

**MEMORANDUM**

December 11, 2020

TO: Pamela Evans  
Director, External Funding

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

SUBJECT: **TITLE I, PART A STUDENT OUTCOMES, 2019–2020**

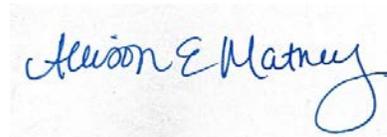
The Improving Basic Programs effort in Title I, Part A (Title I) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), is designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and achieve, at a minimum, proficiency on state academic achievement standards and assessments. The program’s goal is to provide supplemental funding for educational programs and interventions for students struggling academically in high-poverty schools to address equitable access to a high-quality education.

The purpose of this report is to describe the academic outcomes of students enrolled in Title I HISD schools during 2019–2020, as measured by attendance, grade promotion, and engagement rates recorded in the virtual learning environment among Title I students. Results presented are aggregated by school year, district, school office, and campus.

Key findings include:

- The first semester attendance rate for HISD Title I students decreased by 0.3 percentage points from 2018–2019 to 2019–2020. Attendance rates for the whole school year are not included in the report because attendance was not recorded during the COVID-19 shutdown.
- Overall for the district, the promotion rate of Title I students in grades K–8 increased 0.9 percentage points from 2018–2019 to 2019–2020, which may be attributed to the change in grading policies at the end of the 2019–2020 school year due to COVID-19.
- The majority of students were coded as “Engaged” during the time of the COVID-19 shutdown and virtual learning period.

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



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Attachment

cc: Grenita Lathan, Ph.D.  
Silvia Trinh  
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Area Superintendents  
Glenn Reed  
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# RESEARCH

Educational Program Report

TITLE I, PART A STUDENT OUTCOMES,  
2019-2020



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# Title I, Part A Student Outcomes 2019–2020

## Executive Summary

### Program Description

The Improving Basic Programs effort in Title I, Part A (Title I) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), is designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and achieve, at a minimum, proficiency on state academic achievement standards and assessments. The program’s goal is to provide supplemental funding for educational programs and interventions for students struggling academically in high-poverty schools to address equitable access to a high-quality education.

The Houston Independent School District (HISD) Title I, Part A school programs are implemented on either a school-wide or targeted assistance basis. According to the United State Department of Education (2015), a schoolwide program permits a school with at least 40 percent or more of its students at the poverty level to use funds from Title I, Part A and other federal education program funds and resources to both supplement and improve the educational program of the entire school in order to help students meet their state’s academic achievement standards. While schoolwide programs have autonomy in how they use their Title I funds, operated programs or interventions are still required to include reform strategies that increase the amount and quality of student learning and provide a high-quality curriculum for all children.

In contrast, “targeted assistance programs” are offered to students that are identified as most at risk of failing to meet their state’s academic achievement standards at Title I schools with less than 40 percent of their students at the poverty threshold, or that choose not to implement a schoolwide program (USDE, 2015). In the 2019–2020 school year, the majority of HISD Title I school programs (251 of 254) were implemented as schoolwide programs. Condit Elementary School, Lovett Elementary School, and Pin Oak Middle School were the only three HISD Title I campuses implemented on a targeted-assistance basis.

### Purpose of the Evaluation Report

The purpose of this report is to describe the academic outcomes of students enrolled in Title I HISD schools during 2019–2020, as measured by attendance, grade promotion, and engagement rates recorded in the virtual learning environment among Title I students. Results presented are aggregated by school year, district, school office, and campus.

### Highlights

- Unduplicated HISD Title I student enrollment based on the Fall PEIMS snapshot date increased from 190,532 students enrolled in 253 campuses in 2018–2019 to 191,083 HISD students enrolled in 254 Title-I funded campuses in 2019–2020. These enrollment counts include students coded as either ‘6’ or ‘7’ for their Title I status and students with an Average Daily Attendance membership status greater than zero.
- Because student attendance was not collected after schools transitioned to virtual learning in March 2020, this report only shows student attendance from the first semester of each school year. The first semester attendance rate for HISD Title I students decreased by 0.3 percentage points from 2018–2019 to 2019–2020.

- Overall for the district, the promotion rate of Title I students in grades K–8 increased 0.9 percentage points from 2018–2019 to 2019–2020. This may be attributed to the change in grading policies in 2019–2020 due to the COVID-19 pandemic.
- The majority of students were coded as “Engaged” during the time of the COVID-19 shutdown and virtual learning period.

## Introduction

The Title I, Part A program developed out of the Elementary and Secondary Education Act of 1965 (ESEA) and its reauthorizations, the No Child Left Behind Act of 2001 (NCLB) and the Every Student Succeeds Act of 2015 (ESSA), was designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and achieve, at a minimum, proficiency on challenging state academic achievement standards and assessments. In order to address equitable access to a high-quality education, the program's goal is to provide supplemental funding for educational programs and interventions for students struggling academically in high-poverty schools.

This report displays comparisons of student outcomes based on Emergency Constraints developed by the HISD Board of Education in the wake of the COVID-19 Pandemic impact on the education of district students, families, employees, and the community.

## Methods

### Data Collection and Analysis

- Verification of the HISD Title I school count was accomplished by obtaining both the Campus Information List (CIL) from the HISD Sharepoint site (October 2019) and the 2019–2020 HISD Title I, Part A Campus List provided by the HISD External Funding Department. Verification rendered a count of 254 Title I-funded HISD campuses during the 2019–2020 school year. Pin Oak Middle School was the only Title I-funded school added from the 2018–2019 school year. Most Title I schools (251 of 254) were implemented as schoolwide programs in 2019–2020. Condit Elementary School, Lovett Elementary School, and Pin Oak Middle School were the only HISD Title I campuses implemented on a targeted-assistance basis.
- Student enrollment obtained from the Public Education Information Management System (PEIMS) revealed that 209,772 students enrolled in HISD during the 2018–2019 school year. PEIMS is a statewide data collection and reporting system operated by the TEA which includes information on students enrolled in public school on the last Friday of October each academic year. Filters based on average daily attendance (ADA; criterion greater than zero) and Title I participation (criterion greater than zero) reduced the enrollment count to 190,946. Although homeless students are also supported by Title I-funded services (Title I code '9'), the scope of this report is limited to examining the outcomes of Title I students who were serviced by schoolwide programs (Title I code '6') and targeted assistance programs (Title I code '7'). Exclusion of these homeless students (n=51) reduced the Title I student enrollment count recorded in PEIMS to 190,895. Combining PEIMS data with the HISD External Funding Department's Title I School List reduced the final enrollment count of Title I students in this report to 190,532.
- Student enrollment obtained from the Public Education Information Management System (PEIMS) revealed that 210,061 students enrolled in HISD during the 2019–2020 school year. PEIMS is a statewide data collection and reporting system operated by the TEA which includes information on students enrolled in public school on the last Friday of October each academic year. Filters based on average daily attendance (ADA; criterion greater than zero) and Title I participation (criterion greater than zero) reduced the enrollment count to 191,283. Although homeless students are also supported by Title I-funded services (Title I code '9'), the scope of this report is limited to examining the outcomes of Title I students who were serviced by schoolwide programs (Title I code '6') and targeted assistance

programs (Title I code '7'). Exclusion of these homeless students (n=26) reduced the final Title I student enrollment count recorded in PEIMS to 191,257. Combining PEIMS data with the HISD External Funding Department's Title I School List reduced the final enrollment count of Title I students in this report to 191,083.

