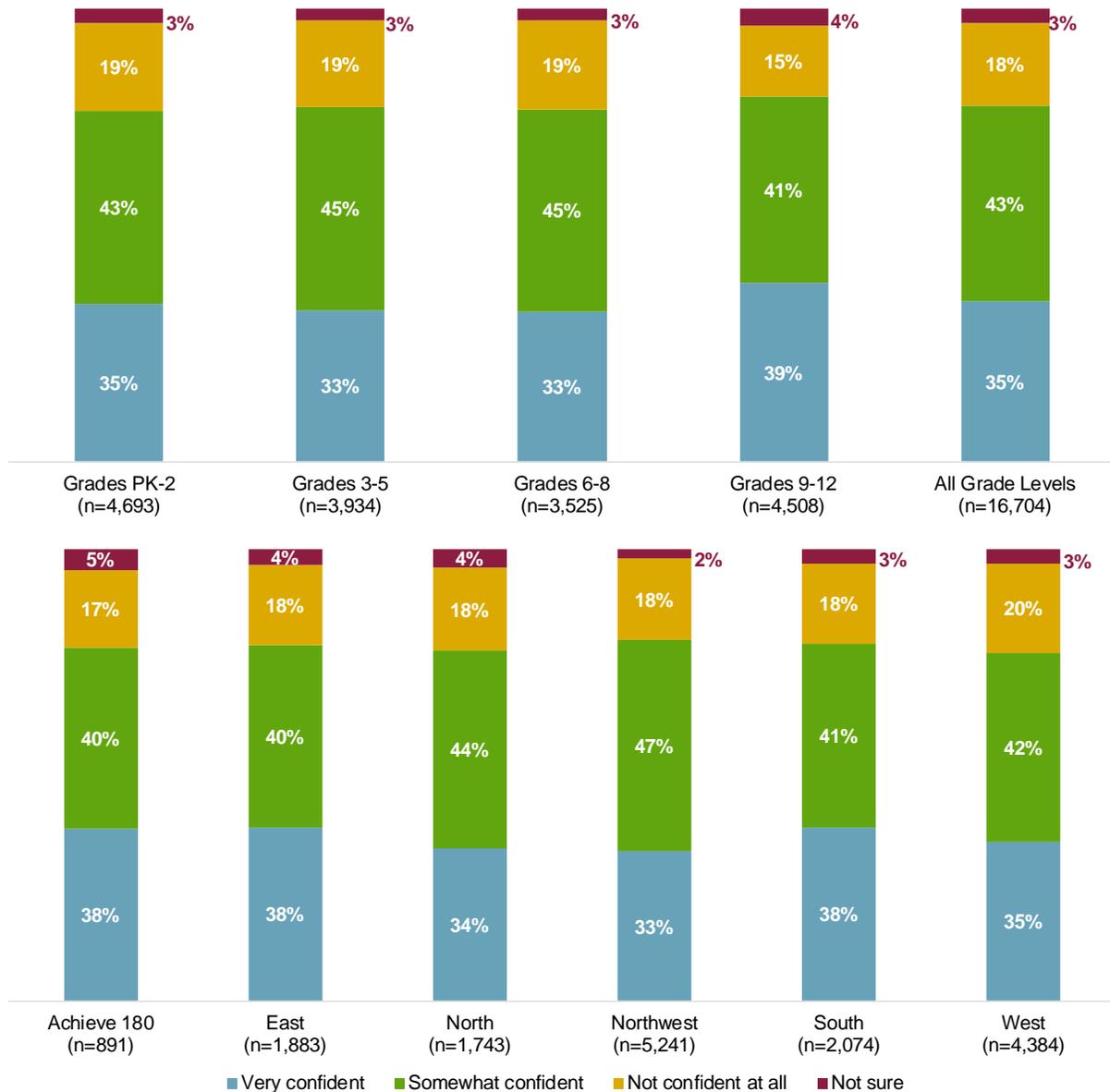
	Grades PK-2 (n=4,693)	Grades 3-5 (n=3,934)	Grades 6-8 (n=3,525)	Grades 9-12 (n=4,508)	All Grade Levels (n=16,704)
Not sure	3%	3%	3%	4%	3%
Not confident at all	19%	19%	19%	15%	18%
Somewhat confident	43%	45%	45%	41%	43%
Very confident	35%	33%	33%	39%	35%

	Achieve 180 (n=891)	East (n=1,883)	North (n=1,743)	Northwest (n=5,241)	South (n=2,074)	West (n=4,384)
Not sure	5%	4%	4%	2%	3%	3%
Not confident at all	17%	18%	18%	18%	18%	20%
Somewhat confident	40%	40%	44%	47%	41%	42%
Very confident	38%	38%	34%	33%	38%	35%

■ Very confident ■ Somewhat confident ■ Not confident at all ■ Not sure

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Notes: Percentages may not total 100 due to rounding. The number of respondents varies, as participants were not required to answer every question.

Communication from the School

Survey respondents were asked if the communication received from their children's school about remote learning was too much, just the right amount, or too little. Respondents were also asked if the communication received from the school was usually, sometimes, or rarely helpful. **Figure 19** (p. 22) shows that most (80%) indicated that the amount of communication was "just the right amount," and that most (63%) thought the communication was "usually helpful" (Appendix E, Table 10, pp. 43–44). Responses to communication frequency and helpfulness by campus can be found in **Appendix F**, Table 15, pp. 61–64.

Figure 19. Communication from the Schools

The communication from my child's school about remote learning was:

n=16,684
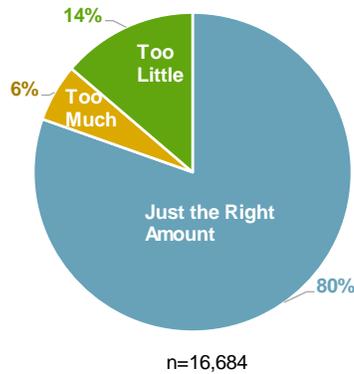
The communication from my child's school about remote learning was helpful:
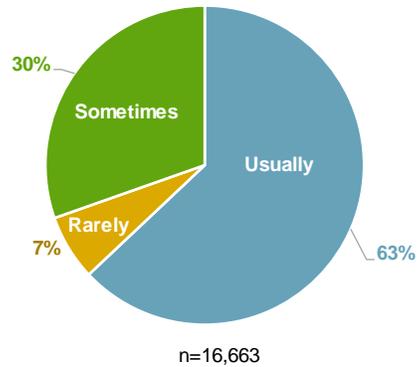
n=16,663

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Notes: Percentages may not total 100 due to rounding. The number of respondents varies, as participants were not required to answer every question.

Satisfaction with Remote Learning

Respondents were asked if they were satisfied with remote learning overall. **Figure 20A** shows that the majority of parents indicated they were satisfied with remote learning, with 75 percent districtwide responding positively.

Figure 20A. Satisfaction with Remote Learning
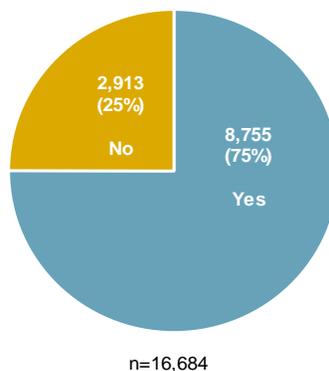
n=16,684

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Notes: Percentages may not total 100 due to rounding. The number of respondents varies, as participants were not required to answer every question.

A total of 2,913 respondents (25%) indicated they were not satisfied with remote learning. Those respondents were asked to identify why they were dissatisfied and were asked to check all that applied. **Figure 20B** (p. 23) displays the responses selected by at least 20 percent of parents who indicated they were unhappy with remote learning. Most parents who indicated that they were dissatisfied with remote learning reported that students were stressed and had difficulty concentrating (67%). Parents also frequently indicated that they did not know what schoolwork to do or when to do it (39%) and that the child

was not interested in schoolwork (38%). Responses to parental satisfaction of remote learning can be found in **Appendix G**, Table 16, p. 65.

Figure 20B. Dissatisfaction with Remote Learning
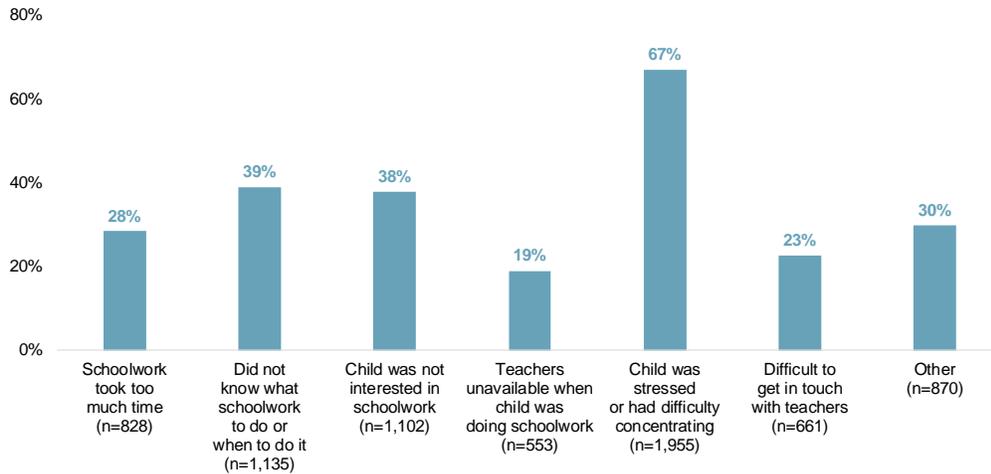
Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Notes: Percentages will not total 100, as participants selected multiple responses.

Factors Considered in Selecting Between Remote and In-Person Learning

Prior to the second six-week grading cycle, parents had the opportunity to select either in-person or remote learning for their child for the upcoming grading cycle. Respondents were asked to indicate which factors they considered when selecting between remote and in-person learning for the second six-week grading cycle and were asked to select all that applied (**Figure 21**). A total of 15,389 responses were collected. Most respondents (56%) indicated that a general risk of contracting COVID-19 was a factor considered when selecting the mode of instruction for the upcoming grading cycle. Current City of Houston and Harris County positivity/infection rates (38%) and how well the child was learning remotely (30%) were also considered by many respondents. Responses to factors considered can be found in **Appendix H**, Table 17, p. 66.

Figure 21. Factors Considered in Selecting Between Remote and In-Person Learning

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Notes: Percentages will not total 100, as participants selected multiple responses. The number of respondents varies, as participants were not required to answer every question.

Appendix A – HISD COVID-19 Response Parent Survey

Thank you for completing the Fall 2020 HISD Remote Learning Parent Survey. HISD wants to hear about your family's experience with remote learning during the first six weeks of the 2020-2021 school year when all students were learning remotely. Remote learning includes work done at the district learning centers. Your feedback is confidential.

1. What is the primary language spoken in your home?

◯ English

◯ Spanish

◯ Vietnamese

◯ Arabic

◯ Other

2. Describe your internet at home:

◯ High-speed internet/WiFi in the entire house

◯ Slow connection and/or dial-up

◯ Internet on phone only (including phone used as hotspot)

◯ Hotspot device

◯ No internet access

3. During the first six weeks of school where did your child(ren) participate in remote learning? [Check all that apply]

☐ At home

☐ At the house of a friend or other family member

☐ A Digital Learning Center

☐ Other

Section 1. Communication

4. The communication from HISD about the start of the 2020-2021 school year was:

◯ Too much

◯ Just the right amount

◯ Too little

5. Have you taken the HISD Online Course for Parents "Parent Introduction to Virtual Learning"?

◯ Yes, I have taken the entire training.

◯ Yes, but I have not completed all of the training yet.

◯ No, but I plan to soon.

◯ No, and I don't plan to.

◯ No, I don't know what this is.

Section 2. Technology Supports for Remote Learning

6. Did your family receive one or more devices from HISD?

◯ Yes, we received one or more devices from HISD and have one for each student.

◯ Yes, we received one or more devices but we do not have one device for every student

◯ No, my household used our own devices.

◯ No, I need a device from HISD.

7. Which support system(s) did you utilize to assist your child(ren) with remote learning? [Check all that apply]

☐ Student Introduction to Virtual Learning Course

☐ HISD@H.O.M.E hotline

☐ Booking technology appointment

☐ HISD website

☐ HISD Service Desk

☐ Other

☐ None

8. I have had challenges using technology supports to assist my child(ren) with remote

learning because: [Check all that apply]

I do not have adequate internet access at home
I do not have the right device (e.g., computer, tablet, laptop)
I do not speak English and communication has been difficult
My skill level with using technology
My child(ren) had trouble with their login and/or password
I never received a code or access ID to set up an account on HISD Parent Connect
I don't have time to learn about technology supports
Other
I did not have any challenges.

Section 3. Online Instruction

* 9. How many children do you have who currently attend an HISD school?

◯ 0

◯ 1

◯ 2

◯ 3 or more

We understand each child requires different types of support for remote learning. As best you can, please think about each individual child's experiences and needs during remote learning.

Please think of your **first** child.

10. In what grade level did your **first** child participate in remote learning?

◯ PreK to 2nd grade

◯ 3–5

◯ 6–8

◯ 9–12

11. What campus does your **first** child attend? (Select from drop-down list)

12. Which device did your **first** child use the most for remote learning:

◯ Desktop or laptop computer

◯ Tablet (Example: iPad, Galaxy Tab, Surface Pro)

◯ Smartphone (Example: iPhone, Galaxy)

◯ Other

◯ No device available

13. Overall, the communication from my **first** child's campus about remote learning was:

◯ Too much

◯ Just the right amount

◯ Too little

14. Overall, the communication from my **first** child's campus about remote learning was:

◯ Usually helpful

◯ Sometimes helpful

◯ Rarely helpful

15. In what ways did your **first** child normally engage with remote learning? [Check all that apply]

Virtual classes with teachers

Virtual individual meetings with teachers

Submitting assignments online

The HUB

A phone call with a teacher

My **first** child does not regularly engage with remote learning

Not sure

16. My **first** child completed tasks assigned or connected with teachers using: [Check all that apply]

Microsoft Teams   HISD TV
The Hub   Telephone
Clever   Email
Imagine Learning   Other
Class Dojo   Not sure

17. The amount of schoolwork assigned by my **first** child's teachers was:

◯ Too much

◯ Just the right amount

◯ Not enough

◯ My **first** child hasn't been given any assignments

18. To what extent was your **first** child supported with remote learning by school staff?

◯ Very supported

◯ Somewhat supported

◯ Somewhat not supported

◯ Not supported

19. Overall, how often did your **first** child work with classmates on partner or team assignments during remote learning?

○ Daily

○ Weekly

○ Sometimes, but less than weekly

○ Rarely, because working with classmates was not an option

○ Rarely, because working with classmates was optional and my **first** child chose to work alone

○ Not sure

20. How confident are you that your **first** child made progress during remote learning?

○ Very confident

○ Somewhat confident

○ Not confident at all

○ Not sure

* 21. Do you have other child(ren) who currently attend an HISD school?

○ Yes, take me to the remote learning questions for my next child.

○ Yes, but I don't want to answer remote learning questions for my other child(ren). Take me to next section of the survey.

○ No, take me to next section of the survey.

Please think of your second child.

Questions 22–44 repeat Questions 10–20 using skip logic for respondents who answered "Yes, take me to the remote learning questions for my next child." The questions are not repeated here.

* 45. Overall, I was satisfied with remote learning for my child(ren):

○ Yes

○ No

46. I was not satisfied with remote learning for my child(ren) because: [Check all that apply]

Did not have adequate internet access at home

Did not have the right device (e.g., computer, tablet, laptop)

Did not have enough devices for each child in the household

Schoolwork took too much time

Did not know what schoolwork to do or when to do it

Child was not interested in the schoolwork

Teachers were unavailable when child was doing schoolwork

Did not have the materials at home needed to do schoolwork

Child was stressed or had difficulty concentrating

School work is in English and parent/caregiver speaks another language

It was difficult to get in touch with teachers

Other

47. What factors did you consider when selecting between remote and in person learning for the 2nd six weeks? [Check all that apply]

Child's specific health concerns (e.g. asthma)

Other household member's specific health concerns (e.g. age, chemotherapy)

General risk of contracting COVID-19

Current City of Houston and Harris County positivity/infection rates

How well my child was learning remotely

Child missing the social parts of school

My child's participation in extracurricular activities

Availability of transportation to and from school

Whether an adult would be available to stay home with my child(ren) during remote learning

End of Survey

Thank you for sharing with HISD how we can support your family and your child(ren)'s learning this year. Please visit the HISD@HOME website for remote learning support and resources and the HISD Parent Training site for online courses and Parent University events.

Appendix B: Description of Respondents Tables

Table 1. Number of Children in HISD Schools, Per Respondent			
	N	**%**	**Number of Students Represented**
1 Child	7,119	46.3%	7,119
2 Children	4,313	28.0%	8,626
3+ Children	2,001	13.0%	6,003
0 or No Answer	1,956	12.7%	0
Total	**15,389**		**21,748**

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Note: Percentages may not total 100 due to rounding.

Table 2. Respondent Language				
	Survey Administration		**Spoken in the Home**	
	N	**%**	**N**	**%**
English	11,126	82.8%	9,563	71.2%
Spanish	2,272	16.9%	3,274	24.4%
Vietnamese	12	0.1%	37	0.3%
Arabic	23	0.2%	67	0.5%
Other/No Response	--	--	492	3.7%
Total	**13,433**	**100.0%**	**13,433**	**100.0%**

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Note: Percentages may not total 100 due to rounding. The total represents respondents with one or more children in HISD schools.

Appendix C: Communication Received from HISD Tables

| Table 3. Communication From HISD About the Start of the 2020-2021 School Year		
	N	**%**
Just the right amount	10,214	76.8%
Too much	1,476	11.1%
Too little	1,603	12.1%
Total Responses	**13,293**	**99.0%**
No Response	140	1.0%
Grand Total	**13,433**	**100.0%**

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Note: Percentages may not total 100 due to rounding. The total represents respondents with one or more children in HISD schools.

Appendix D: Supports for Online Learning Tables

Table 4. Describe Internet at Home

	N	%
High-speed internet/WiFi	11,475	86.1%
Slow connection/dial-up	793	5.9%
Internet on phone only	336	2.5%
Hotspot	596	4.5%
No internet access	128	1.0%
Total Responses	**13,328**	**99.2%**
No Response	105	0.8%
Grand Total	**13,433**	**100.0%**

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Note: Percentages may not total 100 due to rounding.

Table 5. Completion of Online Course for Parents

|	N	%
Yes, taken entire training	5,926	44.6%
Yes, but not completed	1,109	8.3%
No, plan to soon	2,854	21.5%
No, don't plan to	1,742	13.1%
No, don't know what this is	1,661	12.5%
Total Responses	**13,292**	**99.0%**
No Response	141	1.0%
Grand Total	**13,433**	**100.0%**

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Note: Percentages may not total 100 due to rounding.

Table 6. Did Family Receive Devices From HISD

	N	%
Yes, and have one for each student	7,734	58.2%
Yes, but not enough for every student	899	6.8%
No, use our own devices	4,270	32.1%
No, need a device	396	3.0%
Total Responses	**13,299**	**99.0%**
No Response	134	1.0%
Grand Total	**13,433**	**100.0%**

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Note: Percentages may not total 100 due to rounding.

Appendix D: Supports for Online Learning Tables, Continued

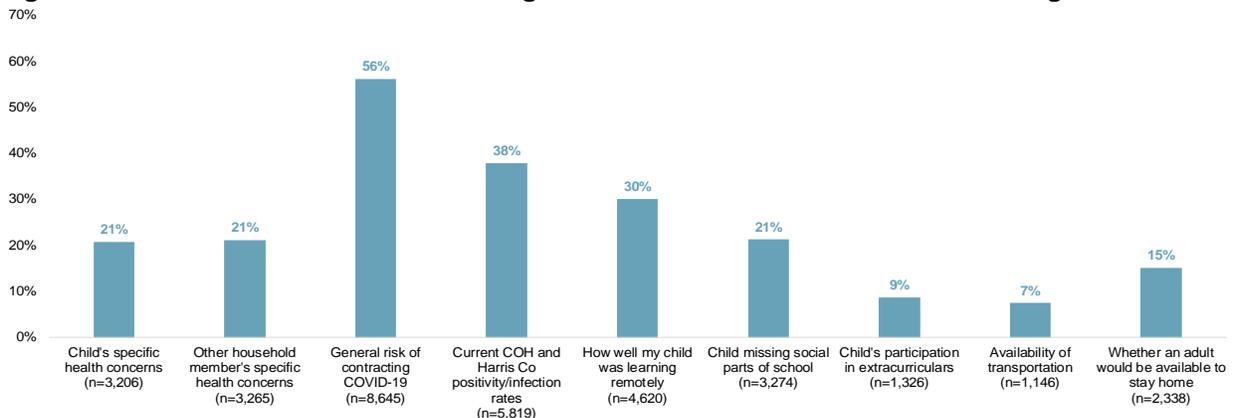| Table 7. Remote Learning	N	%
Where Did Children Participate		
At home	12,697	94.5%
Home of friend or family member	729	5.4%
Digital Learning Center	199	1.5%
Other	389	2.9%
Support Systems Utilized		
Student Introduction to Virtual Learning Course	4,877	36.3%
HISD@H.O.M.E Hotline	1,998	14.9%
Booking technology appointment	321	2.4%
HISD website	5,378	40.0%
HISD service desk	749	5.6%
Other	1,425	10.6%
None	3,468	25.8%
Challenges Using Technology		
Do not have adequate internet access at home	626	4.7%
Do not have the right device	486	3.6%
Do not speak English, communication is difficult	747	5.6%
Skill level using technology	1,341	10.0%
Children had trouble with login and/or password	1,156	8.6%
Never received a code or access ID to set up an HISD Parent Connect account	714	5.3%
Don't have time to learn about technology supports	592	4.4%
Other	1,635	12.2%
Did not have any challenges	7,889	58.7%
Total	**13,433**	

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Note: Percentages may not total 100 due to rounding.

Appendix E: Children and Remote Learning Tables

Table 8A. Student Grade Level Categories by School Office												
	No Grade Level		Grades PK-2		Grades 3-5		Grades 6-8		Grades 9-12		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Achieve 180	4	12.5%	155	3.4%	139	3.6%	265	7.7%	330	7.5%	893	5.5%
East Area	2	6.3%	515	11.2%	454	11.8%	322	9.4%	601	13.7%	1,894	11.6%
North Area	4	12.5%	628	13.7%	548	14.2%	237	6.9%	334	7.6%	1,751	10.7%
Northwest Area	10	31.3%	1,182	25.7%	969	25.2%	1,460	42.5%	1,637	37.3%	5,258	32.3%
South Area	5	15.6%	667	14.5%	507	13.2%	321	9.3%	588	13.4%	2,088	12.8%
West Area	7	21.9%	1,444	31.4%	1,230	32.0%	831	24.2%	894	20.4%	4,406	27.0%
Other	0	0.0%	1	0.0%	1	0.0%	1	0.0%	3	0.1%	6	0.0%
Total With Area Office	**32**	**1.5%**	**4,592**	**97.3%**	**3,848**	**97.3%**	**3,437**	**97.0%**	**4,387**	**96.7%**	**16,296**	**86.6%**
No Response	2,034	98.5%	128	2.7%	108	2.7%	107	3.0%	150	3.3%	2,527	13.4%
Total	**2,066**	**11.0%**	**4,720**	**25.1%**	**3,956**	**21.0%**	**3,544**	**18.8%**	**4,537**	**24.1%**	**18,823**	**100.0%**

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Note: Percentages may not total 100 due to rounding.

Appendix E: Children and Remote Learning Tables, Continued

Table 8B. Survey Responses by Campus			
School Name	Total Enrollment	Survey Responses N	%
Alcott ES	200	*	--
Almeda ES	821	36	4.4%
Anderson ES	704	33	4.7%
Arabic Immersion	479	42	8.8%
Ashford ES	521	44	8.4%
Askew ES	824	122	14.8%
Atherton ES	483	*	--
Attucks MS	454	26	5.7%
Austin HS	1533	92	6.0%
Barrick ES	552	46	8.3%
Bastian ES	587	*	--
Baylor College MS	619	69	11.1%
BCM Biotech Acad at Rusk	428	53	12.4%
Bell ES	606	51	8.4%
Bellaire HS	3220	373	11.6%
Bellfort ECC	346	*	--
Benavidez ES	927	*	--
Benbrook ES	488	*	--
Berry ES	764	60	7.9%
Black MS	1359	198	14.6%
Blackshear ES	346	*	--
Bonham ES	842	39	4.6%
Bonner ES	676	25	3.7%
Braeburn ES	748	25	3.3%
Briargrove ES	810	164	20.2%
Briarmeadow	584	103	17.6%
Briscoe ES	230	*	--
Brookline ES	774	38	4.9%
Browning ES	442	34	7.7%
Bruce ES	399	33	8.3%
Burbank ES	853	63	7.4%
Burbank MS	1504	104	6.9%
Burnet ES	419	34	8.1%
Burrus ES	311	*	--
Bush ES	814	147	18.1%
Cage ES	465	32	6.9%
Carnegie HS	922	164	17.8%
Carrillo ES	440	47	10.7%
Challenge EC HS	485	64	13.2%
Chavez HS	2550	157	6.2%

Appendix E: Children and Remote Learning Tables, Continued

Table 8B. Survey Responses by Campus, Continued			
School Name	Total Enrollment	Survey Responses N	%
Chrysalis MS	284	37	13.0%
Clifton MS	565	28	5.0%
Codwell ES	362	*	--
Condit ES	727	123	16.9%
Cook ES	521	*	--
Coop ES	616	49	8.0%
Cornelius ES	804	33	4.1%
Crespo ES	633	49	7.7%
Crockett ES	556	53	9.5%
Cullen MS	373	*	--
Cunningham ES	590	39	6.6%
Daily ES	716	74	10.3%
Davila ES	399	33	8.3%
De Chaumes ES	750	75	10.0%
Deady MS	648	33	5.1%
DeAnda ES	596	33	5.5%
DeBakey HS	934	160	17.1%
DeZavala ES	521	48	9.2%
Dogan ES	555	*	--
Durham ES	563	67	11.9%
Durkee ES	488	*	--
East EC HS	445	36	8.1%
Eastwood Acad HS	440	48	10.9%
Edison MS	620	31	5.0%
Eliot ES	564	37	6.6%
Elmore ES	619	*	--
Elrod ES	711	48	6.8%
Emerson ES	910	48	5.3%
Energized ECC	266	46	17.3%
Energized ES	1461	31	2.1%
Energized MS	622	*	--
Energy Inst HS	761	143	18.8%
E-STEM Central HS	610	*	--
E-STEM West MS	430	*	--
Farias ECC	349	34	9.7%
Field ES	428	44	10.3%
Fleming MS	418	*	--
Foerster ES	676	*	--
Fondren ES	316	*	--
Fondren MS	1088	51	4.7%
Fonville MS	764	32	4.2%
Fonwood ECC	372	*	--
Forest Brook MS	808	40	5.0%

Appendix E: Children and Remote Learning Tables, Continued

Table 8B. Survey Responses by Campus, Continued			
School Name	Total Enrollment	Survey Responses N	%
Foster ES	380	*	--
Franklin ES	333	*	--
Frost ES	521	*	--
Furr HS	1111	43	3.9%
Gallegos ES	318	33	10.4%
Garcia ES	433	42	9.7%
Garden Oaks	812	92	11.3%
Garden Villas ES	499	42	8.4%
Golfcrest ES	477	*	--
Gregg ES	388	*	--
Gregory-Lincoln PK-8	671	64	9.5%
Grissom ES	496	*	--
Gross ES	538	43	8.0%
HAIS HS	499	56	11.2%
Halpin ECC	350	*	--
Hamilton MS	1061	95	9.0%
Harris JR ES	347	38	11.0%
Harris RP ES	522	*	--
Hartman MS	1168	60	5.1%
Hartsfield ES	362	*	--
Harvard ES	648	145	22.4%
HCC Lifeskills	82	*	--
Heights HS	2447	299	12.2%
Helms ES	479	52	10.9%
Henderson JP ES	633	29	4.6%
Henderson NQ ES	271	*	--
Henry MS	793	38	4.8%
Herod ES	812	136	16.7%
Herrera ES	812	62	7.6%
High School Ahead Acad MS	159	*	--
Highland Heights ES	444	*	--
Hilliard ES	546	27	4.9%
Hines-Caldwell ES	723	53	7.3%
Hobby ES	637	36	5.7%
Hogg MS	1029	143	13.9%
Holland MS	645	*	--
Horn ES	756	203	26.9%
Houston MSTC HS	2648	222	8.4%
HSLJ	486	55	11.3%
Isaacs ES	264	*	--
Janowski ES	457	*	--
Jefferson ES	388	*	--
Jones HS	338	*	--

Appendix E: Children and Remote Learning Tables, Continued

Table 8B. Survey Responses by Campus, Continued			
School Name	Total Enrollment	Survey Responses N	%
Kashmere Gardens ES	431	*	--
Kashmere HS	844	31	3.7%
Kelso ES	419	*	--
Kennedy ES	591	*	--
Ketelsen ES	507	35	6.9%
Key MS	656	26	4.0%
Kinder HSPVA	795	184	23.1%
Kolter ES	727	151	20.8%
Lamar HS	2847	516	18.1%
Lanier MS	1413	295	20.9%
Lantrip ES	620	75	12.1%
Las Americas MS	168	*	--
Laurenzo ECC	204	*	--
Law ES	609	39	6.4%
Lawson MS	1383	81	5.9%
Leland YMCPA	458	38	8.3%
Lewis ES	696	57	8.2%
Liberty HS	308	*	--
Lockhart ES	486	*	--
Long Acad	932	36	3.9%
Longfellow ES	666	65	9.8%
Looscan ES	294	*	--
Love ES	313	*	--
Lovett ES	637	130	20.4%
Lyons ES	905	102	11.3%
MacGregor ES	497	51	10.3%
Mading ES	377	*	--
Madison HS	1830	114	6.2%
Mandarin Immersion Magnet	725	134	18.5%
Marshall ES	775	43	5.5%
Marshall MS	684	*	--
Martinez C ES	323	28	8.7%
Martinez R ES	477	*	--
McGowen ES	406	*	--
McNamara ES	891	37	4.2%
McReynolds MS	500	*	--
Memorial ES	323	*	--
Meyerland MS	1347	199	14.8%
Middle College HS - Fraga	103	*	--
Middle College HS - Gulfton	129	*	--
Milby HS	2148	139	6.5%
Milne ES	493	*	--
Mistral ECC	264	40	15.2%

Appendix E: Children and Remote Learning Tables, Continued

Table 8B. Survey Responses by Campus, Continued			
School Name	Total Enrollment	Survey Responses N	Survey Responses %
Mitchell ES	418	*	--
MLK ECC	285	*	--
Montgomery ES	493	25	5.1%
Moreno ES	697	62	8.9%
Mount Carmel Acad HS	286	*	--
Navarro MS	629	*	--
Neff ECC	571	63	11.0%
Neff ES	744	95	12.8%
North Forest HS	973	55	5.7%
North Houston EC HS	489	36	7.4%
Northline ES	486	26	5.3%
Northside HS	1429	69	4.8%
Oak Forest ES	859	106	12.3%
Oates ES	360	*	--
Ortiz MS	1026	48	4.7%
Osborne ES	263	*	--
Paige ES	442	*	--
Park Place ES	838	50	6.0%
Parker ES	868	160	18.4%
Patterson ES	876	76	8.7%
Peck ES	413	*	--
Pershing MS	1720	232	13.5%
Petersen ES	388	*	--
Pilgrim Acad	1128	32	2.8%
Pin Oak MS	1268	295	23.3%
Piney Point ES	1144	49	4.3%
Pleasantville ES	251	*	--
Poe ES	778	140	18.0%
Port Houston ES	263	*	--
Pugh ES	371	*	--
Reagan Ed Ctr PK-8	870	54	6.2%
Red ES	613	95	15.5%
Revere MS	1129	60	5.3%
Reynolds ES	364	33	9.1%
Rice School PK-8	1134	141	12.4%
River Oaks ES	612	131	21.4%
Roberts ES	686	153	22.3%
Robinson ES	534	*	--
Rodriguez ES	975	46	4.7%
Rogers T H	997	207	20.8%
Roosevelt ES	502	46	9.2%
Ross ES	294	*	--
Rucker ES	375	*	--

Appendix E: Children and Remote Learning Tables, Continued

Table 8B. Survey Responses by Campus, Continued			
School Name	Total Enrollment	Survey Responses N	%
Sanchez ES	541	*	--
Scarborough ES	598	33	5.5%
Scarborough HS	733	42	5.7%
School at St. George ES	755	97	12.8%
Scroggins ES	399	29	7.3%
Secondary DAEP	7	*	--
Seguin ES	440	*	--
Shadowbriar ES	490	43	8.8%
Shadydale ES	777	40	5.1%
Sharpstown HS	1738	88	5.1%
Sharpstown Intl	1265	140	11.1%
Shearn ES	479	*	--
Sherman ES	557	43	7.7%
Sinclair ES	585	97	16.6%
Smith ES	790	30	3.8%
South EC HS	423	51	12.1%
Southmayd ES	457	43	9.4%
Sterling HS	1647	91	5.5%
Stevens ES	539	36	6.7%
Stevenson MS	1398	107	7.7%
Sugar Grove MS	696	26	3.7%
Sutton ES	1031	43	4.2%
Tanglewood MS	893	132	14.8%
TCAH	7879	34	0.4%
Thomas MS	603	*	--
Thompson ES	400	*	--
Tijerina ES	310	*	--
Tinsley ES	588	*	--
Travis ES	694	149	21.5%
Twain ES	858	165	19.2%
Valley West ES	750	51	6.8%
Wainwright ES	403	*	--
Walnut Bend ES	658	58	8.8%
Waltrip HS	1853	129	7.0%
Washington HS	761	33	4.3%
Welch MS	675	*	--
Wesley ES	271	*	--
West Briar MS	1133	134	11.8%
West University ES	1143	154	13.5%
Westbury HS	2406	169	7.0%
Westside HS	2881	330	11.5%
Wharton K-8	608	171	28.1%
Wheatley HS	782	45	5.8%

Appendix E: Children and Remote Learning Tables, Continued

Table 8B. Survey Responses by Campus, Continued			
School Name	Total Enrollment	Survey Responses N	%
Whidby ES	437	*	--
White E ES	708	40	5.6%
White M ES	640	51	8.0%
Whittier ES	412	26	6.3%
Williams MS	494	*	--
Wilson Montessori	589	114	19.4%
Windsor Village ES	685	36	5.3%
Wisdom HS	1879	69	3.7%
Woodson	645	48	7.4%
Worthing HS	852	48	5.6%
Yates HS	833	53	6.4%
Young ES	362	*	--
Young Learners	501	*	--
Young Scholars	103	*	--
YWCPA	540	63	11.7%

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020

Notes: * indicates campuses had less than 25 respondents. Campuses with less than 25 respondents are excluded from subsequent campus-level tables. Does not include responses where no campus was indicated. Percentages may not total 100 due to rounding.