### Data Limitations

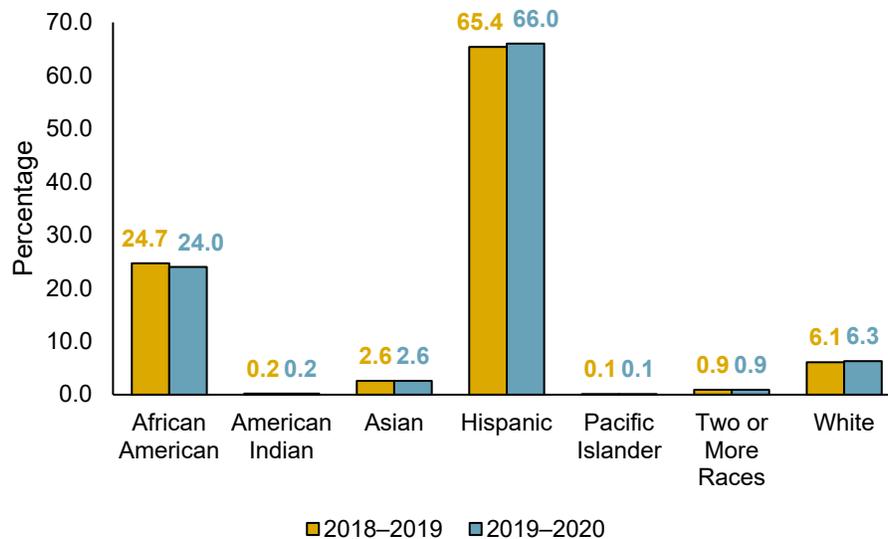
- Fall PEIMS snapshot data were used to identify students on campuses that were provided Title I services. By relying on PEIMS for student enrollment information, it is possible that not all HISD students who were served under Title I, Part A are included in the analysis of this report.
- Coding errors were noted in the Fall PEIMS snapshot data file. In the 2018–2019 school year, 712 students enrolled at Title I schoolwide campuses were not coded with a Title I code of '6' or '7.' In 2019–2020, 611 students enrolled at Title I schoolwide campuses were not coded with a Title I code of '6' or '7.' These students who were incorrectly coded are not included in this report.

## Results

### Enrollment

Unduplicated Title I HISD student enrollment counts on Title I-funded campuses increased from 190,532 in 253 campuses in 2018–2019 to 191,083 HISD students enrolled in 254 campuses in 2019–2020. Counts are based on active enrollment as of the respective Fall PEIMS snapshot dates.

**Figure 1. Race/Ethnic Demographic Characteristics of HISD Title I Students, 2018–2019 and 2019–2020**



Source: HISD Fall PEIMS Snapshot Data File, 2018–2019 and 2019–2020

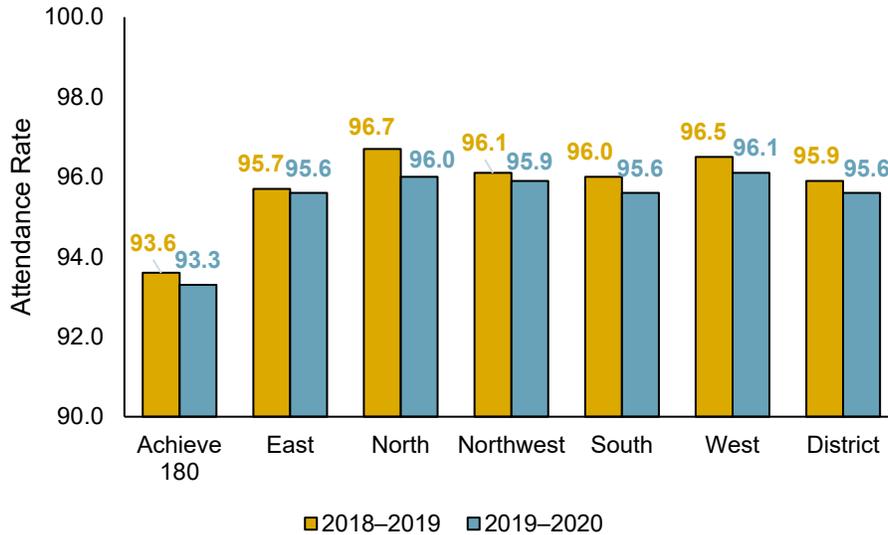
Note: Students are included if their ADA membership status is greater than '0', if their Title I status is either '6' or '7', and if they attended one of the 253 and 254 Title I-funded HISD campuses during the 2018–2019 and 2019–2020, respectively.

- Consistent with race/ethnic demographic distributions of HISD Title I students reported in 2018–2019, approximately 90 percent of 2019–2020 Title I participants were identified as Hispanic (66.0%) and Black or African American (24.0%), making up the largest student population enrolled in HISD Title I schools (**Figure 1**).

## Attendance

Because of the COVID-19 pandemic, schools transitioned to virtual learning in March 2020 and student attendance data were not collected for the remainder of the 2019–2020 school year. For this report, student attendance rates from only the first semester of 2018–2019 and 2019–2020 are shown.

**Figure 2. First Semester Attendance Rates of HISD Title I Students by School Office, 2018–2019 and 2019–2020**



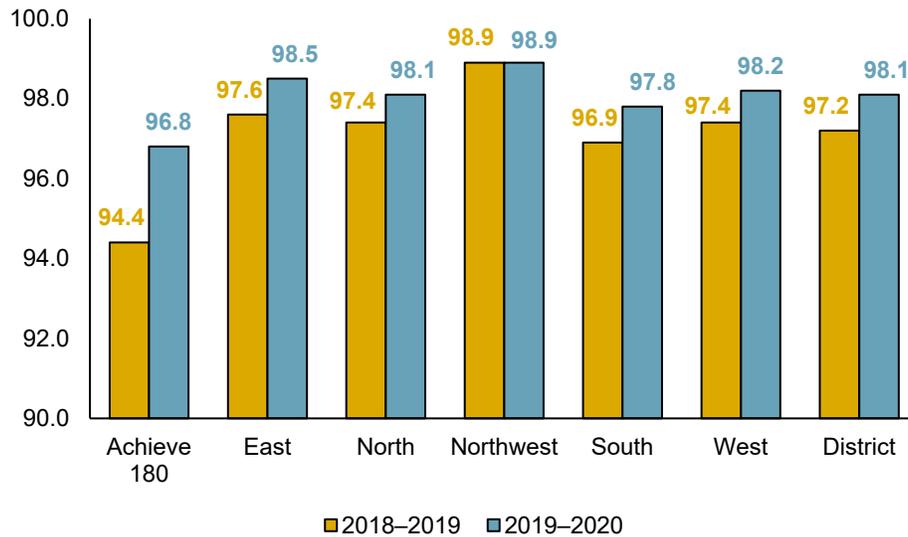
Sources: HISD Fall PEIMS Snapshot Data File, 2018–2019 and 2019–2020; HISD PEIMS ADA 400 Data File, 2018–2019 and 2019–2020; Campus Information List, October 1, 2019

- Student attendance rates dropped from 2018–2019 to 2019–2020 across every school office (**Figure 2**).
- Students from schools in the North school office had the highest attendance rate in 2018–2019 at 96.7 percent but showed the largest decrease from 2018–2019 to 2019–2020. The other school offices showed a student attendance decrease of 0.4 percentage points or less (Figure 2).
- **Table A–1** (Appendix A, pp. 9–12) shows the first semester student attendance rates for 2018–2019 and 2019–2020 by campus.

## Promotion

Promotion data are reported for students in grades kindergarten through 8. Students were considered promoted based on their promotion status from the end of the regular school year or summer school, the third administration of STAAR (2018–2019 only), and from their current and prior year grade levels. Due to the COVID-19 pandemic, grading policies changed in the last two six-week grading periods of the 2019–2020 school year and the STAAR Reading and Math exams were not administered. Therefore, passing the STAAR exam was not a promotion requirement for students in grades 5 and 8 in 2019–2020, and caution should be used when comparing promotion rates from 2018–2019 to 2019–2020.

**Figure 3. Promotion Rates of HISD Title I Students in Grades K–8 by School Office, 2018–2019 and 2019–2020**



Sources: HISD Fall PEIMS Snapshot Data File, 2018–2019 and 2019–2020; HISD Promotion Standards Extract, 2018–2019 and 2019–2020; Campus Information List, October 1, 2019

- Overall for the district, the promotion rate increased by 0.9 percentage points from 2018–2019 to 2019–2020, which may be attributed to the change in grading policies in 2019–2020 due to the COVID-19 pandemic.
- While the promotion rate for students from the Achieve 180 schools was the lowest in 2018–2019 at 94.1 percent, it showed the largest increase (2.4 percentage points).
- The promotion rate for schools in the Northwest school office was the highest in both school years and remained the same at 98.9 percent.
- **Table A–2** (Appendix A, pp. 13–15) shows the promotion rates for 2018–2019 and 2019–2020 by campus.