Appendix E: Children and Remote Learning Tables, Continued

Table 9. Primary Device by School Office of Students by Grade Level	Desktop or Laptop		Tablet		Smartphone		No Device Available		Other		Total
	N	%	N	%	N	%	N	%	N	%	N
Achieve 180	730	81.7%	132	14.8%	28	3.1%	2	0.2%	1	0.1%	893
Grades PK-2	61	39.4%	90	58.1%	4	2.6%	0	0.0%	0	0.0%	155
Grades 3-5	120	86.3%	13	9.4%	5	3.6%	1	0.7%	0	0.0%	139
Grades 6-8	244	92.1%	12	4.5%	9	3.4%	0	0.0%	0	0.0%	265
Grades 9-12	303	91.8%	16	4.8%	10	3.0%	0	0.0%	1	0.3%	330
No Grade Level Reported	2	50.0%	1	25.0%	0	0.0%	1	25.0%	0	0.0%	4
East Area	1,439	76.1%	393	20.8%	46	2.4%	7	0.4%	5	0.3%	1,890
Grades PK-2	195	37.9%	304	59.1%	10	1.9%	2	0.4%	3	0.6%	514
Grades 3-5	373	82.2%	61	13.4%	16	3.5%	3	0.7%	1	0.2%	454
Grades 6-8	290	90.6%	15	4.7%	13	4.1%	1	0.3%	1	0.3%	320
Grades 9-12	580	96.7%	13	2.2%	7	1.2%	0	0.0%	0	0.0%	600
No Grade Level Reported	1	50.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	2
North Area	1,160	66.5%	514	29.5%	52	3.0%	10	0.6%	9	0.5%	1,745
Grades PK-2	214	34.1%	382	60.9%	19	3.0%	6	1.0%	6	1.0%	627
Grades 3-5	436	79.7%	94	17.2%	14	2.6%	1	0.2%	2	0.4%	547
Grades 6-8	182	77.4%	34	14.5%	17	7.2%	1	0.4%	1	0.4%	235
Grades 9-12	326	98.2%	3	0.9%	2	0.6%	1	0.3%	0	0.0%	332
No Grade Level Reported	2	50.0%	1	25.0%	0	0.0%	1	25.0%	0	0.0%	4
Northwest Area	4,424	84.3%	764	14.5%	40	0.8%	5	0.1%	18	0.3%	5,251
Grades PK-2	694	58.7%	474	40.1%	7	0.6%	3	0.3%	4	0.3%	1,182
Grades 3-5	801	82.7%	158	16.3%	4	0.4%	1	0.1%	4	0.4%	968
Grades 6-8	1,334	91.4%	100	6.9%	17	1.2%	1	0.1%	7	0.5%	1,459
Grades 9-12	1,586	97.2%	31	1.9%	12	0.7%	0	0.0%	3	0.2%	1,632
No Grade Level Reported	9	90.0%	1	10.0%	0	0.0%	0	0.0%	0	0.0%	10
South Area	1,600	76.8%	391	18.8%	77	3.7%	10	0.5%	5	0.2%	2,083
Grades PK-2	312	47.1%	304	45.9%	41	6.2%	4	0.6%	2	0.3%	663
Grades 3-5	421	83.0%	64	12.6%	17	3.4%	3	0.6%	2	0.4%	507
Grades 6-8	298	92.8%	10	3.1%	12	3.7%	1	0.3%	0	0.0%	321
Grades 9-12	565	96.3%	12	2.0%	7	1.2%	2	0.3%	1	0.2%	587
No Grade Level Reported	4	80.0%	1	20.0%	0	0.0%	0	0.0%	0	0.0%	5
West Area	3,422	77.9%	854	19.4%	80	1.8%	14	0.3%	22	0.5%	4,392
Grades PK-2	794	55.1%	601	41.7%	32	2.2%	7	0.5%	7	0.5%	1,441
Grades 3-5	1,011	82.5%	180	14.7%	22	1.8%	5	0.4%	8	0.7%	1,226
Grades 6-8	752	90.7%	55	6.6%	13	1.6%	2	0.2%	7	0.8%	829
Grades 9-12	861	96.6%	17	1.9%	13	1.5%	0	0.0%	0	0.0%	891
No Grade Level Reported	4	80.0%	1	20.0%	0	0.0%	0	0.0%	0	0.0%	5
Total With School Office	12,775	78.6%	3,048	18.8%	323	2.0%	48	0.3%	60	0.4%	16,254
No School Office Reported	345	70.8%	98	20.1%	28	5.7%	4	0.8%	12	2.5%	487
Grades PK-2	44	36.1%	63	51.6%	11	9.0%	0	0.0%	4	3.3%	122
Grades 3-5	75	71.4%	18	17.1%	8	7.6%	1	1.0%	3	2.9%	105
Grades 6-8	86	82.7%	11	10.6%	4	3.8%	1	1.0%	2	1.9%	104
Grades 9-12	133	89.9%	5	3.4%	5	3.4%	2	1.4%	3	2.0%	148
No Grade Level Reported	7	87.5%	1	12.5%	0	0.0%	0	0.0%	0	0.0%	8
Total	13,120	78.4%	3,146	18.8%	351	2.1%	52	0.3%	72	0.4%	16,741

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Note: Percentages may not total 100 due to rounding.

Appendix E: Children and Remote Learning Tables, Continued

Table 10. Students and Remote Learning	Grades PK-2		Grades 3-5		Grades 6-8		Grades 9-12		No Grade Level		All Grade Levels	
	N	%	N	%	N	%	N	%	N	%	N	%
Engaged in Remote Learning												
Virtual classes with teachers	4,436	94.0%	3,768	95.2%	3,326	93.8%	4,201	92.6%	30	1.5%	15,761	83.7%
Virtual individual meetings with teachers	1,722	36.5%	1,246	31.5%	959	27.1%	1,289	28.4%	5	0.2%	5,221	27.7%
Submitting assignments online	2,716	57.5%	2,696	68.1%	2,432	68.6%	3,032	66.8%	17	0.8%	10,893	57.9%
The HUB	2,886	61.1%	2,790	70.5%	2,473	69.8%	3,097	68.3%	17	0.8%	11,263	59.8%
Phone call with a teacher	401	8.5%	369	9.3%	282	8.0%	410	9.0%	3	0.1%	1,465	7.8%
Does not engage in remote learning	107	2.3%	45	1.1%	47	1.3%	55	1.2%	5	0.2%	259	1.4%
Not sure	64	1.4%	56	1.4%	72	2.0%	129	2.8%	2	0.1%	323	1.7%
Used Platforms												
Teams	4,051	85.8%	3,509	88.7%	3,120	88.0%	3,697	81.5%	28	1.4%	14,405	76.5%
The HUB	3,352	71.0%	3,290	83.2%	2,993	84.5%	3,657	80.6%	21	1.0%	13,313	70.7%
Clever	3,407	72.2%	2,950	74.6%	1,423	40.2%	1,078	23.8%	18	0.9%	8,876	47.2%
Imagine Learning	3,238	68.6%	2,699	68.2%	1,106	31.2%	495	10.9%	13	0.6%	7,551	40.1%
Class Dojo	1,978	41.9%	1,550	39.2%	234	6.6%	123	2.7%	10	0.5%	3,895	20.7%
HISD TV	23	0.5%	30	0.8%	25	0.7%	30	0.7%	0	0.0%	108	0.6%
Telephone	284	6.0%	254	6.4%	157	4.4%	283	6.2%	3	0.1%	981	5.2%
Email	856	18.1%	932	23.6%	1,316	37.1%	1,773	39.1%	13	0.6%	4,890	26.0%
Other	231	4.9%	167	4.2%	185	5.2%	234	5.2%	2	0.1%	819	4.4%
Not sure	50	1.1%	56	1.4%	187	5.3%	396	8.7%	4	0.2%	693	3.7%
Amount of Schoolwork Assigned												
Just the right amount	3,606	77.0%	2,968	75.6%	2,412	68.7%	2,892	64.2%	29	72.5%	11,907	71.5%
Too much	673	14.4%	618	15.7%	837	23.8%	1,413	31.4%	7	17.5%	3,548	21.3%
Not enough	334	7.1%	318	8.1%	251	7.1%	180	4.0%	2	5.0%	1,085	6.5%
No assignments given	68	1.5%	24	0.6%	11	0.3%	17	0.4%	2	5.0%	122	0.7%
Supported by School Staff												
Very supported	2,516	53.7%	2,083	52.9%	1,440	41.0%	1,933	43.0%	20	50.0%	7,992	48.0%
Somewhat supported	1,649	35.2%	1,433	36.4%	1,499	42.7%	1,960	43.6%	12	30.0%	6,553	39.3%
Somewhat not supported	329	7.0%	306	7.8%	396	11.3%	427	9.5%	3	7.5%	1,461	8.8%
Not supported	189	4.0%	112	2.8%	173	4.9%	177	3.9%	5	12.5%	656	3.9%
Worked with Peers												
Daily	1,334	28.5%	1,070	27.2%	747	21.2%	1,060	23.5%	9	23.1%	4,220	25.3%
Weekly	299	6.4%	317	8.1%	428	12.2%	680	15.1%	1	2.6%	1,725	10.3%
Sometimes, less than weekly	345	7.4%	401	10.2%	610	17.3%	833	18.5%	4	10.3%	2,193	13.1%
Rarely, not an option	1,780	38.0%	1,191	30.3%	711	20.2%	569	12.6%	7	17.9%	4,258	25.5%
Rarely, child choice	110	2.3%	123	3.1%	177	5.0%	243	5.4%	5	12.8%	658	3.9%
Not sure	813	17.4%	830	21.1%	847	24.1%	1,125	24.9%	13	33.3%	3,628	21.7%

Appendix E: Children and Remote Learning Tables, Continued

Table 10. Students and Remote Learning, Continued	Grades PK-2		Grades 3-5		Grades 6-8		Grades 9-12		No Grade Level		All Grade Levels	
	N	%	N	%	N	%	N	%	N	%	N	%
Confidence in Progress Made												
Very confident	1,629	34.7%	1,317	33.5%	1,169	33.2%	1,776	39.4%	10	22.7%	5,901	35.3%
Somewhat confident	2,002	42.7%	1,759	44.7%	1,571	44.6%	1,860	41.3%	18	40.9%	7,210	43.2%
Not confident at all	910	19.4%	749	19.0%	687	19.5%	696	15.4%	12	27.3%	3,054	18.3%
Not sure	152	3.2%	109	2.8%	98	2.8%	176	3.9%	4	9.1%	539	3.2%
Communication From Campus												
Just the right amount	3,696	79.1%	3,170	80.5%	2,763	78.5%	3,757	83.2%	27	71.1%	13,413	80.4%
Too much	328	7.0%	220	5.6%	180	5.1%	244	5.4%	4	10.5%	976	5.8%
Too little	650	13.9%	549	13.9%	577	16.4%	512	11.3%	7	18.4%	2,295	13.8%
Campus Communication Was Helpful												
Usually	3,005	64.1%	2,511	64.0%	2,072	59.0%	2,881	64.0%	25	65.8%	10,494	63.0%
Sometimes	1,401	29.9%	1,167	29.7%	1,146	32.6%	1,341	29.8%	7	18.4%	5,062	30.4%
Rarely	279	6.0%	248	6.3%	294	8.4%	280	6.2%	6	15.8%	1,107	6.6%

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Note: Percentages may not total 100 due to rounding.

Appendix F: Campus-Level Tables

Table 11. Amount of Schoolwork Assigned, by Campus								
	Amount of Work Assigned							
School Name	Just the Right Amount		Too Much		Not Enough		No Work Has Been Assigned	
	N	%	N	%	N	%	N	%
Almeda ES	25	69.4%	8	22.2%	2	5.6%	--	--
Anderson ES	25	75.8%	7	21.2%	--	--	1	3.0%
Arabic Immersion	29	69.0%	8	19.0%	5	11.9%	--	--
Ashford ES	30	68.2%	12	27.3%	2	4.5%	--	--
Askew ES	93	76.2%	20	16.4%	7	5.7%	--	--
Attucks MS	23	88.5%	1	3.8%	1	3.8%	--	--
Austin HS	57	62.0%	30	32.6%	4	4.3%	1	1.1%
Barrick ES	40	87.0%	4	8.7%	1	2.2%	--	--
Baylor College MS	36	52.2%	31	44.9%	2	2.9%	--	--
BCM Biotech Acad at Rusk	37	69.8%	14	26.4%	2	3.8%	--	--
Bell ES	31	60.8%	9	17.6%	7	13.7%	1	2.0%
Bellaire HS	255	68.4%	83	22.3%	31	8.3%	1	0.3%
Berry ES	50	83.3%	7	11.7%	2	3.3%	1	1.7%
Black MS	119	60.1%	68	34.3%	9	4.5%	2	1.0%
Bonham ES	30	76.9%	3	7.7%	3	7.7%	3	7.7%
Bonner ES	19	76.0%	5	20.0%	1	4.0%	--	--
Braeburn ES	20	80.0%	3	12.0%	2	8.0%	--	--
Briargrove ES	118	72.0%	18	11.0%	28	17.1%	--	--
Briarmeadow	79	76.7%	6	5.8%	17	16.5%	--	--
Brookline ES	29	76.3%	7	18.4%	2	5.3%	--	--
Browning ES	29	85.3%	1	2.9%	4	11.8%	--	--
Bruce ES	22	66.7%	3	9.1%	5	15.2%	3	9.1%
Burbank ES	52	82.5%	9	14.3%	1	1.6%	1	1.6%
Burbank MS	78	75.0%	21	20.2%	3	2.9%	--	--
Burnet ES	25	73.5%	8	23.5%	--	--	1	2.9%
Bush ES	108	73.5%	20	13.6%	19	12.9%	--	--
Cage ES	30	93.8%	2	6.3%	--	--	--	--
Carnegie HS	89	54.3%	68	41.5%	5	3.0%	--	--
Carrillo ES	34	72.3%	10	21.3%	1	2.1%	2	4.3%
Challenge EC HS	34	53.1%	26	40.6%	4	6.3%	--	--
Chavez HS	100	63.7%	53	33.8%	3	1.9%	--	--
Chrysalis MS	28	75.7%	8	21.6%	1	2.7%	--	--
Clifton MS	25	89.3%	2	7.1%	--	--	--	--
Condit ES	92	74.8%	11	8.9%	20	16.3%	--	--
Coop ES	35	71.4%	10	20.4%	3	6.1%	1	2.0%
Cornelius ES	26	78.8%	5	15.2%	2	6.1%	--	--
Crespo ES	38	77.6%	10	20.4%	1	2.0%	--	--
Crockett ES	41	77.4%	11	20.8%	1	1.9%	--	--
Cunningham ES	29	74.4%	9	23.1%	1	2.6%	--	--
Daily ES	56	75.7%	14	18.9%	3	4.1%	--	--
Davila ES	25	75.8%	4	12.1%	3	9.1%	1	3.0%
De Chaumes ES	60	80.0%	9	12.0%	6	8.0%	--	--
Deady MS	25	75.8%	7	21.2%	--	--	--	--
DeAnda ES	26	78.8%	7	21.2%	--	--	--	--
DeBakey HS	94	58.8%	63	39.4%	1	0.6%	--	--
DeZavala ES	38	79.2%	9	18.8%	1	2.1%	--	--
Durham ES	49	73.1%	10	14.9%	5	7.5%	--	--
East EC HS	20	55.6%	16	44.4%	--	--	--	--
Eastwood Acad HS	32	66.7%	15	31.3%	--	--	1	2.1%
Edison MS	20	64.5%	10	32.3%	1	3.2%	--	--
Eliot ES	33	89.2%	3	8.1%	1	2.7%	--	--
Elrod ES	36	75.0%	9	18.8%	2	4.2%	1	2.1%

Appendix F: Campus-Level Tables, Continued

Table 11. Amount of Schoolwork Assigned, by Campus, Continued								
	Amount of Work Assigned							
School Name	**Just the Right Amount**		**Too Much**		**Not Enough**		**No Work Has Been Assigned**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Emerson ES	39	81.3%	2	4.2%	5	10.4%	2	4.2%
Energized ECC	39	84.8%	2	4.3%	4	8.7%	1	2.2%
Energized ES	24	77.4%	4	12.9%	2	6.5%	--	--
Energy Inst HS	92	64.3%	44	30.8%	7	4.9%	--	--
Farias ECC	31	91.2%	1	2.9%	2	5.9%	--	--
Field ES	28	63.6%	8	18.2%	7	15.9%	--	--
Fondren MS	38	74.5%	5	9.8%	7	13.7%	1	2.0%
Fonville MS	26	81.3%	4	12.5%	2	6.3%	--	--
Forest Brook MS	29	72.5%	4	10.0%	5	12.5%	1	2.5%
Furr HS	31	72.1%	9	20.9%	3	7.0%	--	--
Gallegos ES	27	81.8%	4	12.1%	2	6.1%	--	--
Garcia ES	32	76.2%	7	16.7%	3	7.1%	--	--
Garden Oaks	62	67.4%	19	20.7%	10	10.9%	1	1.1%
Garden Villas ES	36	85.7%	3	7.1%	3	7.1%	--	--
Gregory-Lincoln PK-8	51	79.7%	6	9.4%	3	4.7%	3	4.7%
Gross ES	36	83.7%	3	7.0%	1	2.3%	2	4.7%
HAIS HS	36	64.3%	20	35.7%	--	--	--	--
Hamilton MS	59	62.1%	32	33.7%	4	4.2%	--	--
Harris JR ES	28	73.7%	6	15.8%	2	5.3%	1	2.6%
Hartman MS	41	68.3%	12	20.0%	7	11.7%	--	--
Harvard ES	100	69.0%	19	13.1%	23	15.9%	--	--
Heights HS	189	63.2%	92	30.8%	18	6.0%	--	--
Helms ES	35	67.3%	11	21.2%	4	7.7%	2	3.8%
Henderson JP ES	25	86.2%	4	13.8%	--	--	--	--
Henry MS	30	78.9%	7	18.4%	1	2.6%	--	--
Herod ES	116	85.3%	15	11.0%	4	2.9%	--	--
Herrera ES	50	80.6%	7	11.3%	2	3.2%	1	1.6%
Hilliard ES	22	81.5%	--	--	3	11.1%	2	7.4%
Hines-Caldwell ES	33	62.3%	17	32.1%	2	3.8%	1	1.9%
Hobby ES	32	88.9%	2	5.6%	1	2.8%	1	2.8%
Hogg MS	87	60.8%	41	28.7%	15	10.5%	--	--
Horn ES	150	73.9%	30	14.8%	21	10.3%	--	--
Houston MSTC HS	151	68.0%	62	27.9%	5	2.3%	2	0.9%
HSLJ	30	54.5%	23	41.8%	1	1.8%	--	--
Kashmere HS	16	51.6%	12	38.7%	2	6.5%	1	3.2%
Ketelsen ES	30	85.7%	4	11.4%	1	2.9%	--	--
Key MS	18	69.2%	6	23.1%	2	7.7%	--	--
Kinder HSPVA	113	61.4%	65	35.3%	6	3.3%	--	--
Kolter ES	121	80.1%	14	9.3%	16	10.6%	--	--
Lamar HS	315	61.0%	181	35.1%	18	3.5%	--	--
Lanier MS	186	63.1%	88	29.8%	21	7.1%	--	--
Lantrip ES	60	80.0%	14	18.7%	1	1.3%	--	--
Law ES	29	74.4%	10	25.6%	--	--	--	--
Lawson MS	54	66.7%	16	19.8%	7	8.6%	2	2.5%
Leland YMCPA	29	76.3%	6	15.8%	3	7.9%	--	--
Lewis ES	42	73.7%	10	17.5%	4	7.0%	--	--
Long Acad	29	80.6%	5	13.9%	2	5.6%	--	--
Longfellow ES	45	69.2%	17	26.2%	2	3.1%	--	--
Lovett ES	93	71.5%	15	11.5%	20	15.4%	1	0.8%
Lyons ES	75	73.5%	21	20.6%	5	4.9%	1	1.0%
MacGregor ES	30	58.8%	16	31.4%	5	9.8%	--	--

Appendix F: Campus-Level Tables, Continued

Table 11. Amount of Schoolwork Assigned, by Campus, Continued								
	Amount of Work Assigned							
School Name	**Just the Right Amount**		**Too Much**		**Not Enough**		**No Work Has Been Assigned**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Madison HS	75	65.8%	35	30.7%	4	3.5%	--	--
Mandarin Immersion Magnet	88	65.7%	29	21.6%	16	11.9%	1	0.7%
Marshall ES	34	79.1%	4	9.3%	5	11.6%	--	--
Martinez C ES	21	75.0%	1	3.6%	5	17.9%	1	3.6%
McNamara ES	34	91.9%	--	--	3	8.1%	--	--
Meyerland MS	139	69.8%	45	22.6%	14	7.0%	--	--
Milby HS	101	72.7%	34	24.5%	4	2.9%	--	--
Mistral ECC	35	87.5%	2	5.0%	--	--	3	7.5%
Montgomery ES	17	68.0%	6	24.0%	2	8.0%	--	--
Moreno ES	58	93.5%	4	6.5%	--	--	--	--
Neff ECC	52	82.5%	9	14.3%	2	3.2%	--	--
Neff ES	76	80.0%	12	12.6%	3	3.2%	1	1.1%
North Forest HS	41	74.5%	11	20.0%	3	5.5%	--	--
North Houston EC HS	19	52.8%	16	44.4%	1	2.8%	--	--
Northline ES	21	80.8%	2	7.7%	3	11.5%	--	--
Northside HS	36	52.2%	27	39.1%	5	7.2%	1	1.4%
Oak Forest ES	75	70.8%	7	6.6%	24	22.6%	--	--
Ortiz MS	35	72.9%	9	18.8%	3	6.3%	--	--
Park Place ES	39	78.0%	9	18.0%	--	--	1	2.0%
Parker ES	102	63.8%	48	30.0%	10	6.3%	--	--
Patterson ES	61	80.3%	12	15.8%	3	3.9%	--	--
Pershing MS	148	63.8%	54	23.3%	28	12.1%	--	--
Pilgrim Acad	28	87.5%	2	6.3%	2	6.3%	--	--
Pin Oak MS	211	71.5%	59	20.0%	23	7.8%	--	--
Piney Point ES	35	71.4%	11	22.4%	2	4.1%	1	2.0%
Poe ES	115	82.1%	17	12.1%	7	5.0%	1	0.7%
Reagan Ed Ctr PK-8	37	68.5%	15	27.8%	2	3.7%	--	--
Red ES	65	68.4%	25	26.3%	4	4.2%	--	--
Revere MS	50	83.3%	8	13.3%	2	3.3%	--	--
Reynolds ES	26	78.8%	3	9.1%	1	3.0%	2	6.1%
Rice School PK-8	88	62.4%	48	34.0%	4	2.8%	1	0.7%
River Oaks ES	101	77.1%	17	13.0%	11	8.4%	1	0.8%
Roberts ES	108	70.6%	30	19.6%	15	9.8%	--	--
Rodriguez ES	38	82.6%	4	8.7%	3	6.5%	1	2.2%
Rogers T H	154	74.4%	41	19.8%	11	5.3%	--	--
Roosevelt ES	37	80.4%	4	8.7%	5	10.9%	--	--
Scarborough ES	31	93.9%	--	--	2	6.1%	--	--
Scarborough HS	28	66.7%	12	28.6%	1	2.4%	1	2.4%
School at St. George ES	79	81.4%	10	10.3%	7	7.2%	--	--
Scroggins ES	26	89.7%	2	6.9%	1	3.4%	--	--
Shadowbriar ES	28	65.1%	9	20.9%	4	9.3%	1	2.3%
Shadydale ES	30	75.0%	3	7.5%	4	10.0%	2	5.0%
Sharpstown HS	66	75.0%	19	21.6%	1	1.1%	--	--
Sharpstown Intl	97	69.3%	43	30.7%	--	--	--	--
Sherman ES	34	79.1%	5	11.6%	4	9.3%	--	--
Sinclair ES	60	61.9%	27	27.8%	9	9.3%	--	--
Smith ES	19	63.3%	5	16.7%	3	10.0%	3	10.0%
South EC HS	29	56.9%	21	41.2%	1	2.0%	--	--
Southmayd ES	38	88.4%	5	11.6%	--	--	--	--
Sterling HS	62	68.1%	22	24.2%	3	3.3%	1	1.1%

Appendix F: Campus-Level Tables, Continued

Table 11. Amount of Schoolwork Assigned, by Campus, Continued								
	Amount of Work Assigned							
School Name	**Just the Right Amount**		**Too Much**		**Not Enough**		**No Work Has Been Assigned**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Stevens ES	20	55.6%	10	27.8%	6	16.7%	--	--
Stevenson MS	79	73.8%	24	22.4%	4	3.7%	--	--
Sugar Grove MS	21	80.8%	4	15.4%	1	3.8%	--	--
Sutton ES	35	81.4%	4	9.3%	3	7.0%	1	2.3%
Tanglewood MS	87	65.9%	33	25.0%	8	6.1%	--	--
TCAH	29	85.3%	5	14.7%	--	--	--	--
Travis ES	108	72.5%	15	10.1%	23	15.4%	1	0.7%
Twain ES	118	71.5%	34	20.6%	11	6.7%	--	--
Valley West ES	43	84.3%	6	11.8%	1	2.0%	1	2.0%
Walnut Bend ES	45	77.6%	5	8.6%	6	10.3%	1	1.7%
Waltrip HS	79	61.2%	45	34.9%	4	3.1%	--	--
Washington HS	22	66.7%	11	33.3%	--	--	--	--
West Briar MS	83	61.9%	30	22.4%	20	14.9%	--	--
West University ES	119	77.3%	18	11.7%	16	10.4%	--	--
Westbury HS	112	66.3%	47	27.8%	8	4.7%	--	--
Westside HS	219	66.4%	90	27.3%	16	4.8%	1	0.3%
Wharton K-8	123	71.9%	30	17.5%	17	9.9%	1	0.6%
Wheatley HS	29	64.4%	12	26.7%	1	2.2%	3	6.7%
White E ES	36	90.0%	4	10.0%	--	--	--	--
White M ES	37	72.5%	12	23.5%	2	3.9%	--	--
Whittier ES	17	65.4%	6	23.1%	1	3.8%	1	3.8%
Wilson Montessori	81	71.1%	22	19.3%	9	7.9%	--	--
Windsor Village ES	24	66.7%	9	25.0%	2	5.6%	1	2.8%
Wisdom HS	41	59.4%	24	34.8%	2	2.9%	2	2.9%
Woodson	33	68.8%	8	16.7%	3	6.3%	4	8.3%
Worthing HS	35	72.9%	8	16.7%	5	10.4%	--	--
Yates HS	37	69.8%	13	24.5%	2	3.8%	--	--
YWCPA	34	54.0%	23	36.5%	2	3.2%	2	3.2%

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Notes: Campuses with less than 25 total respondents (see Table 8B) are excluded. Percentage is calculated using total responses (see Table 8B). Percentages may not total 100 due to rounding.

Appendix F: Campus-Level Tables, Continued

Table 12. Supported by School Staff, by Campus							
Supported With Remote Learning by School Staff							
School Name	**Very Supported**		**Somewhat Supported**		**Somewhat Not Supported**		**Not Supported**
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Almeda ES	19	52.8%	14	38.9%	3	8.3%	--	--
Anderson ES	14	42.4%	13	39.4%	2	6.1%	3	9.1%
Arabic Immersion	16	38.1%	20	47.6%	5	11.9%	1	2.4%
Ashford ES	18	40.9%	21	47.7%	3	6.8%	1	2.3%
Askew ES	72	59.0%	37	30.3%	10	8.2%	3	2.5%
Attucks MS	16	61.5%	4	15.4%	5	19.2%	--	--
Austin HS	38	41.3%	44	47.8%	4	4.3%	6	6.5%
Barrick ES	22	47.8%	22	47.8%	2	4.3%	--	--
Baylor College MS	24	34.8%	25	36.2%	12	17.4%	7	10.1%
BCM Biotech Acad at Rusk	26	49.1%	22	41.5%	4	7.5%	1	1.9%
Bell ES	32	62.7%	10	19.6%	6	11.8%	1	2.0%
Bellaire HS	157	42.1%	164	44.0%	27	7.2%	21	5.6%
Berry ES	30	50.0%	25	41.7%	2	3.3%	3	5.0%
Black MS	68	34.3%	98	49.5%	20	10.1%	11	5.6%
Bonham ES	14	35.9%	19	48.7%	4	10.3%	2	5.1%
Bonner ES	17	68.0%	8	32.0%	--	--	--	--
Braeburn ES	12	48.0%	8	32.0%	5	20.0%	--	--
Briargrove ES	70	42.7%	67	40.9%	12	7.3%	14	8.5%
Briarmeadow	72	69.9%	28	27.2%	2	1.9%	1	1.0%
Brookline ES	17	44.7%	16	42.1%	3	7.9%	2	5.3%
Browning ES	22	64.7%	11	32.4%	1	2.9%	--	--
Bruce ES	18	54.5%	8	24.2%	3	9.1%	4	12.1%
Burbank ES	27	42.9%	30	47.6%	5	7.9%	1	1.6%
Burbank MS	37	35.6%	40	38.5%	23	22.1%	3	2.9%
Burnet ES	19	55.9%	11	32.4%	4	11.8%	--	--
Bush ES	77	52.4%	63	42.9%	6	4.1%	1	0.7%
Cage ES	19	59.4%	12	37.5%	1	3.1%	--	--
Carnegie HS	66	40.2%	75	45.7%	11	6.7%	10	6.1%
Carrillo ES	30	63.8%	14	29.8%	2	4.3%	--	--
Challenge EC HS	20	31.3%	35	54.7%	8	12.5%	1	1.6%
Chavez HS	53	33.8%	76	48.4%	15	9.6%	10	6.4%
Chrysalis MS	19	51.4%	16	43.2%	1	2.7%	1	2.7%
Clifton MS	12	42.9%	12	42.9%	4	14.3%	--	--
Condit ES	76	61.8%	41	33.3%	5	4.1%	1	0.8%
Coop ES	23	46.9%	19	38.8%	5	10.2%	2	4.1%
Cornelius ES	16	48.5%	13	39.4%	4	12.1%	--	--
Crespo ES	26	53.1%	14	28.6%	6	12.2%	2	4.1%
Crockett ES	25	47.2%	20	37.7%	6	11.3%	1	1.9%
Cunningham ES	14	35.9%	20	51.3%	2	5.1%	2	5.1%
Daily ES	38	51.4%	27	36.5%	7	9.5%	2	2.7%
Davila ES	21	63.6%	8	24.2%	2	6.1%	1	3.0%
De Chaumes ES	37	49.3%	36	48.0%	1	1.3%	1	1.3%
Deady MS	15	45.5%	9	27.3%	6	18.2%	2	6.1%
DeAnda ES	11	33.3%	16	48.5%	2	6.1%	4	12.1%
DeBakey HS	71	44.4%	71	44.4%	10	6.3%	6	3.8%
DeZavala ES	23	47.9%	21	43.8%	1	2.1%	3	6.3%
Durham ES	32	47.8%	19	28.4%	10	14.9%	5	7.5%
East EC HS	12	33.3%	21	58.3%	3	8.3%	--	--
Eastwood Acad HS	26	54.2%	19	39.6%	3	6.3%	--	--
Edison MS	9	29.0%	14	45.2%	5	16.1%	3	9.7%
Eliot ES	17	45.9%	16	43.2%	4	10.8%	--	--
Elrod ES	13	27.1%	26	54.2%	4	8.3%	5	10.4%

Appendix F: Campus-Level Tables, Continued

Table 12. Supported by School Staff, by Campus, Continued								
	Supported With Remote Learning by School Staff							
School Name	Very Supported		Somewhat Supported		Somewhat Not Supported		Not Supported	
	N	%	N	%	N	%	N	%
Emerson ES	25	52.1%	18	37.5%	2	4.2%	3	6.3%
Energized ECC	24	52.2%	18	39.1%	4	8.7%	--	--
Energized ES	16	51.6%	13	41.9%	2	6.5%	--	--
Energy Inst HS	79	55.2%	54	37.8%	6	4.2%	2	1.4%
Farias ECC	21	61.8%	11	32.4%	1	2.9%	1	2.9%
Field ES	27	61.4%	12	27.3%	2	4.5%	3	6.8%
Fondren MS	20	39.2%	21	41.2%	7	13.7%	3	5.9%
Fonville MS	10	31.3%	12	37.5%	8	25.0%	1	3.1%
Forest Brook MS	13	32.5%	18	45.0%	6	15.0%	3	7.5%
Furr HS	18	41.9%	17	39.5%	7	16.3%	1	2.3%
Gallegos ES	16	48.5%	13	39.4%	3	9.1%	1	3.0%
Garcia ES	19	45.2%	14	33.3%	5	11.9%	2	4.8%
Garden Oaks	38	41.3%	43	46.7%	7	7.6%	4	4.3%
Garden Villas ES	19	45.2%	17	40.5%	4	9.5%	2	4.8%
Gregory-Lincoln PK-8	28	43.8%	25	39.1%	4	6.3%	7	10.9%
Gross ES	13	30.2%	19	44.2%	9	20.9%	1	2.3%
HAIS HS	30	53.6%	25	44.6%	--	--	--	--
Hamilton MS	19	20.0%	58	61.1%	13	13.7%	5	5.3%
Harris JR ES	12	31.6%	17	44.7%	6	15.8%	3	7.9%
Hartman MS	20	33.3%	30	50.0%	10	16.7%	--	--
Harvard ES	64	44.1%	62	42.8%	17	11.7%	2	1.4%
Heights HS	102	34.1%	162	54.2%	22	7.4%	12	4.0%
Helms ES	24	46.2%	24	46.2%	3	5.8%	1	1.9%
Henderson JP ES	18	62.1%	11	37.9%	--	--	--	--
Henry MS	18	47.4%	13	34.2%	4	10.5%	3	7.9%
Herod ES	82	60.3%	39	28.7%	9	6.6%	4	2.9%
Herrera ES	35	56.5%	20	32.3%	4	6.5%	1	1.6%
Hilliard ES	12	44.4%	12	44.4%	3	11.1%	--	--
Hines-Caldwell ES	21	39.6%	22	41.5%	8	15.1%	2	3.8%
Hobby ES	19	52.8%	10	27.8%	4	11.1%	1	2.8%
Hogg MS	47	32.9%	71	49.7%	15	10.5%	10	7.0%
Horn ES	110	54.2%	79	38.9%	12	5.9%	2	1.0%
Houston MSTC HS	92	41.4%	105	47.3%	21	9.5%	4	1.8%
HSLJ	23	41.8%	23	41.8%	7	12.7%	2	3.6%
Kashmere HS	11	35.5%	11	35.5%	5	16.1%	4	12.9%
Ketelsen ES	22	62.9%	11	31.4%	--	--	2	5.7%
Key MS	5	19.2%	13	50.0%	6	23.1%	2	7.7%
Kinder HSPVA	105	57.1%	67	36.4%	5	2.7%	7	3.8%
Kolter ES	96	63.6%	47	31.1%	8	5.3%	--	--
Lamar HS	212	41.1%	229	44.4%	51	9.9%	21	4.1%
Lanier MS	127	43.1%	125	42.4%	26	8.8%	15	5.1%
Lantrip ES	38	50.7%	32	42.7%	3	4.0%	2	2.7%
Law ES	19	48.7%	15	38.5%	5	12.8%	--	--
Lawson MS	34	42.0%	34	42.0%	9	11.1%	3	3.7%
Leland YMCPA	21	55.3%	11	28.9%	3	7.9%	2	5.3%
Lewis ES	35	61.4%	14	24.6%	5	8.8%	1	1.8%
Long Acad	16	44.4%	13	36.1%	7	19.4%	--	--
Longfellow ES	37	56.9%	24	36.9%	3	4.6%	--	--
Lovett ES	69	53.1%	45	34.6%	11	8.5%	4	3.1%
Lyons ES	56	54.9%	32	31.4%	12	11.8%	2	2.0%
MacGregor ES	24	47.1%	18	35.3%	7	13.7%	2	3.9%