### Engagement During Virtual Learning

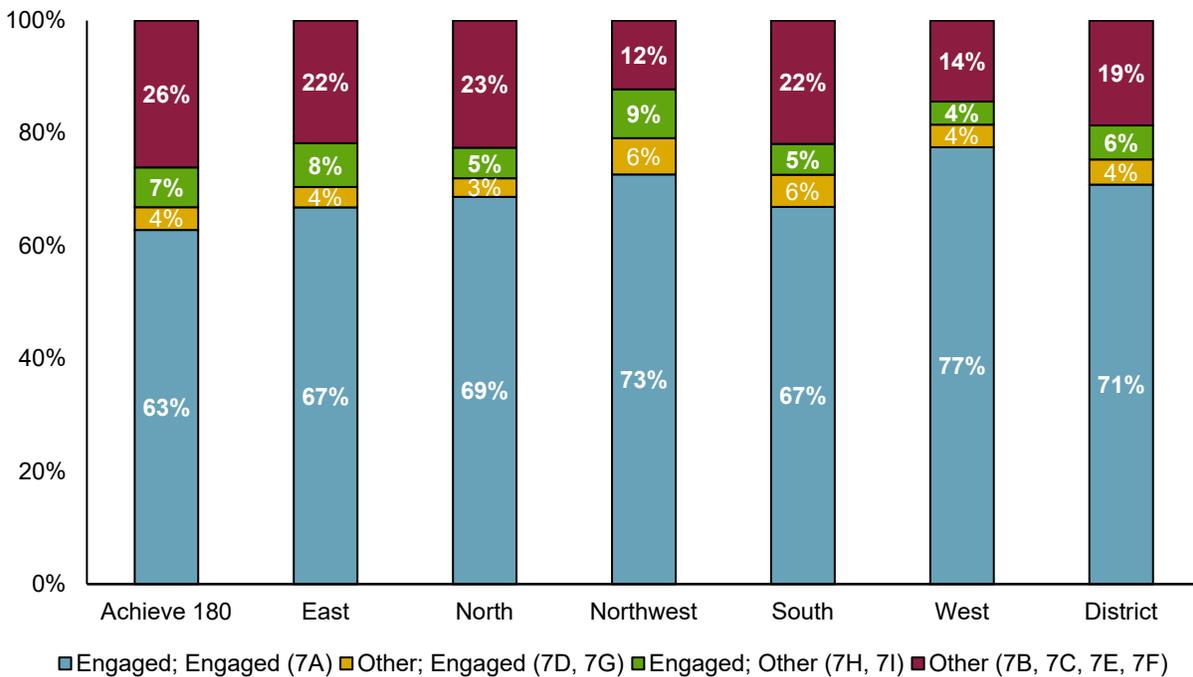
The Texas Education Agency (TEA) mandated districts to submit a crisis code indicator for each student impacted by COVID-19 in the 2019–2020 Summer PEIMS submission. The nine crisis codes are listed in **Table 1** (p. 7). **Figure 4** (p. 7) shows the engagement crisis codes by school office, and **Figure 5** (p. 8) shows the data by school level.

Table 1. Engagement Crisis Codes			
Code	Start of Crisis through April 30	May 1 through End of School Year	District
7A	Engaged	Engaged	71%
7B	Not Contactable	Not Contactable	4%
7C	Not Contactable	Not Engaged	1%
7D	Not Contactable	Engaged	1%
7E	Not Engaged	Not Engaged	13%
7F	Not Engaged	Not Contactable	1%
7G	Not Engaged	Engaged	3%
7H	Engaged	Not Contactable	0%
7I	Engaged	Not Engaged	6%

Source: COVID-19 Crisis Coding for Schools

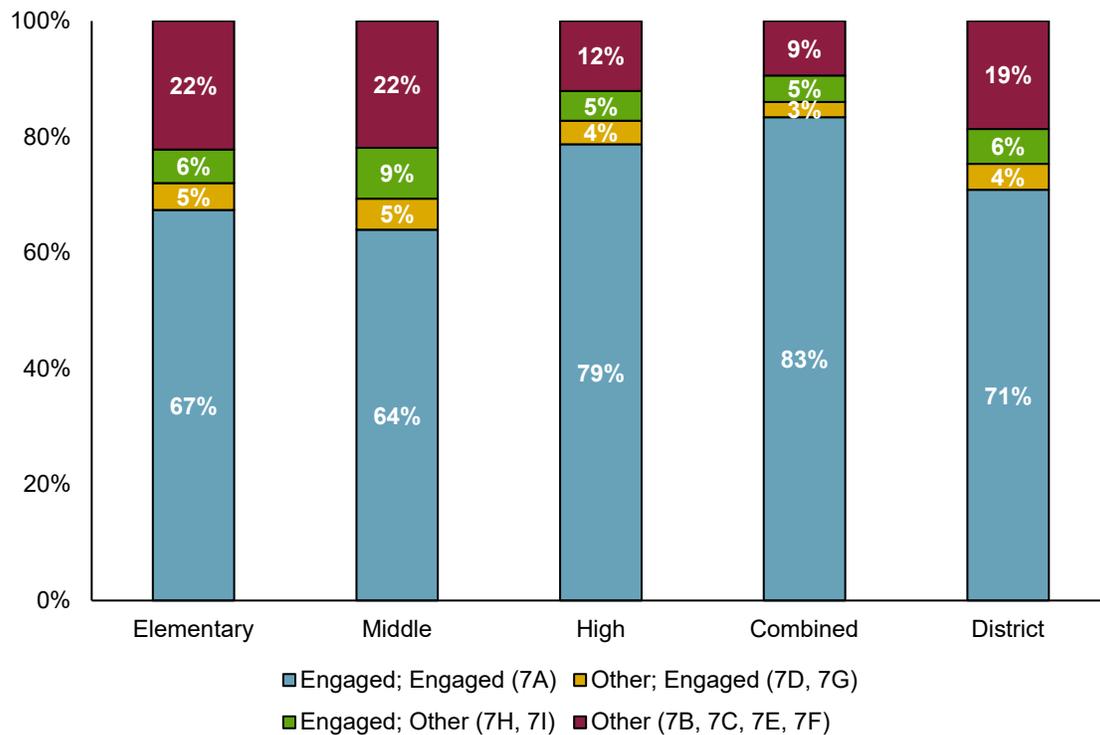
Notes: “Engaged” is defined as students were responding to administrators and teachers and completing assignments. “Not Engaged” is defined as students were responding to administrators and teachers but were not completing assignments. “Not Contactable” is defined as students or family members were not responding to administrators or teachers.

Figure 4. Engagement Crisis Codes by School Office, 2019–2020



Sources: HISD Fall PEIMS Snapshot Data File, 2018–2019 and 2019–2020; HISD Summer PEIMS Data File, 2019–2020; Campus Information List, October 1, 2019

- The majority of students across the district were coded ‘7A,’ which is defined as “Engaged” through April 30 and also from May 1 through the end of the school year.
- Compared to the district, a smaller percentage of students from the Northwest and West school offices were coded “Not Contactable” or “Not Engaged.”

**Figure 5. Engagement Crisis Codes by School Level, 2019–2020**

Sources: HISD Fall PEIMS Snapshot Data File, 2018–2019 and 2019–2020; HISD Summer PEIMS Data File, 2019–2020; Campus Information List, October 1, 2019

- Figure 5 shows that a larger percentage of high school students were engaged compared to elementary and middle school students.
- Engagement crisis codes by campus are shown in **Table A–3** in Appendix A (pp. 16–23).

## Conclusion

While the COVID-19 pandemic made it challenging to compare student achievement data, student outcome data as measured by attendance, promotion, and engagement in the virtual learning environment were available. First semester attendance rates of Title I students decreased slightly across each school office. The promotion rates for Title I students in grades K–8 increased or stayed the same from 2018–2019 to 2019–2020 across each school office.

In Spring 2020, the Texas Education Agency (TEA) mandated school districts to submit a crisis code indicator to show how engaged students were when schools transitioned to the virtual learning environment. The majority of students were coded as “Engaged,” which meant they responded to administrators and teachers and completed assignments. Disaggregating the crisis code data by school level showed that a larger percentage of high school students were engaged compared to elementary and middle school students.

District and school personnel should continue to find the most effective ways to use Title I funds and other resources to impact student outcomes and achievement. The differences in student outcomes across school offices and campuses presented in this report may also help inform these decisions.