Appendix F: Campus-Level Tables, Continued

Table 12. Supported by School Staff, by Campus, Continued								
Supported With Remote Learning by School Staff								
School Name	**Very Supported**		**Somewhat Supported**		**Somewhat Not Supported**		**Not Supported**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Madison HS	52	45.6%	37	32.5%	20	17.5%	5	4.4%
Mandarin Immersion Magnet	44	32.8%	72	53.7%	10	7.5%	8	6.0%
Marshall ES	23	53.5%	14	32.6%	5	11.6%	1	2.3%
Martinez C ES	18	64.3%	5	17.9%	1	3.6%	4	14.3%
McNamara ES	21	56.8%	14	37.8%	1	2.7%	1	2.7%
Meyerland MS	84	42.2%	89	44.7%	22	11.1%	3	1.5%
Milby HS	50	36.0%	62	44.6%	20	14.4%	4	2.9%
Mistral ECC	26	65.0%	13	32.5%	1	2.5%	--	--
Montgomery ES	9	36.0%	10	40.0%	4	16.0%	2	8.0%
Moreno ES	41	66.1%	21	33.9%	--	--	--	--
Neff ECC	26	41.3%	33	52.4%	3	4.8%	1	1.6%
Neff ES	51	53.7%	27	28.4%	15	15.8%	1	1.1%
North Forest HS	24	43.6%	25	45.5%	5	9.1%	1	1.8%
North Houston EC HS	14	38.9%	16	44.4%	4	11.1%	2	5.6%
Northline ES	10	38.5%	13	50.0%	2	7.7%	1	3.8%
Northside HS	26	37.7%	26	37.7%	10	14.5%	6	8.7%
Oak Forest ES	64	60.4%	34	32.1%	2	1.9%	4	3.8%
Ortiz MS	17	35.4%	21	43.8%	9	18.8%	--	--
Park Place ES	25	50.0%	22	44.0%	2	4.0%	1	2.0%
Parker ES	84	52.5%	55	34.4%	13	8.1%	8	5.0%
Patterson ES	45	59.2%	28	36.8%	3	3.9%	--	--
Pershing MS	87	37.5%	110	47.4%	20	8.6%	14	6.0%
Pilgrim Acad	15	46.9%	13	40.6%	2	6.3%	1	3.1%
Pin Oak MS	136	46.1%	110	37.3%	36	12.2%	11	3.7%
Piney Point ES	25	51.0%	18	36.7%	6	12.2%	--	--
Poe ES	81	57.9%	48	34.3%	3	2.1%	7	5.0%
Reagan Ed Ctr PK-8	26	48.1%	23	42.6%	4	7.4%	1	1.9%
Red ES	50	52.6%	37	38.9%	7	7.4%	1	1.1%
Revere MS	27	45.0%	21	35.0%	7	11.7%	3	5.0%
Reynolds ES	20	60.6%	10	30.3%	1	3.0%	2	6.1%
Rice School PK-8	69	48.9%	50	35.5%	9	6.4%	12	8.5%
River Oaks ES	83	63.4%	35	26.7%	3	2.3%	10	7.6%
Roberts ES	86	56.2%	51	33.3%	11	7.2%	5	3.3%
Rodriguez ES	26	56.5%	13	28.3%	5	10.9%	1	2.2%
Rogers T H	109	52.7%	73	35.3%	14	6.8%	10	4.8%
Roosevelt ES	20	43.5%	23	50.0%	3	6.5%	--	--
Scarborough ES	23	69.7%	7	21.2%	2	6.1%	1	3.0%
Scarborough HS	21	50.0%	13	31.0%	6	14.3%	2	4.8%
School at St. George ES	64	66.0%	21	21.6%	7	7.2%	4	4.1%
Scroggins ES	16	55.2%	12	41.4%	--	--	1	3.4%
Shadowbriar ES	18	41.9%	19	44.2%	2	4.7%	4	9.3%
Shadydale ES	21	52.5%	12	30.0%	1	2.5%	4	10.0%
Sharpstown HS	39	44.3%	37	42.0%	7	8.0%	3	3.4%
Sharpstown Intl	65	46.4%	52	37.1%	21	15.0%	2	1.4%
Sherman ES	26	60.5%	13	30.2%	3	7.0%	1	2.3%
Sinclair ES	54	55.7%	31	32.0%	9	9.3%	3	3.1%
Smith ES	15	50.0%	7	23.3%	5	16.7%	3	10.0%
South EC HS	23	45.1%	22	43.1%	5	9.8%	1	2.0%
Southmayd ES	27	62.8%	13	30.2%	2	4.7%	1	2.3%
Sterling HS	38	41.8%	34	37.4%	9	9.9%	8	8.8%

Appendix F: Campus-Level Tables, Continued

Table 12. Supported by School Staff, by Campus, Continued								
	Supported With Remote Learning by School Staff							
School Name	Very Supported		Somewhat Supported		Somewhat Not Supported		Not Supported	
	N	%	N	%	N	%	N	%
Stevens ES	16	44.4%	17	47.2%	1	2.8%	2	5.6%
Stevenson MS	44	41.1%	45	42.1%	12	11.2%	6	5.6%
Sugar Grove MS	10	38.5%	15	57.7%	--	--	1	3.8%
Sutton ES	20	46.5%	18	41.9%	3	7.0%	2	4.7%
Tanglewood MS	48	36.4%	59	44.7%	13	9.8%	12	9.1%
TCAH	24	70.6%	9	26.5%	1	2.9%	--	--
Travis ES	85	57.0%	54	36.2%	7	4.7%	2	1.3%
Twain ES	101	61.2%	52	31.5%	7	4.2%	5	3.0%
Valley West ES	25	49.0%	22	43.1%	2	3.9%	2	3.9%
Walnut Bend ES	35	60.3%	15	25.9%	5	8.6%	3	5.2%
Waltrip HS	44	34.1%	66	51.2%	15	11.6%	3	2.3%
Washington HS	18	54.5%	12	36.4%	2	6.1%	1	3.0%
West Briar MS	52	38.8%	55	41.0%	15	11.2%	10	7.5%
West University ES	86	55.8%	53	34.4%	7	4.5%	8	5.2%
Westbury HS	78	46.2%	66	39.1%	20	11.8%	5	3.0%
Westside HS	137	41.5%	140	42.4%	37	11.2%	12	3.6%
Wharton K-8	84	49.1%	56	32.7%	20	11.7%	10	5.8%
Wheatley HS	23	51.1%	15	33.3%	3	6.7%	4	8.9%
White E ES	18	45.0%	19	47.5%	2	5.0%	1	2.5%
White M ES	31	60.8%	8	15.7%	6	11.8%	5	9.8%
Whittier ES	13	50.0%	12	46.2%	--	--	1	3.8%
Wilson Montessori	68	59.6%	32	28.1%	9	7.9%	5	4.4%
Windsor Village ES	20	55.6%	10	27.8%	6	16.7%	--	--
Wisdom HS	15	21.7%	33	47.8%	16	23.2%	4	5.8%
Woodson	24	50.0%	13	27.1%	3	6.3%	8	16.7%
Worthing HS	24	50.0%	23	47.9%	1	2.1%	--	--
Yates HS	22	41.5%	24	45.3%	6	11.3%	1	1.9%
YWCPA	35	55.6%	24	38.1%	2	3.2%	2	3.2%

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Notes: Campuses with less than 25 total respondents (see Table 8B) are excluded. Percentage is calculated using total responses (see Table 8B). Percentages may not total 100 due to rounding.

Appendix F: Campus-Level Tables, Continued

Table 13. Worked With Peers, by Campus	Collaborative Work By Students										
	Daily		Weekly		Less Than Weekly		Rarely, Not An Option		Rarely, Child Choice		Not Sure	
School Name	N	%	N	%	N	%	N	%	N	%	N	%
Almeda ES	10	27.8%	3	8.3%	1	2.8%	13	36.1%	3	8.3%	6	16.7%
Anderson ES	12	36.4%	2	6.1%	2	6.1%	10	30.3%	1	3.0%	5	15.2%
Arabic Immersion	16	38.1%	2	4.8%	2	4.8%	13	31.0%	--	--	9	21.4%
Ashford ES	13	29.5%	3	6.8%	4	9.1%	12	27.3%	2	4.5%	9	20.5%
Askew ES	45	36.9%	12	9.8%	9	7.4%	36	29.5%	2	1.6%	18	14.8%
Attucks MS	8	30.8%	3	11.5%	2	7.7%	3	11.5%	3	11.5%	6	23.1%
Austin HS	24	26.1%	6	6.5%	11	12.0%	12	13.0%	6	6.5%	33	35.9%
Barrick ES	9	19.6%	5	10.9%	5	10.9%	15	32.6%	1	2.2%	11	23.9%
Baylor College MS	14	20.3%	7	10.1%	3	4.3%	21	30.4%	4	5.8%	20	29.0%
BCM Biotech Acad at Rusk	10	18.9%	4	7.5%	6	11.3%	12	22.6%	2	3.8%	19	35.8%
Bell ES	19	37.3%	4	7.8%	3	5.9%	11	21.6%	1	2.0%	12	23.5%
Bellaire HS	83	22.3%	55	14.7%	79	21.2%	62	16.6%	9	2.4%	83	22.3%
Berry ES	20	33.3%	3	5.0%	4	6.7%	20	33.3%	2	3.3%	11	18.3%
Black MS	27	13.6%	23	11.6%	48	24.2%	60	30.3%	8	4.0%	31	15.7%
Bonham ES	13	33.3%	3	7.7%	4	10.3%	7	17.9%	1	2.6%	11	28.2%
Bonner ES	12	48.0%	2	8.0%	2	8.0%	2	8.0%	--	--	7	28.0%
Braeburn ES	2	8.0%	--	--	1	4.0%	8	32.0%	2	8.0%	11	44.0%
Briargrove ES	52	31.7%	8	4.9%	12	7.3%	68	41.5%	1	0.6%	23	14.0%
Briarmeadow	44	42.7%	14	13.6%	12	11.7%	26	25.2%	1	1.0%	6	5.8%
Brookline ES	11	28.9%	1	2.6%	3	7.9%	13	34.2%	1	2.6%	7	18.4%
Browning ES	8	23.5%	1	2.9%	2	5.9%	11	32.4%	5	14.7%	7	20.6%
Bruce ES	9	27.3%	5	15.2%	--	--	14	42.4%	1	3.0%	4	12.1%
Burbank ES	22	34.9%	3	4.8%	11	17.5%	15	23.8%	--	--	11	17.5%
Burbank MS	21	20.2%	8	7.7%	17	16.3%	24	23.1%	4	3.8%	29	27.9%
Burnet ES	6	17.6%	2	5.9%	5	14.7%	10	29.4%	1	2.9%	10	29.4%
Bush ES	34	23.1%	11	7.5%	20	13.6%	66	44.9%	3	2.0%	13	8.8%
Cage ES	12	37.5%	1	3.1%	4	12.5%	3	9.4%	2	6.3%	10	31.3%
Carnegie HS	53	32.3%	46	28.0%	39	23.8%	4	2.4%	1	0.6%	21	12.8%
Carrillo ES	17	36.2%	--	--	1	2.1%	17	36.2%	--	--	12	25.5%
Challenge EC HS	13	20.3%	13	20.3%	18	28.1%	9	14.1%	3	4.7%	8	12.5%
Chavez HS	36	22.9%	11	7.0%	30	19.1%	16	10.2%	10	6.4%	54	34.4%
Chrysalis MS	8	21.6%	4	10.8%	10	27.0%	4	10.8%	--	--	11	29.7%
Clifton MS	9	32.1%	2	7.1%	2	7.1%	--	--	1	3.6%	14	50.0%
Condit ES	27	22.0%	16	13.0%	14	11.4%	47	38.2%	1	0.8%	18	14.6%
Coop ES	19	38.8%	3	6.1%	4	8.2%	11	22.4%	1	2.0%	11	22.4%
Cornelius ES	6	18.2%	5	15.2%	5	15.2%	7	21.2%	1	3.0%	9	27.3%
Crespo ES	17	34.7%	3	6.1%	3	6.1%	13	26.5%	--	--	13	26.5%
Crockett ES	19	35.8%	2	3.8%	6	11.3%	17	32.1%	--	--	9	17.0%
Cunningham ES	15	38.5%	4	10.3%	4	10.3%	7	17.9%	1	2.6%	7	17.9%
Daily ES	21	28.4%	5	6.8%	9	12.2%	22	29.7%	2	2.7%	15	20.3%
Davila ES	7	21.2%	1	3.0%	1	3.0%	9	27.3%	2	6.1%	13	39.4%
De Chaumes ES	30	40.0%	7	9.3%	3	4.0%	14	18.7%	--	--	21	28.0%
Deady MS	6	18.2%	--	--	4	12.1%	8	24.2%	5	15.2%	9	27.3%
DeAnda ES	11	33.3%	3	9.1%	2	6.1%	10	30.3%	--	--	7	21.2%
DeBakey HS	33	20.6%	49	30.6%	47	29.4%	6	3.8%	--	--	23	14.4%
DeZavala ES	13	27.1%	--	--	4	8.3%	11	22.9%	3	6.3%	17	35.4%
Durham ES	13	19.4%	6	9.0%	4	6.0%	34	50.7%	--	--	10	14.9%
East EC HS	3	8.3%	8	22.2%	10	27.8%	7	19.4%	--	--	8	22.2%
Eastwood Acad HS	16	33.3%	6	12.5%	10	20.8%	3	6.3%	1	2.1%	12	25.0%
Edison MS	7	22.6%	1	3.2%	4	12.9%	10	32.3%	2	6.5%	7	22.6%
Eliot ES	21	56.8%	--	--	1	2.7%	7	18.9%	--	--	7	18.9%
Elrod ES	15	31.3%	2	4.2%	3	6.3%	20	41.7%	2	4.2%	6	12.5%

Appendix F: Campus-Level Tables, Continued

Table 13. Worked With Peers, by Campus, Continued												
	Collaborative Work By Students											
School Name	Daily		Weekly		Less Than Weekly		Rarely, Not An Option		Rarely, Child Choice		Not Sure	
	N	%	N	%	N	%	N	%	N	%	N	%
Emerson ES	20	41.7%	7	14.6%	4	8.3%	13	27.1%	--	--	4	8.3%
Energized ECC	21	45.7%	1	2.2%	--	--	13	28.3%	2	4.3%	9	19.6%
Energized ES	8	25.8%	2	6.5%	4	12.9%	2	6.5%	2	6.5%	13	41.9%
Energy Inst HS	41	28.7%	38	26.6%	29	20.3%	2	1.4%	2	1.4%	31	21.7%
Farias ECC	14	41.2%	1	2.9%	--	--	10	29.4%	1	2.9%	8	23.5%
Field ES	9	20.5%	1	2.3%	3	6.8%	19	43.2%	--	--	12	27.3%
Fondren MS	13	25.5%	1	2.0%	3	5.9%	12	23.5%	3	5.9%	19	37.3%
Fonville MS	15	46.9%	3	9.4%	2	6.3%	4	12.5%	2	6.3%	6	18.8%
Forest Brook MS	14	35.0%	1	2.5%	2	5.0%	9	22.5%	4	10.0%	10	25.0%
Furr HS	8	18.6%	2	4.7%	8	18.6%	13	30.2%	1	2.3%	11	25.6%
Gallegos ES	8	24.2%	1	3.0%	3	9.1%	7	21.2%	1	3.0%	13	39.4%
Garcia ES	8	19.0%	4	9.5%	5	11.9%	11	26.2%	--	--	11	26.2%
Garden Oaks	21	22.8%	10	10.9%	11	12.0%	36	39.1%	3	3.3%	11	12.0%
Garden Villas ES	13	31.0%	1	2.4%	3	7.1%	12	28.6%	--	--	12	28.6%
Gregory-Lincoln PK-8	16	25.0%	7	10.9%	8	12.5%	9	14.1%	8	12.5%	16	25.0%
Gross ES	10	23.3%	6	14.0%	7	16.3%	7	16.3%	1	2.3%	11	25.6%
HAIS HS	10	17.9%	14	25.0%	11	19.6%	3	5.4%	3	5.4%	15	26.8%
Hamilton MS	23	24.2%	6	6.3%	17	17.9%	24	25.3%	4	4.2%	20	21.1%
Harris JR ES	17	44.7%	--	--	2	5.3%	8	21.1%	1	2.6%	10	26.3%
Hartman MS	19	31.7%	4	6.7%	4	6.7%	18	30.0%	3	5.0%	12	20.0%
Harvard ES	28	19.3%	12	8.3%	20	13.8%	66	45.5%	1	0.7%	18	12.4%
Heights HS	53	17.7%	33	11.0%	48	16.1%	47	15.7%	17	5.7%	100	33.4%
Helms ES	8	15.4%	1	1.9%	5	9.6%	21	40.4%	3	5.8%	13	25.0%
Henderson JP ES	13	44.8%	--	--	2	6.9%	7	24.1%	--	--	7	24.1%
Henry MS	9	23.7%	1	2.6%	6	15.8%	10	26.3%	3	7.9%	9	23.7%
Herod ES	17	12.5%	10	7.4%	18	13.2%	60	44.1%	3	2.2%	27	19.9%
Herrera ES	17	27.4%	4	6.5%	5	8.1%	18	29.0%	3	4.8%	13	21.0%
Hilliard ES	12	44.4%	2	7.4%	2	7.4%	7	25.9%	--	--	4	14.8%
Hines-Caldwell ES	15	28.3%	2	3.8%	4	7.5%	20	37.7%	1	1.9%	11	20.8%
Hobby ES	7	19.4%	4	11.1%	2	5.6%	14	38.9%	1	2.8%	7	19.4%
Hogg MS	18	12.6%	23	16.1%	31	21.7%	28	19.6%	4	2.8%	39	27.3%
Horn ES	23	11.3%	24	11.8%	21	10.3%	114	56.2%	4	2.0%	17	8.4%
Houston MSTC HS	44	19.8%	12	5.4%	25	11.3%	47	21.2%	25	11.3%	67	30.2%
HSLJ	14	25.5%	7	12.7%	14	25.5%	4	7.3%	2	3.6%	14	25.5%
Kashmere HS	10	32.3%	2	6.5%	2	6.5%	1	3.2%	3	9.7%	13	41.9%
Ketelsen ES	11	31.4%	1	2.9%	5	14.3%	7	20.0%	1	2.9%	10	28.6%
Key MS	8	30.8%	1	3.8%	6	23.1%	6	23.1%	3	11.5%	2	7.7%
Kinder HSPVA	60	32.6%	53	28.8%	29	15.8%	5	2.7%	4	2.2%	33	17.9%
Kolter ES	24	15.9%	19	12.6%	18	11.9%	72	47.7%	--	--	18	11.9%
Lamar HS	140	27.1%	142	27.5%	99	19.2%	25	4.8%	19	3.7%	91	17.6%
Lanier MS	70	23.7%	71	24.1%	59	20.0%	31	10.5%	12	4.1%	51	17.3%
Lantrip ES	25	33.3%	3	4.0%	6	8.0%	27	36.0%	3	4.0%	11	14.7%
Law ES	15	38.5%	1	2.6%	5	12.8%	9	23.1%	3	7.7%	6	15.4%
Lawson MS	26	32.1%	8	9.9%	8	9.9%	14	17.3%	5	6.2%	19	23.5%
Leland YMCPA	11	28.9%	4	10.5%	4	10.5%	8	21.1%	--	--	11	28.9%
Lewis ES	14	24.6%	3	5.3%	9	15.8%	14	24.6%	2	3.5%	14	24.6%
Long Acad	11	30.6%	2	5.6%	6	16.7%	5	13.9%	1	2.8%	10	27.8%
Longfellow ES	17	26.2%	3	4.6%	5	7.7%	29	44.6%	1	1.5%	9	13.8%
Lovett ES	17	13.1%	5	3.8%	10	7.7%	73	56.2%	2	1.5%	22	16.9%
Lyons ES	27	26.5%	5	4.9%	14	13.7%	30	29.4%	5	4.9%	21	20.6%
MacGregor ES	13	25.5%	2	3.9%	1	2.0%	27	52.9%	--	--	8	15.7%

Appendix F: Campus-Level Tables, Continued

Table 13. Worked With Peers, by Campus, Continued												
	Collaborative Work By Students											
School Name	Daily		Weekly		Less Than Weekly		Rarely, Not An Option		Rarely, Child Choice		Not Sure	
	N	%	N	%	N	%	N	%	N	%	N	%
Madison HS	28	24.6%	11	9.6%	17	14.9%	14	12.3%	13	11.4%	31	27.2%
Mandarin Immersion Magnet	24	17.9%	8	6.0%	9	6.7%	60	44.8%	2	1.5%	31	23.1%
Marshall ES	16	37.2%	2	4.7%	4	9.3%	9	20.9%	--	--	12	27.9%
Martinez C ES	7	25.0%	--	--	2	7.1%	10	35.7%	--	--	9	32.1%
McNamara ES	18	48.6%	2	5.4%	2	5.4%	6	16.2%	1	2.7%	8	21.6%
Meyerland MS	23	11.6%	18	9.0%	33	16.6%	67	33.7%	10	5.0%	47	23.6%
Milby HS	30	21.6%	10	7.2%	19	13.7%	23	16.5%	16	11.5%	41	29.5%
Mistral ECC	12	30.0%	5	12.5%	3	7.5%	7	17.5%	1	2.5%	10	25.0%
Montgomery ES	4	16.0%	1	4.0%	1	4.0%	10	40.0%	2	8.0%	7	28.0%
Moreno ES	24	38.7%	6	9.7%	3	4.8%	12	19.4%	4	6.5%	13	21.0%
Neff ECC	26	41.3%	8	12.7%	3	4.8%	6	9.5%	--	--	20	31.7%
Neff ES	30	31.6%	10	10.5%	9	9.5%	18	18.9%	2	2.1%	25	26.3%
North Forest HS	15	27.3%	3	5.5%	8	14.5%	13	23.6%	3	5.5%	13	23.6%
North Houston EC HS	10	27.8%	2	5.6%	9	25.0%	4	11.1%	1	2.8%	10	27.8%
Northline ES	1	3.8%	1	3.8%	3	11.5%	11	42.3%	3	11.5%	7	26.9%
Northside HS	15	21.7%	2	2.9%	14	20.3%	17	24.6%	3	4.3%	18	26.1%
Oak Forest ES	28	26.4%	10	9.4%	12	11.3%	40	37.7%	3	2.8%	12	11.3%
Ortiz MS	7	14.6%	2	4.2%	10	20.8%	11	22.9%	4	8.3%	14	29.2%
Park Place ES	13	26.0%	1	2.0%	1	2.0%	25	50.0%	2	4.0%	8	16.0%
Parker ES	32	20.0%	15	9.4%	12	7.5%	77	48.1%	4	2.5%	20	12.5%
Patterson ES	18	23.7%	4	5.3%	5	6.6%	28	36.8%	2	2.6%	19	25.0%
Pershing MS	43	18.5%	39	16.8%	52	22.4%	39	16.8%	8	3.4%	50	21.6%
Pilgrim Acad	7	21.9%	4	12.5%	--	--	6	18.8%	--	--	15	46.9%
Pin Oak MS	46	15.6%	55	18.6%	80	27.1%	51	17.3%	8	2.7%	54	18.3%
Piney Point ES	13	26.5%	3	6.1%	--	--	11	22.4%	4	8.2%	16	32.7%
Poe ES	18	12.9%	12	8.6%	9	6.4%	62	44.3%	6	4.3%	32	22.9%
Reagan Ed Ctr PK-8	14	25.9%	3	5.6%	6	11.1%	9	16.7%	2	3.7%	20	37.0%
Red ES	18	18.9%	3	3.2%	14	14.7%	40	42.1%	3	3.2%	17	17.9%
Revere MS	14	23.3%	2	3.3%	9	15.0%	13	21.7%	6	10.0%	16	26.7%
Reynolds ES	13	39.4%	2	6.1%	3	9.1%	9	27.3%	--	--	6	18.2%
Rice School PK-8	27	19.1%	8	5.7%	10	7.1%	61	43.3%	2	1.4%	31	22.0%
River Oaks ES	39	29.8%	19	14.5%	10	7.6%	48	36.6%	6	4.6%	9	6.9%
Roberts ES	32	20.9%	20	13.1%	10	6.5%	68	44.4%	3	2.0%	18	11.8%
Rodriguez ES	12	26.1%	2	4.3%	6	13.0%	10	21.7%	--	--	15	32.6%
Rogers T H	57	27.5%	21	10.1%	40	19.3%	57	27.5%	3	1.4%	29	14.0%
Roosevelt ES	6	13.0%	3	6.5%	8	17.4%	18	39.1%	3	6.5%	8	17.4%
Scarborough ES	6	18.2%	1	3.0%	4	12.1%	11	33.3%	1	3.0%	10	30.3%
Scarborough HS	8	19.0%	2	4.8%	6	14.3%	7	16.7%	5	11.9%	14	33.3%
School at St. George ES	32	33.0%	6	6.2%	7	7.2%	30	30.9%	4	4.1%	17	17.5%
Scroggins ES	11	37.9%	1	3.4%	3	10.3%	8	27.6%	--	--	6	20.7%
Shadowbriar ES	9	20.9%	2	4.7%	2	4.7%	17	39.5%	1	2.3%	11	25.6%
Shadydale ES	17	42.5%	--	--	1	2.5%	11	27.5%	4	10.0%	7	17.5%
Sharpstown HS	19	21.6%	10	11.4%	8	9.1%	14	15.9%	8	9.1%	29	33.0%
Sharpstown Intl	22	15.7%	11	7.9%	22	15.7%	24	17.1%	12	8.6%	44	31.4%
Sherman ES	14	32.6%	1	2.3%	7	16.3%	12	27.9%	2	4.7%	6	14.0%
Sinclair ES	23	23.7%	9	9.3%	10	10.3%	43	44.3%	3	3.1%	9	9.3%
Smith ES	11	36.7%	--	--	2	6.7%	9	30.0%	--	--	8	26.7%
South EC HS	11	21.6%	8	15.7%	17	33.3%	3	5.9%	1	2.0%	11	21.6%
Southmayd ES	12	27.9%	5	11.6%	3	7.0%	12	27.9%	1	2.3%	10	23.3%
Sterling HS	24	26.4%	7	7.7%	16	17.6%	14	15.4%	5	5.5%	23	25.3%

Appendix F: Campus-Level Tables, Continued

Table 13. Worked With Peers, by Campus, Continued												
Collaborative Work By Students												
School Name	**Daily**		**Weekly**		**Less Than Weekly**		**Rarely, Not An Option**		**Rarely, Child Choice**		**Not Sure**	
	N	%	N	%	N	%	N	%	N	%	N	%
Stevens ES	10	27.8%	5	13.9%	2	5.6%	13	36.1%	--	--	6	16.7%
Stevenson MS	23	21.5%	14	13.1%	17	15.9%	17	15.9%	4	3.7%	32	29.9%
Sugar Grove MS	7	26.9%	2	7.7%	1	3.8%	7	26.9%	1	3.8%	8	30.8%
Sutton ES	9	20.9%	3	7.0%	2	4.7%	15	34.9%	2	4.7%	12	27.9%
Tanglewood MS	16	12.1%	17	12.9%	34	25.8%	29	22.0%	2	1.5%	34	25.8%
TCAH	2	5.9%	4	11.8%	1	2.9%	12	35.3%	13	38.2%	2	5.9%
Travis ES	12	8.1%	15	10.1%	8	5.4%	81	54.4%	--	--	32	21.5%
Twain ES	33	20.0%	15	9.1%	21	12.7%	68	41.2%	2	1.2%	26	15.8%
Valley West ES	15	29.4%	2	3.9%	5	9.8%	11	21.6%	5	9.8%	13	25.5%
Walnut Bend ES	20	34.5%	5	8.6%	5	8.6%	16	27.6%	--	--	12	20.7%
Waltrip HS	23	17.8%	12	9.3%	19	14.7%	28	21.7%	7	5.4%	40	31.0%
Washington HS	10	30.3%	4	12.1%	1	3.0%	6	18.2%	4	12.1%	8	24.2%
West Briar MS	23	17.2%	7	5.2%	21	15.7%	49	36.6%	7	5.2%	26	19.4%
West University ES	32	20.8%	17	11.0%	15	9.7%	63	40.9%	3	1.9%	23	14.9%
Westbury HS	39	23.1%	15	8.9%	29	17.2%	25	14.8%	12	7.1%	49	29.0%
Westside HS	64	19.4%	40	12.1%	82	24.8%	53	16.1%	15	4.5%	75	22.7%
Wharton K-8	30	17.5%	12	7.0%	30	17.5%	74	43.3%	4	2.3%	21	12.3%
Wheatley HS	11	24.4%	3	6.7%	3	6.7%	6	13.3%	7	15.6%	15	33.3%
White E ES	11	27.5%	3	7.5%	4	10.0%	11	27.5%	--	--	11	27.5%
White M ES	21	41.2%	1	2.0%	3	5.9%	16	31.4%	3	5.9%	7	13.7%
Whittier ES	8	30.8%	2	7.7%	--	--	8	30.8%	--	--	8	30.8%
Wilson Montessori	34	29.8%	10	8.8%	16	14.0%	31	27.2%	3	2.6%	20	17.5%
Windsor Village ES	15	41.7%	2	5.6%	3	8.3%	10	27.8%	--	--	6	16.7%
Wisdom HS	7	10.1%	3	4.3%	10	14.5%	17	24.6%	8	11.6%	19	27.5%
Woodson	16	33.3%	5	10.4%	1	2.1%	11	22.9%	4	8.3%	10	20.8%
Worthing HS	13	27.1%	10	20.8%	4	8.3%	3	6.3%	3	6.3%	14	29.2%
Yates HS	20	37.7%	7	13.2%	5	9.4%	5	9.4%	2	3.8%	14	26.4%
YWCPA	6	9.5%	20	31.7%	14	22.2%	5	7.9%	4	6.3%	14	22.2%

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Notes: Campuses with less than 25 total respondents (see Table 8B) are excluded. Percentage is calculated using total responses (see Table 8B). Percentages may not total 100 due to rounding.

Appendix F: Campus-Level Tables, Continued

Table 14. Confidence in Progress Made, by Campus								
	Confident That Child Made Progress							
School Name	Very Confident		Somewhat Confident		Not Confident At All		Not Sure	
	N	%	N	%	N	%	N	%
Almeda ES	12	33.3%	17	47.2%	6	16.7%	1	2.8%
Anderson ES	8	24.2%	16	48.5%	8	24.2%	1	3.0%
Arabic Immersion	9	21.4%	24	57.1%	8	19.0%	1	2.4%
Ashford ES	16	36.4%	19	43.2%	8	18.2%	1	2.3%
Askew ES	42	34.4%	52	42.6%	26	21.3%	1	0.8%
Attucks MS	14	53.8%	8	30.8%	4	15.4%	--	--
Austin HS	30	32.6%	39	42.4%	17	18.5%	5	5.4%
Barrick ES	22	47.8%	15	32.6%	8	17.4%	1	2.2%
Baylor College MS	23	33.3%	26	37.7%	18	26.1%	2	2.9%
BCM Biotech Acad at Rusk	23	43.4%	24	45.3%	6	11.3%	--	--
Bell ES	22	43.1%	19	37.3%	9	17.6%	--	--
Bellaire HS	145	38.9%	138	37.0%	71	19.0%	16	4.3%
Berry ES	21	35.0%	25	41.7%	14	23.3%	--	--
Black MS	47	23.7%	105	53.0%	44	22.2%	2	1.0%
Bonham ES	14	35.9%	13	33.3%	11	28.2%	1	2.6%
Bonner ES	8	32.0%	16	64.0%	--	--	1	4.0%
Braeburn ES	9	36.0%	11	44.0%	5	20.0%	--	--
Briargrove ES	43	26.2%	61	37.2%	51	31.1%	7	4.3%
Briarmeadow	51	49.5%	32	31.1%	19	18.4%	1	1.0%
Brookline ES	15	39.5%	17	44.7%	3	7.9%	2	5.3%
Browning ES	13	38.2%	16	47.1%	3	8.8%	2	5.9%
Bruce ES	10	30.3%	9	27.3%	12	36.4%	2	6.1%
Burbank ES	15	23.8%	41	65.1%	5	7.9%	2	3.2%
Burbank MS	26	25.0%	43	41.3%	31	29.8%	4	3.8%
Burnet ES	13	38.2%	13	38.2%	4	11.8%	4	11.8%
Bush ES	47	32.0%	68	46.3%	29	19.7%	3	2.0%
Cage ES	18	56.3%	10	31.3%	4	12.5%	--	--
Carnegie HS	70	42.7%	76	46.3%	15	9.1%	3	1.8%
Carrillo ES	14	29.8%	16	34.0%	16	34.0%	1	2.1%
Challenge EC HS	33	51.6%	25	39.1%	4	6.3%	2	3.1%
Chavez HS	59	37.6%	61	38.9%	28	17.8%	9	5.7%
Chrysalis MS	20	54.1%	13	35.1%	4	10.8%	--	--
Clifton MS	9	32.1%	15	53.6%	3	10.7%	--	--
Condit ES	35	28.5%	55	44.7%	31	25.2%	2	1.6%
Coop ES	16	32.7%	25	51.0%	7	14.3%	1	2.0%
Cornelius ES	13	39.4%	14	42.4%	5	15.2%	--	--
Crespo ES	20	40.8%	12	24.5%	16	32.7%	1	2.0%
Crockett ES	12	22.6%	33	62.3%	8	15.1%	--	--
Cunningham ES	17	43.6%	15	38.5%	7	17.9%	--	--
Daily ES	28	37.8%	25	33.8%	19	25.7%	2	2.7%
Davila ES	13	39.4%	15	45.5%	4	12.1%	1	3.0%
De Chaumes ES	23	30.7%	40	53.3%	11	14.7%	1	1.3%
Deady MS	7	21.2%	17	51.5%	8	24.2%	1	3.0%
DeAnda ES	7	21.2%	18	54.5%	7	21.2%	1	3.0%
DeBakey HS	80	50.0%	66	41.3%	12	7.5%	1	0.6%
DeZavala ES	14	29.2%	25	52.1%	6	12.5%	2	4.2%
Durham ES	14	20.9%	33	49.3%	17	25.4%	2	3.0%
East EC HS	16	44.4%	18	50.0%	1	2.8%	1	2.8%
Eastwood Acad HS	21	43.8%	20	41.7%	5	10.4%	2	4.2%
Edison MS	8	25.8%	15	48.4%	7	22.6%	1	3.2%
Eliot ES	9	24.3%	12	32.4%	14	37.8%	2	5.4%
Elrod ES	18	37.5%	17	35.4%	11	22.9%	2	4.2%