## Appendix A

Table A–1. First Semester Attendance Rates of HISD Title I Students by Campus, 2018–2019 and 2019–2020					
Campus	2018–2019	2019–2020	Campus	2018–2019	2019–2020
Alcott ES	96.2	95.0	Coop ES	96.3	96.0
Almeda ES	97.5	97.5	Cornelius ES	97.5	97.4
Anderson ES	96.3	96.0	Crespo ES	98.2	97.9
Arabic Immersion	97.7	97.3	Crockett ES	97.2	96.8
Ashford ES	96.1	94.9	Cullen MS	90.5	89.4
Askew ES	96.4	95.6	Cunningham ES	97.1	96.4
Atherton ES	98.2	95.9	Daily ES	97.0	96.5
Attucks MS	92.8	92.4	Davila ES	96.9	97.1
Austin HS	92.0	91.4	De Chaumes ES	98.5	98.2
Barrick ES	97.8	97.1	Deady MS	95.0	94.5
Bastian ES	95.5	95.6	DeAnda ES	97.7	97.6
Baylor College MS	97.1	96.6	DeBakey HS	98.0	98.0
BCM Biotech Acad at Rusk	97.5	97.3	DeZavala ES	97.1	96.5
Bell ES	96.5	95.7	Dogan ES	96.5	94.7
Bellaire HS	95.7	94.9	Durham ES	97.5	96.8
Bellfort ECC	96.0	94.5	Durkee ES	97.2	96.3
Benavidez ES	95.9	95.8	East EC HS	97.7	97.6
Benbrook ES	97.1	96.6	Eastwood Acad HS	98.3	97.8
Berry ES	96.8	96.7	Edison MS	95.5	94.7
Black MS	96.3	96.3	Eliot ES	97.3	96.8
Blackshear ES	95.7	94.7	Elmore ES	95.4	94.1
Bonham ES	95.8	95.1	Elrod ES	96.6	96.2
Bonner ES	97.4	97.2	Emerson ES	96.4	96.6
Braeburn ES	96.6	96.8	Energized ECC	95.2	94.7
Briarmeadow	98.1	97.5	Energized ES	98.0	97.5
Briscoe ES	96.5	95.9	Energized MS	99.0	98.6
Brookline ES	97.7	97.7	Energy Inst HS	97.6	97.2
Browning ES	97.6	96.6	E-STEM Central HS	97.0	95.6
Bruce ES	96.5	95.3	E-STEM Central MS	99.2	99.0
Burbank ES	98.1	97.5	E-STEM West HS	99.0	96.6
Burbank MS	97.9	97.4	E-STEM West MS	99.5	99.4
Burnet ES	98.1	97.8	Farias ECC	96.6	96.4
Burrus ES	96.2	95.0	Field ES	97.5	97.2
Cage ES	97.2	96.7	Fleming MS	95.3	92.3
Carrillo ES	97.5	96.6	Foerster ES	94.3	94.2
Challenge EC HS	98.2	98.3	Fondren ES	96.7	96.5
Chavez HS	92.1	92.8	Fondren MS	95.6	95.5
Chrysalis MS	98.6	98.5	Fonville MS	95.2	95.5
Clifton MS	94.9	94.5	Fonwood ECC	94.5	91.8
Codwell ES	95.8	95.3	Forest Brook MS	94.1	93.6
Condit ES	97.5	96.9	Foster ES	94.8	93.5
Cook ES	95.2	93.7	Franklin ES	96.5	96.1

## Appendix A (cont.)

Table A–1. First Semester Attendance Rates of HISD Title I Students by Campus, 2018–2019 and 2019–2020 (cont.)					
Campus	2018–2019	2019–2020	Campus	2018–2019	2019–2020
Frost ES	96.9	96.8	Kashmere HS	90.7	89.1
Furr HS	91.2	92.5	Kelso ES	95.7	95.0
Gallegos ES	96.9	96.1	Kennedy ES	96.6	95.2
Garcia ES	95.6	95.1	Ketelsen ES	97.7	97.7
Garden Oaks	97.4	97.1	Key MS	92.6	93.4
Garden Villas ES	96.1	95.0	Lamar HS	95.5	95.5
Golfcrest ES	97.0	96.2	Lantrip ES	97.0	96.6
Gregg ES	96.5	97.6	Las Americas MS	95.7	96.6
Gregory-Lincoln PK-8	96.8	96.6	Laurenzo ECC	95.1	93.2
Grissom ES	96.3	96.0	Law ES	96.0	95.2
Gross ES	95.6	95.5	Lawson MS	95.5	95.2
HAIS HS	95.9	97.0	Leland YMCPA	97.1	97.1
Halpin ECC	94.0	93.3	Lewis ES	96.9	96.0
Hamilton MS	97.3	97.2	Liberty HS	81.4	85.0
Harris JR ES	97.1	96.5	Lockhart ES	96.3	95.7
Harris RP ES	95.2	95.5	Long Acad	95.1	94.7
Hartman MS	95.0	94.5	Longfellow ES	96.2	95.4
Hartsfield ES	95.3	94.1	Looscan ES	96.3	95.6
Heights HS	96.2	96.1	Love ES	97.3	96.5
Helms ES	97.3	96.9	Lovett ES	95.8	95.7
Henderson JP ES	96.8	96.7	Lyons ES	97.8	98.0
Henderson NQ ES	96.3	94.3	MacGregor ES	97.0	96.9
Henry MS	95.2	93.4	Mading ES	97.1	96.6
Herod ES	96.8	96.5	Madison HS	91.6	91.3
Herrera ES	97.2	96.7	Marshall ES	97.1	95.9
High School Ahead Acad MS	88.5	91.6	Marshall MS	95.3	94.8
Highland Heights ES	94.0	93.6	Martinez C ES	96.0	95.5
Hilliard ES	94.1	93.7	Martinez R ES	96.1	95.4
Hines-Caldwell ES	97.3	96.5	McGowen ES	95.7	95.3
Hobby ES	96.2	95.8	McNamara ES	96.6	96.1
Hogg MS	97.5	97.0	McReynolds MS	94.2	94.0
Holland MS	94.9	94.8	Memorial ES	97.2	97.0
Houston MSTC HS	93.9	93.7	Meyerland MS	97.0	95.9
HSLJ	96.2	96.8	Middle College HS - Fraga	90.8	95.2
Inspired Acad	95.3	95.1	Middle College HS - Gulfton	87.5	84.5
Isaacs ES	95.7	95.6	Milby HS	94.4	94.7
Janowski ES	97.2	96.0	Milne ES	95.8	95.0
Jefferson ES	96.7	96.9	Mistral ECC	93.9	93.7
Jones HS	95.8	95.3	Mitchell ES	96.8	95.6
Kashmere Gardens ES	94.0	94.3	MLK ECC	96.1	93.2

## Appendix A (cont.)

Table A–1. First Semester Attendance Rates of HISD Title I Students by Campus, 2018–2019 and 2019–2020 (cont.)					
Campus	2018–2019	2019–2020	Campus	2018–2019	2019–2020
Montgomery ES	95.2	95.2	Shadowbriar ES	95.2	95.0
Moreno ES	98.9	98.4	Shadydale ES	97.2	95.8
Mount Carmel Acad HS	97.4	97.0	Sharpstown HS	91.4	91.2
Navarro MS	94.7	96.1	Sharpstown Intl	97.4	97.3
Neff ECC	95.8	94.7	Shearn ES	97.0	96.4
Neff ES	97.6	96.8	Sherman ES	96.9	95.6
North Forest HS	90.6	91.4	Sinclair ES	97.6	97.3
North Houston EC HS	98.4	98.0	Smith ES	95.5	94.6
Northline ES	98.4	96.9	South EC HS	97.2	97.1
Northside HS	93.3	94.0	Southmayd ES	97.6	97.2
Oates ES	98.2	96.6	Sterling HS	92.9	93.7
Ortiz MS	95.5	95.2	Stevens ES	95.5	95.4
Osborne ES	95.2	94.6	Stevenson MS	97.4	97.3
Paige ES	97.2	96.2	Sugar Grove MS	95.0	94.8
Park Place ES	97.3	96.4	Sutton ES	97.0	96.3
Parker ES	97.6	97.0	Tanglewood MS	97.0	96.7
Patterson ES	97.4	96.8	TCAH	100.0	100.0
Peck ES	97.2	95.6	Thomas MS	94.6	95.3
Pershing MS	96.8	96.3	Thompson ES	95.0	94.6
Petersen ES	96.6	96.5	Tijerina ES	96.8	97.0
Pilgrim Acad	97.7	96.8	Tinsley ES	96.1	96.1
Pin Oak MS	--	97.9	TSU Charter	91.0	92.0
Piney Point ES	96.4	95.8	Valley West ES	97.1	96.5
Pleasantville ES	97.0	96.1	Wainwright ES	95.2	94.5
Port Houston ES	97.7	96.8	Walnut Bend ES	96.0	95.3
Pugh ES	96.9	96.2	Waltrip HS	94.8	94.2
Reagan Ed Ctr PK-8	97.4	97.0	Washington HS	91.4	91.5
Red ES	97.4	96.5	Welch MS	95.6	94.9
Revere MS	94.9	94.2	Wesley ES	94.9	94.3
Reynolds ES	95.3	93.9	West Briar MS	97.0	96.5
Rice School PK-8	97.6	97.2	Westbury HS	93.8	93.9
Robinson ES	96.5	96.7	Westside HS	95.6	95.5
Rodriguez ES	96.8	96.5	Wharton ES	97.9	98.0
Roosevelt ES	97.1	96.3	Wheatley HS	87.5	87.5
Ross ES	95.9	95.4	Whidby ES	95.2	95.0
Rucker ES	96.9	96.7	White E ES	97.8	97.0
Sanchez ES	97.7	97.5	White M ES	96.5	96.0
Scarborough ES	96.9	96.2	Whittier ES	96.3	95.4
Scarborough HS	93.6	93.1	Williams MS	93.3	92.8
School at St. George ES	97.1	96.4	Windsor Village ES	96.7	96.1
Scroggins ES	96.8	96.8	Wisdom HS	93.2	93.3
Seguin ES	97.3	96.5	Woodson	94.1	94.2