Appendix F: Campus-Level Tables, Continued

Table 14. Confidence in Progress Made, by Campus, Continued								
	Confident That Child Made Progress							
School Name	**Very Confident**		**Somewhat Confident**		**Not Confident At All**		**Not Sure**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Emerson ES	12	25.0%	30	62.5%	5	10.4%	1	2.1%
Energized ECC	9	19.6%	22	47.8%	12	26.1%	2	4.3%
Energized ES	10	32.3%	13	41.9%	7	22.6%	1	3.2%
Energy Inst HS	58	40.6%	62	43.4%	18	12.6%	5	3.5%
Farias ECC	13	38.2%	13	38.2%	7	20.6%	1	2.9%
Field ES	12	27.3%	16	36.4%	10	22.7%	6	13.6%
Fondren MS	27	52.9%	13	25.5%	9	17.6%	2	3.9%
Fonville MS	13	40.6%	11	34.4%	6	18.8%	2	6.3%
Forest Brook MS	15	37.5%	14	35.0%	7	17.5%	4	10.0%
Furr HS	18	41.9%	18	41.9%	5	11.6%	2	4.7%
Gallegos ES	8	24.2%	14	42.4%	6	18.2%	5	15.2%
Garcia ES	11	26.2%	18	42.9%	11	26.2%	2	4.8%
Garden Oaks	36	39.1%	35	38.0%	20	21.7%	1	1.1%
Garden Villas ES	13	31.0%	22	52.4%	6	14.3%	1	2.4%
Gregory-Lincoln PK-8	20	31.3%	29	45.3%	12	18.8%	3	4.7%
Gross ES	13	30.2%	19	44.2%	8	18.6%	2	4.7%
HAIS HS	24	42.9%	25	44.6%	6	10.7%	1	1.8%
Hamilton MS	24	25.3%	41	43.2%	27	28.4%	3	3.2%
Harris JR ES	10	26.3%	15	39.5%	9	23.7%	4	10.5%
Hartman MS	15	25.0%	31	51.7%	12	20.0%	2	3.3%
Harvard ES	26	17.9%	84	57.9%	31	21.4%	3	2.1%
Heights HS	94	31.4%	157	52.5%	40	13.4%	7	2.3%
Helms ES	15	28.8%	28	53.8%	8	15.4%	1	1.9%
Henderson JP ES	14	48.3%	11	37.9%	4	13.8%	--	--
Henry MS	14	36.8%	16	42.1%	6	15.8%	2	5.3%
Herod ES	41	30.1%	64	47.1%	26	19.1%	4	2.9%
Herrera ES	20	32.3%	27	43.5%	11	17.7%	3	4.8%
Hilliard ES	8	29.6%	14	51.9%	5	18.5%	--	--
Hines-Caldwell ES	16	30.2%	21	39.6%	10	18.9%	6	11.3%
Hobby ES	14	38.9%	15	41.7%	5	13.9%	2	5.6%
Hogg MS	36	25.2%	70	49.0%	35	24.5%	2	1.4%
Horn ES	55	27.1%	101	49.8%	42	20.7%	5	2.5%
Houston MSTC HS	68	30.6%	103	46.4%	33	14.9%	17	7.7%
HSLJ	16	29.1%	23	41.8%	14	25.5%	2	3.6%
Kashmere HS	10	32.3%	14	45.2%	5	16.1%	2	6.5%
Ketelsen ES	13	37.1%	18	51.4%	4	11.4%	--	--
Key MS	6	23.1%	14	53.8%	4	15.4%	2	7.7%
Kinder HSPVA	87	47.3%	69	37.5%	24	13.0%	4	2.2%
Kolter ES	39	25.8%	81	53.6%	30	19.9%	1	0.7%
Lamar HS	184	35.7%	213	41.3%	97	18.8%	19	3.7%
Lanier MS	95	32.2%	157	53.2%	38	12.9%	4	1.4%
Lantrip ES	16	21.3%	44	58.7%	13	17.3%	2	2.7%
Law ES	23	59.0%	8	20.5%	7	17.9%	1	2.6%
Lawson MS	33	40.7%	27	33.3%	19	23.5%	1	1.2%
Leland YMCPA	18	47.4%	14	36.8%	5	13.2%	1	2.6%
Lewis ES	29	50.9%	13	22.8%	11	19.3%	1	1.8%
Long Acad	13	36.1%	17	47.2%	5	13.9%	1	2.8%
Longfellow ES	19	29.2%	32	49.2%	11	16.9%	2	3.1%
Lovett ES	31	23.8%	62	47.7%	33	25.4%	4	3.1%
Lyons ES	28	27.5%	50	49.0%	21	20.6%	3	2.9%
MacGregor ES	12	23.5%	29	56.9%	10	19.6%	--	--

Appendix F: Campus-Level Tables, Continued

Table 14. Confidence in Progress Made, by Campus, Continued								
	Confident That Child Made Progress							
School Name	Very Confident		Somewhat Confident		Not Confident At All		Not Sure	
	N	%	N	%	N	%	N	%
Madison HS	48	42.1%	43	37.7%	19	16.7%	3	2.6%
Mandarin Immersion Magnet	43	32.1%	62	46.3%	26	19.4%	3	2.2%
Marshall ES	20	46.5%	12	27.9%	8	18.6%	3	7.0%
Martinez C ES	6	21.4%	13	46.4%	7	25.0%	2	7.1%
McNamara ES	15	40.5%	16	43.2%	3	8.1%	3	8.1%
Meyerland MS	61	30.7%	95	47.7%	37	18.6%	6	3.0%
Milby HS	53	38.1%	44	31.7%	32	23.0%	9	6.5%
Mistral ECC	20	50.0%	11	27.5%	6	15.0%	3	7.5%
Montgomery ES	7	28.0%	16	64.0%	--	--	2	8.0%
Moreno ES	31	50.0%	19	30.6%	8	12.9%	4	6.5%
Neff ECC	18	28.6%	26	41.3%	17	27.0%	1	1.6%
Neff ES	35	36.8%	38	40.0%	15	15.8%	6	6.3%
North Forest HS	28	50.9%	18	32.7%	7	12.7%	2	3.6%
North Houston EC HS	11	30.6%	14	38.9%	8	22.2%	1	2.8%
Northline ES	9	34.6%	12	46.2%	4	15.4%	1	3.8%
Northside HS	26	37.7%	22	31.9%	14	20.3%	7	10.1%
Oak Forest ES	37	34.9%	39	36.8%	28	26.4%	1	0.9%
Ortiz MS	15	31.3%	19	39.6%	14	29.2%	--	--
Park Place ES	15	30.0%	26	52.0%	8	16.0%	--	--
Parker ES	64	40.0%	70	43.8%	24	15.0%	2	1.3%
Patterson ES	30	39.5%	36	47.4%	9	11.8%	1	1.3%
Pershing MS	80	34.5%	97	41.8%	50	21.6%	4	1.7%
Pilgrim Acad	14	43.8%	12	37.5%	5	15.6%	1	3.1%
Pin Oak MS	88	29.8%	151	51.2%	49	16.6%	6	2.0%
Piney Point ES	16	32.7%	18	36.7%	13	26.5%	2	4.1%
Poe ES	49	35.0%	62	44.3%	27	19.3%	2	1.4%
Reagan Ed Ctr PK-8	16	29.6%	23	42.6%	12	22.2%	3	5.6%
Red ES	36	37.9%	37	38.9%	18	18.9%	3	3.2%
Revere MS	17	28.3%	31	51.7%	10	16.7%	2	3.3%
Reynolds ES	17	51.5%	9	27.3%	7	21.2%	--	--
Rice School PK-8	48	34.0%	58	41.1%	29	20.6%	6	4.3%
River Oaks ES	54	41.2%	58	44.3%	15	11.5%	3	2.3%
Roberts ES	49	32.0%	74	48.4%	27	17.6%	3	2.0%
Rodriguez ES	20	43.5%	16	34.8%	5	10.9%	5	10.9%
Rogers T H	89	43.0%	79	38.2%	35	16.9%	2	1.0%
Roosevelt ES	12	26.1%	27	58.7%	7	15.2%	--	--
Scarborough ES	6	18.2%	16	48.5%	6	18.2%	5	15.2%
Scarborough HS	13	31.0%	21	50.0%	5	11.9%	3	7.1%
School at St. George ES	34	35.1%	41	42.3%	19	19.6%	3	3.1%
Scroggins ES	12	41.4%	12	41.4%	4	13.8%	1	3.4%
Shadowbriar ES	13	30.2%	17	39.5%	10	23.3%	2	4.7%
Shadydale ES	13	32.5%	15	37.5%	10	25.0%	1	2.5%
Sharpstown HS	36	40.9%	38	43.2%	6	6.8%	8	9.1%
Sharpstown Intl	51	36.4%	67	47.9%	19	13.6%	3	2.1%
Sherman ES	14	32.6%	22	51.2%	6	14.0%	1	2.3%
Sinclair ES	23	23.7%	54	55.7%	19	19.6%	1	1.0%
Smith ES	13	43.3%	7	23.3%	7	23.3%	3	10.0%
South EC HS	20	39.2%	22	43.1%	9	17.6%	--	--
Southmayd ES	13	30.2%	25	58.1%	5	11.6%	--	--
Sterling HS	37	40.7%	39	42.9%	9	9.9%	5	5.5%

Appendix F: Campus-Level Tables, Continued

Table 14. Confidence in Progress Made, by Campus, Continued								
Confident That Child Made Progress								
School Name	**Very Confident**		**Somewhat Confident**		**Not Confident At All**		**Not Sure**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Stevens ES	8	22.2%	15	41.7%	13	36.1%	--	--
Stevenson MS	39	36.4%	38	35.5%	21	19.6%	8	7.5%
Sugar Grove MS	8	30.8%	9	34.6%	6	23.1%	3	11.5%
Sutton ES	16	37.2%	17	39.5%	9	20.9%	1	2.3%
Tanglewood MS	43	32.6%	51	38.6%	34	25.8%	4	3.0%
TCAH	22	64.7%	12	35.3%	--	--	--	--
Travis ES	28	18.8%	88	59.1%	28	18.8%	5	3.4%
Twain ES	55	33.3%	82	49.7%	28	17.0%	--	--
Valley West ES	25	49.0%	19	37.3%	6	11.8%	1	2.0%
Walnut Bend ES	22	37.9%	17	29.3%	14	24.1%	4	6.9%
Waltrip HS	35	27.1%	57	44.2%	32	24.8%	3	2.3%
Washington HS	12	36.4%	18	54.5%	2	6.1%	1	3.0%
West Briar MS	41	30.6%	56	41.8%	33	24.6%	3	2.2%
West University ES	53	34.4%	67	43.5%	30	19.5%	3	1.9%
Westbury HS	73	43.2%	60	35.5%	28	16.6%	7	4.1%
Westside HS	128	38.8%	129	39.1%	59	17.9%	10	3.0%
Wharton K-8	46	26.9%	79	46.2%	40	23.4%	5	2.9%
Wheatley HS	17	37.8%	21	46.7%	3	6.7%	4	8.9%
White E ES	13	32.5%	14	35.0%	9	22.5%	4	10.0%
White M ES	18	35.3%	19	37.3%	12	23.5%	1	2.0%
Whittier ES	14	53.8%	9	34.6%	2	7.7%	--	--
Wilson Montessori	49	43.0%	46	40.4%	18	15.8%	1	0.9%
Windsor Village ES	12	33.3%	16	44.4%	7	19.4%	1	2.8%
Wisdom HS	26	37.7%	28	40.6%	9	13.0%	5	7.2%
Woodson	14	29.2%	20	41.7%	11	22.9%	3	6.3%
Worthing HS	29	60.4%	12	25.0%	5	10.4%	1	2.1%
Yates HS	22	41.5%	20	37.7%	11	20.8%	--	--
YWCPA	27	42.9%	24	38.1%	10	15.9%	2	3.2%

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Notes: Campuses with less than 25 total respondents (see Table 8B) are excluded. Percentage is calculated using total responses (see Table 8B). Percentages may not total 100 due to rounding.

Appendix F: Campus-Level Tables, Continued

Table 15. Communication From Campus												
	Communication Amount						**Communication Helpfulness**					
School Name	**Just Right**		**Too Much**		**Not Enough**		**Usually Helpful**		**Sometimes Helpful**		**Rarely Helpful**	
	N	%	N	%	N	%	N	%	N	%	N	%
Almeda ES	27	75.0%	3	8.3%	6	16.7%	19	52.8%	16	44.4%	1	2.8%
Anderson ES	18	54.5%	9	27.3%	6	18.2%	17	51.5%	11	33.3%	4	12.1%
Arabic Immersion	38	90.5%	1	2.4%	3	7.1%	20	47.6%	19	45.2%	3	7.1%
Ashford ES	35	79.5%	4	9.1%	5	11.4%	22	50.0%	21	47.7%	1	2.3%
Askew ES	97	79.5%	6	4.9%	18	14.8%	85	69.7%	28	23.0%	8	6.6%
Attucks MS	17	65.4%	1	3.8%	8	30.8%	12	46.2%	9	34.6%	5	19.2%
Austin HS	75	81.5%	4	4.3%	13	14.1%	62	67.4%	23	25.0%	7	7.6%
Barrick ES	41	89.1%	1	2.2%	4	8.7%	28	60.9%	16	34.8%	1	2.2%
Baylor College MS	48	69.6%	3	4.3%	18	26.1%	33	47.8%	25	36.2%	11	15.9%
BCM Biotech Acad at Rusk	43	81.1%	7	13.2%	3	5.7%	39	73.6%	13	24.5%	--	--
Bell ES	42	82.4%	2	3.9%	6	11.8%	34	66.7%	14	27.5%	1	2.0%
Bellaire HS	319	85.5%	15	4.0%	37	9.9%	248	66.5%	108	29.0%	13	3.5%
Berry ES	49	81.7%	5	8.3%	6	10.0%	39	65.0%	16	26.7%	3	5.0%
Black MS	162	81.8%	7	3.5%	28	14.1%	116	58.6%	70	35.4%	11	5.6%
Bonham ES	31	79.5%	4	10.3%	4	10.3%	24	61.5%	10	25.6%	5	12.8%
Bonner ES	22	88.0%	3	12.0%	--	--	19	76.0%	6	24.0%	--	--
Braeburn ES	17	68.0%	4	16.0%	3	12.0%	17	68.0%	6	24.0%	1	4.0%
Briargrove ES	111	67.7%	8	4.9%	45	27.4%	84	51.2%	62	37.8%	16	9.8%
Briarmeadow	86	83.5%	7	6.8%	10	9.7%	83	80.6%	13	12.6%	7	6.8%
Brookline ES	27	71.1%	3	7.9%	8	21.1%	24	63.2%	11	28.9%	3	7.9%
Browning ES	26	76.5%	2	5.9%	6	17.6%	23	67.6%	10	29.4%	1	2.9%
Bruce ES	20	60.6%	6	18.2%	7	21.2%	16	48.5%	9	27.3%	8	24.2%
Burbank ES	49	77.8%	6	9.5%	8	12.7%	38	60.3%	24	38.1%	1	1.6%
Burbank MS	83	79.8%	6	5.8%	15	14.4%	53	51.0%	44	42.3%	7	6.7%
Burnet ES	31	91.2%	--	--	3	8.8%	21	61.8%	11	32.4%	2	5.9%
Bush ES	113	76.9%	14	9.5%	20	13.6%	94	63.9%	44	29.9%	9	6.1%
Cage ES	28	87.5%	2	6.3%	2	6.3%	22	68.8%	10	31.3%	--	--
Carnegie HS	147	89.6%	1	0.6%	16	9.8%	117	71.3%	38	23.2%	8	4.9%
Carrillo ES	42	89.4%	1	2.1%	4	8.5%	30	63.8%	16	34.0%	1	2.1%
Challenge EC HS	47	73.4%	6	9.4%	11	17.2%	35	54.7%	22	34.4%	7	10.9%
Chavez HS	123	78.3%	14	8.9%	19	12.1%	86	54.8%	57	36.3%	12	7.6%
Chrysalis MS	32	86.5%	2	5.4%	3	8.1%	34	91.9%	2	5.4%	1	2.7%
Clifton MS	24	85.7%	3	10.7%	1	3.6%	21	75.0%	6	21.4%	1	3.6%
Condit ES	106	86.2%	3	2.4%	13	10.6%	92	74.8%	29	23.6%	2	1.6%
Coop ES	39	79.6%	1	2.0%	8	16.3%	25	51.0%	17	34.7%	6	12.2%
Cornelius ES	28	84.8%	2	6.1%	3	9.1%	20	60.6%	11	33.3%	1	3.0%
Crespo ES	34	69.4%	7	14.3%	8	16.3%	34	69.4%	13	26.5%	2	4.1%
Crockett ES	42	79.2%	1	1.9%	10	18.9%	32	60.4%	18	34.0%	3	5.7%
Cunningham ES	33	84.6%	3	7.7%	3	7.7%	23	59.0%	15	38.5%	1	2.6%
Daily ES	60	81.1%	7	9.5%	7	9.5%	46	62.2%	25	33.8%	3	4.1%
Davila ES	27	81.8%	2	6.1%	4	12.1%	21	63.6%	9	27.3%	2	6.1%
De Chaumes ES	66	88.0%	--	--	8	10.7%	47	62.7%	24	32.0%	4	5.3%
Deady MS	25	75.8%	--	--	7	21.2%	15	45.5%	15	45.5%	3	9.1%
DeAnda ES	26	78.8%	3	9.1%	4	12.1%	20	60.6%	10	30.3%	3	9.1%
DeBakey HS	126	78.8%	5	3.1%	27	16.9%	97	60.6%	54	33.8%	8	5.0%
DeZavala ES	35	72.9%	4	8.3%	9	18.8%	28	58.3%	14	29.2%	6	12.5%
Durham ES	56	83.6%	1	1.5%	10	14.9%	36	53.7%	22	32.8%	8	11.9%
East EC HS	31	86.1%	4	11.1%	1	2.8%	30	83.3%	6	16.7%	--	--
Eastwood Acad HS	42	87.5%	3	6.3%	1	2.1%	38	79.2%	9	18.8%	1	2.1%
Edison MS	25	80.6%	2	6.5%	4	12.9%	14	45.2%	12	38.7%	5	16.1%
Eliot ES	30	81.1%	1	2.7%	6	16.2%	23	62.2%	12	32.4%	2	5.4%
Elrod ES	37	77.1%	2	4.2%	9	18.8%	31	64.6%	12	25.0%	5	10.4%