## Appendix A (cont.)

<b>Table A–1. First Semester Attendance Rates of HISD Title I Students by Campus, 2018–2019 and 2019–2020 (cont.)</b>					
<b>Campus</b>	<b>2018–2019</b>	<b>2019–2020</b>	<b>Campus</b>	<b>2018–2019</b>	<b>2019–2020</b>
Worthing HS	92.1	93.9	Young Learners	89.3	88.6
Yates HS	92.1	91.8	Young Scholars	95.4	95.8
Young ES	94.5	95.5	YWCPA	97.2	96.6
			<b>District</b>	<b>95.9</b>	<b>95.6</b>

Sources: HISD Fall PEIMS Snapshot Data File, 2018–2019 and 2019–2020; HISD PEIMS ADA 400 Data File, 2018–2019 and 2019–2020; Campus Information List, October 1, 2019

Note: Pin Oak MS was not a Title I-funded school in the 2018–2019 school year.

## Appendix A (cont.)

Table A–2. Promotion Rates of HISD Title I Students in Grades K–8 by School Office, 2018–2019 and 2019–2020					
Campus	2018–2019	2019–2020	Campus	2018–2019	2019–2020
Alcott ES	97.3	99.5	Crockett ES	97.9	99.4
Almeda ES	97.1	99.7	Cullen MS	87.7	93.7
Anderson ES	99.7	98.3	Cunningham ES	97.4	97.8
Arabic Immersion	99.3	99.0	Daily ES	97.1	98.8
Ashford ES	93.1	96.8	Davila ES	95.2	97.1
Askew ES	97.9	98.5	De Chaumes ES	98.4	99.4
Atherton ES	99.4	100.0	Deady MS	96.0	97.3
Attucks MS	94.8	100.0	DeAnda ES	100.0	97.8
Barrick ES	94.7	98.2	DeZavala ES	99.6	100.0
Bastian ES	93.4	99.1	Dogan ES	97.9	97.2
Baylor College MS	99.2	99.2	Durham ES	99.2	98.3
BCM Biotech Acad at Rusk	98.5	99.5	Durkee ES	97.8	97.7
Bell ES	95.6	98.6	Edison MS	96.8	92.8
Benavidez ES	96.2	98.9	Eliot ES	99.4	98.2
Benbrook ES	99.6	99.2	Elmore ES	98.9	99.8
Berry ES	96.0	96.2	Elrod ES	92.6	95.9
Black MS	99.7	99.5	Emerson ES	99.3	100.0
Blackshear ES	92.9	93.3	Energized ES	97.5	99.9
Bonham ES	99.2	99.7	Energized MS	98.8	99.8
Bonner ES	100.0	98.9	E-STEM Central MS	89.8	99.6
Braeburn ES	94.4	96.0	E-STEM West MS	100.0	100.0
Briar Meadow	99.6	99.8	Field ES	90.0	94.7
Briscoe ES	92.0	96.7	Fleming MS	94.9	99.8
Brookline ES	97.6	92.3	Foerster ES	93.3	99.5
Browning ES	95.0	98.5	Fondren ES	98.4	100.0
Bruce ES	97.2	97.8	Fondren MS	99.1	99.1
Burbank ES	94.0	96.4	Fonville MS	95.8	96.0
Burbank MS	99.7	99.2	Fonwood ECC	100.0	100.0
Burnet ES	95.7	99.5	Forest Brook MS	97.0	94.1
Burrus ES	95.2	100.0	Foster ES	91.3	90.3
Cage ES	96.8	98.1	Franklin ES	99.4	97.6
Carrillo ES	92.0	96.9	Frost ES	96.5	99.0
Chrysalis MS	100.0	100.0	Gallegos ES	98.0	99.7
Clifton MS	99.5	99.1	Garcia ES	93.6	97.2
Codwell ES	99.1	100.0	Garden Oaks	99.6	99.1
Condit ES	87.8	97.0	Garden Villas ES	99.3	99.6
Cook ES	99.6	98.2	Golfcrest ES	98.9	98.6
Coop ES	98.2	96.8	Gregg ES	97.5	98.4
Cornelius ES	98.9	99.9	Gregory-Lincoln PK-8	98.1	98.3
Crespo ES	99.4	99.5	Grissom ES	98.0	97.0

## Appendix A (cont.)

Table A–2. Promotion Rates of HISD Title I Students in Grades K–8 by School Office, 2018–2019 and 2019–2020 (cont.)					
Campus	2018–2019	2019–2020	Campus	2018–2019	2019–2020
Gross ES	99.8	94.3	Lyons ES	96.9	98.5
Hamilton MS	99.8	98.9	MacGregor ES	97.3	99.8
Harris JR ES	95.5	97.1	Mading ES	95.3	89.5
Harris RP ES	97.1	100.0	Marshall ES	99.8	97.8
Hartman MS	98.4	97.4	Marshall MS	98.7	98.3
Hartsfield ES	96.8	99.0	Martinez C ES	96.1	98.4
Helms ES	99.5	100.0	Martinez R ES	98.7	96.7
Henderson JP ES	96.4	97.8	McGowen ES	94.4	98.4
Henderson NQ ES	93.8	94.9	McNamara ES	95.9	97.9
Henry MS	99.7	99.9	McReynolds MS	97.7	98.3
Herod ES	98.9	99.6	Memorial ES	98.2	96.5
Herrera ES	99.5	99.9	Meyerland MS	99.7	99.4
High School Ahead Acad MS	87.2	98.2	Milne ES	98.2	99.8
Highland Heights ES	99.0	96.6	Mitchell ES	98.2	98.1
Hilliard ES	94.7	94.1	Montgomery ES	91.9	97.1
Hines-Caldwell ES	96.8	98.6	Moreno ES	98.5	99.0
Hobby ES	98.1	98.2	Navarro MS	98.9	97.8
Hogg MS	99.6	98.4	Neff ECC	97.9	98.1
Holland MS	99.0	97.6	Neff ES	94.8	96.8
Inspired Acad	78.3	98.1	Northline ES	98.5	98.7
Isaacs ES	97.2	99.6	Oates ES	97.6	99.3
Janowski ES	94.0	97.7	Ortiz MS	99.2	99.7
Jefferson ES	98.3	98.6	Osborne ES	96.0	99.6
Kashmere Gardens ES	95.2	96.9	Paige ES	96.5	97.0
Kelso ES	98.2	99.7	Park Place ES	98.7	96.8
Kennedy ES	94.7	99.7	Parker ES	98.9	98.7
Ketelsen ES	98.7	99.3	Patterson ES	98.9	99.5
Key MS	96.2	98.0	Peck ES	96.6	98.3
Lantrip ES	98.7	99.0	Pershing MS	97.2	97.3
Las Americas MS	91.0	90.7	Petersen ES	91.6	93.2
Law ES	99.8	99.6	Pilgrim Acad	97.7	95.6
Lawson MS	89.3	99.8	Pin Oak MS	--	99.3
Leland YMCPA	99.0	98.1	Piney Point ES	98.3	99.0
Lewis ES	99.3	97.6	Pleasantville ES	98.6	99.5
Lockhart ES	97.3	96.3	Port Houston ES	99.6	98.4
Long Acad	96.6	98.7	Pugh ES	94.3	93.2
Longfellow ES	96.0	99.0	Reagan Ed Ctr PK-8	92.0	98.8
Looscan ES	100.0	100.0	Red ES	99.0	97.2
Love ES	97.8	99.3	Revere MS	99.4	99.1
Lovett ES	93.5	96.6	Reynolds ES	99.5	97.8