Appendix F: Campus-Level Tables, Continued

Table 15. Communication From Campus, Continued												
	Communication Amount						**Communication Helpfulness**					
	Just Right		**Too Much**		**Not Enough**		**Usually Helpful**		**Sometimes Helpful**		**Rarely Helpful**	
School Name	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Emerson ES	39	81.3%	2	4.2%	7	14.6%	27	56.3%	18	37.5%	3	6.3%
Energized ECC	36	78.3%	4	8.7%	5	10.9%	33	71.7%	10	21.7%	3	6.5%
Energized ES	28	90.3%	2	6.5%	1	3.2%	20	64.5%	10	32.3%	1	3.2%
Energy Inst HS	124	86.7%	8	5.6%	10	7.0%	112	78.3%	22	15.4%	9	6.3%
Farias ECC	26	76.5%	3	8.8%	5	14.7%	24	70.6%	7	20.6%	3	8.8%
Field ES	35	79.5%	--	--	9	20.5%	22	50.0%	21	47.7%	1	2.3%
Fondren MS	33	64.7%	3	5.9%	15	29.4%	28	54.9%	15	29.4%	8	15.7%
Fonville MS	20	62.5%	2	6.3%	10	31.3%	14	43.8%	11	34.4%	7	21.9%
Forest Brook MS	30	75.0%	--	--	10	25.0%	21	52.5%	13	32.5%	6	15.0%
Furr HS	36	83.7%	4	9.3%	3	7.0%	26	60.5%	14	32.6%	3	7.0%
Gallegos ES	25	75.8%	3	9.1%	4	12.1%	19	57.6%	9	27.3%	5	15.2%
Garcia ES	30	71.4%	1	2.4%	9	21.4%	28	66.7%	9	21.4%	5	11.9%
Garden Oaks	67	72.8%	11	12.0%	14	15.2%	46	50.0%	40	43.5%	6	6.5%
Garden Villas ES	32	76.2%	--	--	9	21.4%	25	59.5%	11	26.2%	5	11.9%
Gregory-Lincoln PK-8	44	68.8%	3	4.7%	17	26.6%	32	50.0%	19	29.7%	13	20.3%
Gross ES	31	72.1%	4	9.3%	8	18.6%	25	58.1%	16	37.2%	2	4.7%
HAIS HS	47	83.9%	3	5.4%	6	10.7%	35	62.5%	18	32.1%	2	3.6%
Hamilton MS	63	66.3%	7	7.4%	23	24.2%	40	42.1%	45	47.4%	9	9.5%
Harris JR ES	30	78.9%	2	5.3%	5	13.2%	25	65.8%	9	23.7%	4	10.5%
Hartman MS	46	76.7%	3	5.0%	8	13.3%	37	61.7%	17	28.3%	5	8.3%
Harvard ES	113	77.9%	3	2.1%	27	18.6%	89	61.4%	48	33.1%	8	5.5%
Heights HS	257	86.0%	13	4.3%	29	9.7%	194	64.9%	91	30.4%	13	4.3%
Helms ES	42	80.8%	--	--	10	19.2%	33	63.5%	19	36.5%	--	--
Henderson JP ES	28	96.6%	1	3.4%	--	--	23	79.3%	5	17.2%	1	3.4%
Henry MS	30	78.9%	1	2.6%	7	18.4%	22	57.9%	12	31.6%	4	10.5%
Herod ES	108	79.4%	9	6.6%	17	12.5%	82	60.3%	50	36.8%	3	2.2%
Herrera ES	52	83.9%	2	3.2%	5	8.1%	40	64.5%	18	29.0%	3	4.8%
Hilliard ES	21	77.8%	--	--	6	22.2%	18	66.7%	8	29.6%	1	3.7%
Hines-Caldwell ES	36	67.9%	5	9.4%	11	20.8%	26	49.1%	21	39.6%	6	11.3%
Hobby ES	30	83.3%	2	5.6%	4	11.1%	22	61.1%	11	30.6%	3	8.3%
Hogg MS	116	81.1%	5	3.5%	20	14.0%	85	59.4%	44	30.8%	13	9.1%
Horn ES	175	86.2%	8	3.9%	19	9.4%	142	70.0%	56	27.6%	5	2.5%
Houston MSTC HS	183	82.4%	15	6.8%	24	10.8%	136	61.3%	73	32.9%	11	5.0%
HSLJ	49	89.1%	1	1.8%	5	9.1%	37	67.3%	16	29.1%	2	3.6%
Kashmere HS	20	64.5%	2	6.5%	9	29.0%	11	35.5%	13	41.9%	7	22.6%
Ketelsen ES	28	80.0%	5	14.3%	2	5.7%	25	71.4%	10	28.6%	--	--
Key MS	13	50.0%	1	3.8%	12	46.2%	7	26.9%	12	46.2%	7	26.9%
Kinder HSPVA	171	92.9%	5	2.7%	8	4.3%	146	79.3%	36	19.6%	2	1.1%
Kolter ES	126	83.4%	15	9.9%	9	6.0%	129	85.4%	19	12.6%	2	1.3%
Lamar HS	444	86.0%	21	4.1%	51	9.9%	347	67.2%	143	27.7%	21	4.1%
Lanier MS	251	85.1%	12	4.1%	30	10.2%	195	66.1%	84	28.5%	16	5.4%
Lantrip ES	62	82.7%	4	5.3%	8	10.7%	45	60.0%	27	36.0%	3	4.0%
Law ES	31	79.5%	1	2.6%	7	17.9%	27	69.2%	10	25.6%	2	5.1%
Lawson MS	62	76.5%	8	9.9%	10	12.3%	44	54.3%	26	32.1%	10	12.3%
Leland YMCPA	32	84.2%	--	--	6	15.8%	28	73.7%	9	23.7%	1	2.6%
Lewis ES	44	77.2%	4	7.0%	8	14.0%	41	71.9%	10	17.5%	5	8.8%
Long Acad	28	77.8%	1	2.8%	7	19.4%	18	50.0%	14	38.9%	4	11.1%
Longfellow ES	53	81.5%	10	15.4%	1	1.5%	45	69.2%	14	21.5%	5	7.7%
Lovett ES	108	83.1%	5	3.8%	17	13.1%	89	68.5%	35	26.9%	5	3.8%
Lyons ES	75	73.5%	9	8.8%	18	17.6%	60	58.8%	32	31.4%	8	7.8%
MacGregor ES	31	60.8%	5	9.8%	15	29.4%	30	58.8%	17	33.3%	4	7.8%

Appendix F: Campus-Level Tables, Continued

Table 15. Communication From Campus, Continued												
	Communication Amount						**Communication Helpfulness**					
	Just Right		Too Much		Not Enough		Usually Helpful		Sometimes Helpful		Rarely Helpful	
School Name	N	%	N	%	N	%	N	%	N	%	N	%
Madison HS	87	76.3%	10	8.8%	17	14.9%	63	55.3%	34	29.8%	16	14.0%
Mandarin Immersion Magnet	95	70.9%	10	7.5%	29	21.6%	69	51.5%	58	43.3%	6	4.5%
Marshall ES	35	81.4%	2	4.7%	5	11.6%	27	62.8%	13	30.2%	3	7.0%
Martinez C ES	21	75.0%	--	--	6	21.4%	19	67.9%	5	17.9%	3	10.7%
McNamara ES	31	83.8%	1	2.7%	5	13.5%	23	62.2%	11	29.7%	3	8.1%
Meyerland MS	153	76.9%	12	6.0%	33	16.6%	117	58.8%	71	35.7%	8	4.0%
Milby HS	106	76.3%	7	5.0%	25	18.0%	76	54.7%	47	33.8%	15	10.8%
Mistral ECC	33	82.5%	4	10.0%	3	7.5%	29	72.5%	9	22.5%	1	2.5%
Montgomery ES	15	60.0%	2	8.0%	8	32.0%	12	48.0%	11	44.0%	2	8.0%
Moreno ES	52	83.9%	4	6.5%	6	9.7%	46	74.2%	14	22.6%	2	3.2%
Neff ECC	50	79.4%	9	14.3%	4	6.3%	40	63.5%	16	25.4%	6	9.5%
Neff ES	76	80.0%	10	10.5%	7	7.4%	72	75.8%	19	20.0%	3	3.2%
North Forest HS	43	78.2%	4	7.3%	8	14.5%	24	43.6%	23	41.8%	7	12.7%
North Houston EC HS	28	77.8%	--	--	7	19.4%	17	47.2%	17	47.2%	1	2.8%
Northline ES	23	88.5%	--	--	3	11.5%	14	53.8%	10	38.5%	1	3.8%
Northside HS	54	78.3%	3	4.3%	12	17.4%	38	55.1%	25	36.2%	6	8.7%
Oak Forest ES	96	90.6%	7	6.6%	3	2.8%	72	67.9%	32	30.2%	2	1.9%
Ortiz MS	37	77.1%	1	2.1%	9	18.8%	26	54.2%	19	39.6%	3	6.3%
Park Place ES	42	84.0%	2	4.0%	5	10.0%	29	58.0%	18	36.0%	3	6.0%
Parker ES	130	81.3%	10	6.3%	19	11.9%	113	70.6%	39	24.4%	7	4.4%
Patterson ES	71	93.4%	2	2.6%	3	3.9%	58	76.3%	16	21.1%	2	2.6%
Pershing MS	177	76.3%	9	3.9%	45	19.4%	153	65.9%	60	25.9%	18	7.8%
Pilgrim Acad	24	75.0%	3	9.4%	5	15.6%	22	68.8%	9	28.1%	1	3.1%
Pin Oak MS	240	81.4%	14	4.7%	41	13.9%	188	63.7%	90	30.5%	16	5.4%
Piney Point ES	44	89.8%	--	--	5	10.2%	33	67.3%	13	26.5%	3	6.1%
Poe ES	102	72.9%	9	6.4%	28	20.0%	85	60.7%	48	34.3%	7	5.0%
Reagan Ed Ctr PK-8	38	70.4%	1	1.9%	14	25.9%	27	50.0%	23	42.6%	4	7.4%
Red ES	76	80.0%	5	5.3%	14	14.7%	67	70.5%	26	27.4%	1	1.1%
Revere MS	45	75.0%	2	3.3%	13	21.7%	28	46.7%	23	38.3%	8	13.3%
Reynolds ES	27	81.8%	1	3.0%	5	15.2%	20	60.6%	9	27.3%	4	12.1%
Rice School PK-8	114	80.9%	11	7.8%	16	11.3%	87	61.7%	44	31.2%	10	7.1%
River Oaks ES	116	88.5%	7	5.3%	7	5.3%	100	76.3%	26	19.8%	4	3.1%
Roberts ES	128	83.7%	5	3.3%	20	13.1%	110	71.9%	37	24.2%	5	3.3%
Rodriguez ES	39	84.8%	2	4.3%	5	10.9%	33	71.7%	8	17.4%	5	10.9%
Rogers T H	166	80.2%	13	6.3%	28	13.5%	135	65.2%	52	25.1%	20	9.7%
Roosevelt ES	37	80.4%	--	--	9	19.6%	26	56.5%	17	37.0%	3	6.5%
Scarborough ES	30	90.9%	3	9.1%	--	--	20	60.6%	10	30.3%	1	3.0%
Scarborough HS	34	81.0%	3	7.1%	5	11.9%	23	54.8%	17	40.5%	2	4.8%
School at St. George ES	85	87.6%	7	7.2%	4	4.1%	74	76.3%	21	21.6%	2	2.1%
Scroggins ES	23	79.3%	1	3.4%	4	13.8%	15	51.7%	11	37.9%	3	10.3%
Shadowbriar ES	25	58.1%	3	7.0%	15	34.9%	16	37.2%	21	48.8%	6	14.0%
Shadydale ES	35	87.5%	--	--	4	10.0%	17	42.5%	16	40.0%	3	7.5%
Sharpstown HS	75	85.2%	2	2.3%	11	12.5%	54	61.4%	29	33.0%	4	4.5%
Sharpstown Intl	121	86.4%	9	6.4%	10	7.1%	83	59.3%	50	35.7%	7	5.0%
Sherman ES	33	76.7%	2	4.7%	7	16.3%	23	53.5%	17	39.5%	3	7.0%
Sinclair ES	68	70.1%	7	7.2%	22	22.7%	56	57.7%	38	39.2%	3	3.1%
Smith ES	23	76.7%	1	3.3%	6	20.0%	13	43.3%	14	46.7%	3	10.0%
South EC HS	37	72.5%	1	2.0%	13	25.5%	27	52.9%	18	35.3%	6	11.8%
Southmayd ES	41	95.3%	--	--	2	4.7%	29	67.4%	13	30.2%	1	2.3%
Sterling HS	66	72.5%	10	11.0%	14	15.4%	57	62.6%	25	27.5%	9	9.9%

Appendix F: Campus-Level Tables, Continued

Table 15. Communication From Campus, Continued												
	Communication Amount						Communication Helpfulness					
School Name	Just Right		Too Much		Not Enough		Usually Helpful		Sometimes Helpful		Rarely Helpful	
	N	%	N	%	N	%	N	%	N	%	N	%
Stevens ES	25	69.4%	5	13.9%	6	16.7%	16	44.4%	17	47.2%	3	8.3%
Stevenson MS	79	73.8%	6	5.6%	22	20.6%	58	54.2%	36	33.6%	11	10.3%
Sugar Grove MS	21	80.8%	1	3.8%	4	15.4%	17	65.4%	6	23.1%	3	11.5%
Sutton ES	33	76.7%	2	4.7%	8	18.6%	26	60.5%	13	30.2%	4	9.3%
Tanglewood MS	101	76.5%	6	4.5%	25	18.9%	71	53.8%	46	34.8%	14	10.6%
TCAH	26	76.5%	7	20.6%	1	2.9%	25	73.5%	8	23.5%	1	2.9%
Travis ES	133	89.3%	10	6.7%	6	4.0%	114	76.5%	33	22.1%	2	1.3%
Twain ES	143	86.7%	7	4.2%	13	7.9%	118	71.5%	41	24.8%	6	3.6%
Valley West ES	41	80.4%	3	5.9%	7	13.7%	29	56.9%	20	39.2%	1	2.0%
Walnut Bend ES	47	81.0%	2	3.4%	9	15.5%	34	58.6%	21	36.2%	3	5.2%
Waltrip HS	109	84.5%	11	8.5%	9	7.0%	82	63.6%	40	31.0%	7	5.4%
Washington HS	24	72.7%	3	9.1%	6	18.2%	20	60.6%	9	27.3%	4	12.1%
West Briar MS	106	79.1%	9	6.7%	19	14.2%	77	57.5%	46	34.3%	11	8.2%
West University ES	116	75.3%	5	3.2%	33	21.4%	110	71.4%	34	22.1%	10	6.5%
Westbury HS	138	81.7%	11	6.5%	20	11.8%	110	65.1%	53	31.4%	6	3.6%
Westside HS	270	81.8%	21	6.4%	38	11.5%	219	66.4%	90	27.3%	20	6.1%
Wharton K-8	137	80.1%	3	1.8%	31	18.1%	104	60.8%	54	31.6%	13	7.6%
Wheatley HS	33	73.3%	4	8.9%	7	15.6%	20	44.4%	14	31.1%	9	20.0%
White E ES	34	85.0%	2	5.0%	3	7.5%	25	62.5%	11	27.5%	4	10.0%
White M ES	37	72.5%	2	3.9%	11	21.6%	32	62.7%	10	19.6%	7	13.7%
Whittier ES	20	76.9%	1	3.8%	5	19.2%	13	50.0%	13	50.0%	--	--
Wilson Montessori	88	77.2%	8	7.0%	17	14.9%	63	55.3%	47	41.2%	3	2.6%
Windsor Village ES	29	80.6%	3	8.3%	4	11.1%	18	50.0%	18	50.0%	--	--
Wisdom HS	56	81.2%	5	7.2%	7	10.1%	30	43.5%	31	44.9%	7	10.1%
Woodson	27	56.3%	5	10.4%	16	33.3%	23	47.9%	15	31.3%	10	20.8%
Worthing HS	35	72.9%	4	8.3%	9	18.8%	26	54.2%	16	33.3%	5	10.4%
Yates HS	38	71.7%	6	11.3%	9	17.0%	25	47.2%	20	37.7%	8	15.1%
YWCPA	55	87.3%	3	4.8%	4	6.3%	48	76.2%	12	19.0%	3	4.8%

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Notes: Campuses with less than 25 total respondents (see Table 8B) are excluded. Percentage is calculated using total responses (see Table 8B). Percentages may not total 100 due to rounding.

Appendix G: Satisfaction with Remote Learning Tables

Table 16. Satisfaction With Remote Learning		
	N	**%**
Satisfaction with Remote Learning		
Yes	8,755	75.0%
No	2,913	25.0%
Reasons for Dissatisfaction		
Inadequate internet access	256	8.8%
Did not have the right device	176	6.0%
Not enough devices	122	4.2%
Did not have materials at home needed to do schoolwork	268	9.2%
Schoolwork in English, caregiver speaks another language	173	5.9%
Schoolwork took too long	828	28.4%
Did not know what schoolwork to do or when to do it	1,135	39.0%
Child was not interested in schoolwork	1,102	37.8%
Teachers unavailable when child was doing schoolwork	553	19.0%
Child was stressed or had difficulty concentrating	1,955	67.1%
Difficult to get in touch with teachers	661	22.7%
Other	870	29.9%

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Note: Percentages may not total 100 due to rounding.

Appendix H: Factors Considered Tables

Table 17. Factors Considered in Choosing In-Person or Remote Instruction	N	%
Child's specific health concerns	3,206	20.8%
Other household members' specific health concerns	3,265	21.2%
General risk of contracting COVID-19	8,645	56.2%
Current COH and Harris Co positivity/infection rates	5,819	37.8%
How well my child was learning remotely	4,620	30.0%
Child missing social parts of school	3,274	21.3%
Child's participation in extracurriculars	1,326	8.6%
Availability of transportation	1,146	7.4%
Availability of an adult to stay home	2,338	15.2%
Total	15,389	

Source: SurveyMonkey, Fall 2020 HISD Remote Learning Parent Survey data file, 11/18/2020
Note: Percentages may not total 100 due to rounding.