## Appendix A (cont.)

Table A–2. Promotion Rates of HISD Title I Students in Grades K–8 by School Office, 2018–2019 and 2019–2020 (cont.)					
Campus	2018–2019	2019–2020	Campus	2018–2019	2019–2020
Rice School PK-8	99.7	99.1	TCAH	99.0	98.5
Robinson ES	98.6	98.3	Thomas MS	77.8	90.6
Rodriguez ES	99.3	99.1	Thompson ES	97.3	98.1
Roosevelt ES	99.5	99.8	Tijerina ES	93.0	98.2
Ross ES	99.0	96.5	Tinsley ES	95.4	96.7
Rucker ES	95.1	99.1	TSU Charter	93.9	100.0
Sanchez ES	97.7	99.4	Valley West ES	99.6	99.2
Scarborough ES	97.1	93.5	Wainwright ES	99.5	98.6
School at St. George ES	96.6	98.9	Walnut Bend ES	96.2	98.3
Scroggins ES	98.2	97.6	Welch MS	96.3	98.3
Seguin ES	97.4	95.0	Wesley ES	92.2	82.7
Shadowbriar ES	98.1	99.6	West Briar MS	96.8	99.1
Shadydale ES	99.4	99.6	Wharton ES	96.8	98.7
Sharpstown Intl	99.4	95.5	Whidby ES	94.6	99.2
Shearn ES	98.6	100.0	White E ES	98.8	95.9
Sherman ES	98.2	95.3	White M ES	96.4	99.5
Sinclair ES	99.2	99.6	Whittier ES	97.4	100.0
Smith ES	99.9	98.8	Williams MS	99.1	95.3
Southmayd ES	98.0	98.8	Windsor Village ES	95.1	96.7
Stevens ES	98.4	99.6	Woodson	91.5	96.7
Stevenson MS	95.8	98.9	Young ES	98.2	96.3
Sugar Grove MS	86.7	98.5	Young Scholars	88.0	100.0
Sutton ES	98.7	98.9	YWCPA	99.6	99.1
Tanglewood MS	100.0	97.2	<b>District</b>	<b>97.2</b>	<b>98.1</b>

Sources: HISD Fall PEIMS Snapshot Data File, 2018–2019 and 2019–2020; HISD Promotion Standards Extract, 2018–2019 and 2019–2020; Campus Information List, October 1, 2019

Note: Pin Oak MS was not a Title I-funded school in the 2018–2019 school year.

## Appendix A (cont.)

Table A–3. Engagement Crisis Codes by Campus, 2019–2020									
Campus	7A	7B	7C	7D	7E	7F	7G	7H	7I
Alcott ES	42%	10%	1%	3%	33%	2%	2%	2%	3%
Alameda ES	63%	2%	3%	1%	14%	1%	6%	1%	8%
Anderson ES	68%	2%	1%	1%	13%	1%	6%	1%	7%
Arabic Immersion	78%	0%	0%	0%	10%	1%	3%	0%	8%
Ashford ES	66%	3%	2%	2%	11%	1%	7%	1%	7%
Askew ES	50%	0%	0%	0%	50%	0%	0%	0%	0%
Atherton ES	99%	0%	0%	0%	0%	0%	0%	0%	0%
Attucks MS	37%	11%	0%	0%	23%	5%	6%	6%	12%
Austin HS	27%	29%	0%	7%	29%	0%	6%	1%	1%
Barrick ES	65%	1%	2%	0%	25%	1%	3%	1%	1%
Bastian ES	40%	7%	4%	1%	34%	3%	5%	1%	5%
Baylor College MS	74%	1%	0%	0%	10%	0%	5%	1%	10%
BCM Biotech Acad at Rusk	76%	3%	1%	0%	4%	0%	11%	0%	5%
Bell ES	59%	9%	1%	1%	25%	2%	1%	1%	2%
Bellaire HS	97%	0%	0%	0%	1%	0%	1%	0%	1%
Bellfort ECC	55%	7%	1%	0%	25%	3%	2%	1%	7%
Benavidez ES	60%	5%	1%	3%	15%	1%	6%	1%	8%
Benbrook ES	74%	3%	1%	1%	14%	1%	2%	1%	1%
Berry ES	85%	1%	0%	0%	12%	0%	0%	0%	0%
Black MS	61%	8%	0%	0%	22%	1%	4%	1%	3%
Blackshear ES	37%	11%	2%	1%	37%	3%	3%	1%	4%
Bonham ES	49%	5%	1%	1%	25%	1%	7%	0%	10%
Bonner ES	68%	7%	0%	1%	16%	0%	3%	0%	5%
Braeburn ES	74%	3%	2%	0%	11%	3%	4%	1%	3%
Briar Meadow	90%	0%	0%	0%	4%	0%	3%	0%	3%
Briscoe ES	75%	12%	2%	0%	6%	0%	0%	1%	4%
Brookline ES	80%	0%	0%	0%	0%	2%	17%	0%	0%
Browning ES	62%	2%	1%	0%	25%	1%	1%	0%	7%
Bruce ES	49%	4%	4%	2%	23%	1%	7%	1%	9%
Burbank ES	64%	0%	3%	0%	32%	0%	0%	0%	0%
Burbank MS	90%	2%	0%	0%	1%	0%	1%	0%	5%
Burnet ES	62%	2%	0%	2%	19%	3%	4%	3%	5%
Burrus ES	74%	3%	1%	0%	18%	1%	1%	2%	1%
Cage ES	72%	2%	1%	0%	13%	1%	4%	1%	5%
Carrillo ES	66%	5%	2%	1%	18%	1%	4%	0%	3%
Challenge EC HS	98%	0%	0%	0%	1%	0%	0%	0%	1%

7A: Engaged (through April 30), Engaged (May 1 through end of year)

7B: Not Contactable (through April 30), Not Contactable (May 1 through end of year)

7C: Not Contactable (through April 30), Not Engaged (May 1 through end of year)

7D: Not Contactable (through April 30), Engaged (May 1 through end of year)

7E: Not Engaged (through April 30), Not Engaged (May 1 through end of year)

7F: Not Engaged (through April 30), Not Contactable (May 1 through end of year)

7G: Not Engaged (through April 30), Engaged (May 1 through end of year)

7H: Engaged (through April 30), Not Contactable (May 1 through end of year)

7I: Engaged (through April 30), Not Engaged (May 1 through end of year)

## Appendix A (cont.)

Table A–3. Engagement Crisis Codes by Campus, 2019–2020 (cont.)									
Campus	7A	7B	7C	7D	7E	7F	7G	7H	7I
Chavez HS	78%	2%	0%	0%	17%	0%	1%	0%	2%
Chrysalis MS	96%	0%	0%	0%	1%	1%	1%	0%	0%
Clifton MS	62%	1%	0%	0%	11%	0%	17%	0%	8%
Codwell ES	54%	5%	2%	2%	22%	1%	6%	1%	7%
Condit ES	78%	0%	0%	0%	19%	0%	1%	0%	2%
Cook ES	44%	2%	38%	1%	1%	1%	2%	0%	11%
Coop ES	51%	4%	1%	1%	26%	1%	5%	1%	9%
Cornelius ES	65%	1%	2%	1%	14%	1%	6%	1%	10%
Crespo ES	75%	3%	1%	0%	15%	1%	3%	1%	2%
Crockett ES	65%	1%	0%	0%	25%	2%	3%	0%	3%
Cullen MS	54%	16%	0%	0%	30%	0%	0%	0%	1%
Cunningham ES	65%	1%	1%	0%	14%	3%	10%	0%	6%
Daily ES	86%	0%	0%	0%	6%	0%	1%	1%	5%
Davila ES	73%	4%	1%	1%	12%	1%	2%	0%	4%
De Chaumes ES	86%	0%	0%	0%	8%	1%	2%	0%	2%
Deady MS	54%	4%	0%	0%	24%	0%	10%	0%	7%
DeAnda ES	66%	1%	1%	1%	16%	0%	6%	0%	9%
DeBakey HS	100%	0%	0%	0%	0%	0%	0%	0%	0%
DeZavala ES	75%	2%	0%	0%	12%	0%	3%	1%	8%
Dogan ES	49%	5%	0%	0%	41%	0%	2%	0%	4%
Durham ES	72%	2%	1%	1%	16%	2%	1%	0%	6%
Durkee ES	58%	2%	1%	1%	18%	4%	7%	0%	10%
East EC HS	100%	0%	0%	0%	0%	0%	0%	0%	0%
Eastwood Acad HS	92%	0%	0%	0%	2%	0%	1%	0%	5%
Edison MS	72%	17%	0%	0%	8%	0%	0%	0%	1%
Eliot ES	63%	2%	1%	3%	14%	1%	8%	0%	7%
Elmore ES	57%	6%	1%	0%	19%	2%	2%	1%	10%
Elrod ES	57%	5%	1%	1%	16%	0%	7%	1%	12%
Emerson ES	96%	3%	0%	0%	0%	0%	0%	0%	0%
Energized ECC	90%	3%	1%	0%	5%	0%	1%	1%	0%
Energized ES	90%	1%	1%	0%	5%	1%	2%	0%	0%
Energized MS	98%	0%	0%	0%	2%	0%	0%	0%	0%
Energy Inst HS	91%	0%	0%	0%	9%	0%	0%	0%	0%
E-STEM Central HS	56%	4%	8%	3%	19%	2%	4%	1%	4%
E-STEM Central MS	95%	0%	0%	0%	2%	0%	2%	0%	0%
E-STEM West HS	81%	2%	2%	1%	7%	0%	3%	0%	4%

7A: Engaged (through April 30), Engaged (May 1 through end of year)

7B: Not Contactable (through April 30), Not Contactable (May 1 through end of year)

7C: Not Contactable (through April 30), Not Engaged (May 1 through end of year)

7D: Not Contactable (through April 30), Engaged (May 1 through end of year)

7E: Not Engaged (through April 30), Not Engaged (May 1 through end of year)

7F: Not Engaged (through April 30), Not Contactable (May 1 through end of year)

7G: Not Engaged (through April 30), Engaged (May 1 through end of year)

7H: Engaged (through April 30), Not Contactable (May 1 through end of year)

7I: Engaged (through April 30), Not Engaged (May 1 through end of year)

## Appendix A (cont.)

Table A–3. Engagement Crisis Codes by Campus, 2019–2020 (cont.)									
Campus	7A	7B	7C	7D	7E	7F	7G	7H	7I
E-STEM West MS	100%	0%	0%	0%	0%	0%	0%	0%	0%
Farias ECC	64%	1%	0%	0%	24%	1%	1%	0%	7%
Field ES	77%	0%	0%	0%	14%	1%	5%	0%	3%
Fleming MS	60%	4%	0%	1%	16%	0%	9%	0%	10%
Foerster ES	98%	1%	0%	0%	1%	0%	0%	0%	0%
Fondren ES	77%	3%	1%	1%	12%	1%	3%	0%	2%
Fondren MS	39%	22%	1%	0%	21%	1%	6%	0%	10%
Fonville MS	61%	0%	0%	0%	23%	4%	0%	0%	12%
Fonwood ECC	54%	6%	1%	0%	30%	1%	4%	0%	4%
Forest Brook MS	35%	22%	2%	0%	28%	0%	2%	1%	10%
Foster ES	57%	24%	1%	1%	6%	3%	6%	1%	1%
Franklin ES	45%	16%	3%	4%	14%	4%	4%	1%	9%
Frost ES	66%	3%	2%	3%	11%	1%	4%	2%	8%
Furr HS	91%	0%	0%	0%	9%	0%	0%	0%	0%
Gallegos ES	56%	2%	6%	0%	25%	2%	4%	1%	4%
Garcia ES	53%	6%	1%	1%	30%	1%	3%	1%	3%
Garden Oaks	84%	1%	0%	0%	9%	1%	2%	0%	3%
Garden Villas ES	55%	3%	3%	2%	17%	1%	11%	0%	7%
Golfcrest ES	52%	47%	1%	0%	1%	0%	0%	0%	0%
Gregg ES	96%	3%	0%	0%	0%	0%	0%	0%	0%
Gregory-Lincoln PK-8	58%	5%	2%	2%	18%	1%	4%	1%	10%
Grissom ES	62%	0%	3%	2%	20%	0%	4%	0%	9%
Gross ES	53%	8%	2%	2%	27%	2%	4%	1%	2%
H AIS HS	100%	0%	0%	0%	0%	0%	0%	0%	0%
Halpin ECC	98%	1%	0%	0%	1%	0%	0%	0%	0%
Hamilton MS	61%	0%	0%	0%	7%	0%	14%	0%	17%
Harris JR ES	52%	6%	4%	1%	21%	1%	10%	0%	4%
Harris RP ES	45%	9%	1%	0%	30%	5%	4%	1%	5%
Hartman MS	71%	0%	0%	0%	0%	29%	0%	0%	0%
Hartsfield ES	36%	12%	3%	2%	36%	1%	6%	1%	4%
Heights HS	81%	0%	0%	0%	2%	0%	6%	0%	11%
Helms ES	89%	0%	0%	0%	5%	0%	3%	0%	3%
Henderson JP ES	67%	9%	1%	1%	12%	0%	3%	1%	7%
Henderson NQ ES	97%	0%	1%	0%	2%	0%	0%	0%	0%
Henry MS	81%	9%	0%	0%	9%	0%	0%	0%	0%
Herod ES	84%	1%	0%	0%	8%	1%	2%	0%	4%

7A: Engaged (through April 30), Engaged (May 1 through end of year)

7B: Not Contactable (through April 30), Not Contactable (May 1 through end of year)

7C: Not Contactable (through April 30), Not Engaged (May 1 through end of year)

7D: Not Contactable (through April 30), Engaged (May 1 through end of year)

7E: Not Engaged (through April 30), Not Engaged (May 1 through end of year)

7F: Not Engaged (through April 30), Not Contactable (May 1 through end of year)

7G: Not Engaged (through April 30), Engaged (May 1 through end of year)

7H: Engaged (through April 30), Not Contactable (May 1 through end of year)

7I: Engaged (through April 30), Not Engaged (May 1 through end of year)

## Appendix A (cont.)

Table A–3. Engagement Crisis Codes by Campus, 2019–2020 (cont.)									
Campus	7A	7B	7C	7D	7E	7F	7G	7H	7I
Herrera ES	89%	0%	0%	0%	4%	0%	0%	0%	6%
High School Ahead Acad MS	51%	2%	0%	0%	32%	1%	2%	0%	13%
Highland Heights ES	46%	7%	4%	2%	24%	1%	3%	1%	12%
Hilliard ES	29%	16%	4%	2%	26%	1%	5%	3%	15%
Hines-Caldwell ES	84%	1%	1%	1%	6%	0%	4%	0%	3%
Hobby ES	60%	5%	2%	1%	13%	1%	7%	1%	9%
Hogg MS	76%	0%	1%	0%	6%	0%	6%	0%	10%
Holland MS	55%	5%	2%	7%	19%	0%	5%	0%	7%
Houston MSTC HS	78%	0%	0%	0%	0%	0%	0%	0%	21%
HSLJ	99%	0%	0%	0%	1%	0%	0%	0%	0%
Inspired Acad	65%	3%	2%	3%	13%	2%	5%	1%	6%
Isaacs ES	80%	4%	7%	0%	3%	0%	0%	1%	4%
Janowski ES	75%	2%	1%	1%	12%	1%	2%	1%	6%
Jefferson ES	61%	4%	1%	0%	18%	2%	4%	0%	10%
Jones HS	62%	7%	1%	0%	15%	1%	4%	1%	9%
Kashmere Gardens ES	54%	3%	7%	3%	21%	1%	6%	0%	6%
Kashmere HS	36%	17%	2%	3%	24%	2%	6%	4%	8%
Kelso ES	46%	6%	4%	2%	26%	0%	6%	1%	8%
Kennedy ES	62%	1%	2%	1%	22%	2%	5%	0%	5%
Ketelsen ES	61%	3%	3%	1%	12%	0%	10%	0%	9%
Key MS	24%	58%	1%	0%	11%	1%	2%	1%	1%
Lamar HS	94%	1%	0%	0%	2%	0%	1%	0%	2%
Lantrip ES	78%	2%	1%	0%	10%	1%	2%	1%	6%
Las Americas MS	69%	2%	1%	3%	1%	0%	2%	1%	21%
Laurenzo ECC	96%	2%	0%	0%	0%	0%	0%	0%	3%
Law ES	47%	7%	2%	0%	29%	3%	5%	1%	6%
Lawson MS	73%	0%	1%	2%	6%	0%	0%	0%	18%
Leland YMCPA	96%	0%	0%	0%	3%	0%	0%	0%	1%
Lewis ES	53%	1%	5%	1%	8%	3%	2%	9%	17%
Liberty HS	63%	2%	1%	1%	27%	0%	5%	0%	1%
Lockhart ES	56%	3%	1%	1%	22%	1%	9%	0%	9%
Long Acad	47%	12%	2%	3%	22%	0%	7%	1%	6%
Longfellow ES	91%	2%	0%	0%	1%	0%	0%	6%	0%
Looscan ES	100%	0%	0%	0%	0%	0%	0%	0%	0%
Love ES	60%	3%	0%	0%	32%	0%	2%	0%	1%
Lovett ES	69%	0%	1%	0%	17%	2%	2%	0%	8%

7A: Engaged (through April 30), Engaged (May 1 through end of year)

7B: Not Contactable (through April 30), Not Contactable (May 1 through end of year)

7C: Not Contactable (through April 30), Not Engaged (May 1 through end of year)

7D: Not Contactable (through April 30), Engaged (May 1 through end of year)

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7I: Engaged (through April 30), Not Engaged (May 1 through end of year)

## Appendix A (cont.)

Table A–3. Engagement Crisis Codes by Campus, 2019–2020 (cont.)									
Campus	7A	7B	7C	7D	7E	7F	7G	7H	7I
Lyons ES	79%	1%	1%	0%	10%	1%	3%	1%	5%
MacGregor ES	81%	3%	1%	0%	7%	2%	5%	0%	3%
Mading ES	68%	0%	0%	1%	13%	0%	7%	1%	11%
Madison HS	40%	3%	0%	0%	57%	0%	0%	0%	0%
Marshall ES	82%	2%	0%	0%	15%	0%	0%	0%	0%
Marshall MS	42%	4%	2%	0%	26%	0%	10%	0%	16%
Martinez C ES	31%	8%	2%	0%	31%	2%	7%	2%	16%
Martinez R ES	74%	0%	1%	0%	9%	0%	7%	0%	8%
McGowen ES	55%	6%	1%	0%	22%	2%	6%	0%	7%
McNamara ES	66%	7%	0%	0%	16%	0%	4%	0%	5%
McReynolds MS	44%	18%	1%	2%	30%	1%	1%	0%	3%
Memorial ES	67%	4%	0%	1%	17%	0%	3%	1%	7%
Meyerland MS	93%	0%	0%	0%	4%	0%	0%	0%	2%
Middle College HS - Fraga	62%	0%	1%	1%	23%	0%	6%	6%	1%
Middle College HS - Gulfton	54%	17%	5%	4%	19%	0%	1%	0%	0%
Milby HS	82%	12%	0%	0%	6%	0%	0%	0%	0%
Milne ES	52%	11%	3%	3%	20%	4%	4%	0%	4%
Mistral ECC	72%	0%	0%	0%	24%	0%	0%	1%	3%
Mitchell ES	39%	7%	3%	0%	32%	1%	7%	1%	10%
MLK ECC	81%	2%	0%	1%	10%	0%	1%	0%	5%
Montgomery ES	93%	6%	0%	0%	0%	0%	0%	0%	0%
Moreno ES	97%	0%	0%	0%	1%	0%	0%	0%	0%
Mount Carmel Acad HS	90%	0%	0%	0%	2%	0%	0%	0%	7%
Navarro MS	52%	9%	2%	0%	5%	0%	0%	0%	31%
Neff ECC	64%	1%	0%	1%	15%	1%	10%	0%	7%
Neff ES	53%	4%	3%	4%	15%	1%	12%	1%	8%
North Forest HS	68%	6%	0%	0%	11%	1%	3%	2%	9%
North Houston EC HS	93%	0%	0%	0%	4%	0%	1%	0%	2%
Northline ES	60%	3%	1%	0%	19%	4%	6%	1%	6%
Northside HS	75%	0%	0%	1%	6%	0%	2%	0%	16%
Oates ES	49%	5%	3%	3%	17%	1%	7%	1%	14%
Ortiz MS	12%	4%	0%	0%	29%	0%	0%	0%	54%
Osborne ES	62%	7%	0%	0%	30%	1%	0%	0%	0%
Paige ES	49%	3%	1%	0%	31%	1%	4%	0%	9%
Park Place ES	67%	4%	2%	2%	14%	1%	4%	1%	7%
Parker ES	78%	2%	1%	0%	6%	0%	3%	1%	8%

7A: Engaged (through April 30), Engaged (May 1 through end of year)

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7I: Engaged (through April 30), Not Engaged (May 1 through end of year)

## Appendix A (cont.)

Table A–3. Engagement Crisis Codes by Campus, 2019–2020 (cont.)									
Campus	7A	7B	7C	7D	7E	7F	7G	7H	7I
Patterson ES	71%	2%	1%	1%	15%	2%	3%	0%	4%
Peck ES	65%	1%	31%	0%	1%	1%	1%	0%	1%
Pershing MS	42%	6%	14%	14%	12%	5%	5%	1%	1%
Petersen ES	70%	7%	0%	0%	22%	0%	1%	0%	0%
Pilgrim Acad	66%	2%	2%	1%	18%	2%	5%	0%	6%
Pin Oak MS	85%	1%	0%	0%	2%	0%	6%	0%	6%
Piney Point ES	63%	5%	1%	0%	17%	0%	6%	0%	7%
Pleasantville ES	68%	5%	2%	0%	19%	2%	1%	2%	3%
Port Houston ES	46%	6%	3%	1%	23%	1%	3%	1%	15%
Pugh ES	66%	2%	3%	1%	16%	1%	6%	0%	6%
Reagan Ed Ctr PK-8	84%	1%	0%	0%	8%	1%	1%	0%	5%
Red ES	73%	0%	1%	1%	10%	1%	7%	0%	6%
Revere MS	74%	6%	0%	0%	20%	0%	0%	0%	0%
Reynolds ES	33%	11%	2%	1%	39%	4%	5%	2%	3%
Rice School PK-8	82%	1%	1%	1%	4%	1%	3%	1%	6%
Robinson ES	54%	9%	2%	0%	25%	2%	3%	0%	4%
Rodriguez ES	75%	1%	2%	2%	11%	1%	4%	0%	4%
Roosevelt ES	62%	2%	1%	1%	16%	2%	6%	2%	10%
Ross ES	41%	5%	6%	0%	35%	4%	6%	0%	3%
Rucker ES	74%	1%	1%	1%	16%	2%	2%	0%	3%
Sanchez ES	56%	5%	3%	2%	17%	2%	5%	2%	7%
Scarborough ES	55%	5%	3%	1%	21%	3%	2%	0%	8%
Scarborough HS	55%	7%	1%	2%	14%	2%	8%	1%	10%
School at St. George ES	96%	0%	0%	0%	3%	0%	0%	0%	0%
Scroggins ES	62%	2%	3%	2%	14%	0%	9%	1%	7%
Seguin ES	61%	5%	4%	3%	12%	0%	10%	0%	5%
Shadowbriar ES	85%	4%	0%	0%	10%	0%	0%	0%	0%
Shadydale ES	89%	2%	0%	0%	6%	0%	0%	0%	2%
Sharpstown HS	85%	1%	0%	1%	12%	0%	0%	0%	0%
Sharpstown Intl	78%	2%	0%	0%	7%	0%	2%	1%	10%
Shearn ES	71%	0%	0%	0%	29%	0%	0%	0%	0%
Sherman ES	61%	4%	2%	1%	13%	1%	5%	1%	13%
Sinclair ES	90%	2%	8%	0%	0%	0%	0%	0%	0%
Smith ES	53%	1%	1%	1%	24%	1%	11%	0%	8%
South EC HS	83%	0%	0%	1%	3%	0%	8%	0%	4%
Southmayd ES	85%	1%	0%	0%	5%	1%	2%	0%	5%

7A: Engaged (through April 30), Engaged (May 1 through end of year)

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7D: Not Contactable (through April 30), Engaged (May 1 through end of year)

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## Appendix A (cont.)

Table A–3. Engagement Crisis Codes by Campus, 2019–2020 (cont.)									
Campus	7A	7B	7C	7D	7E	7F	7G	7H	7I
Sterling HS	94%	0%	2%	3%	0%	0%	0%	0%	0%
Stevens ES	47%	2%	3%	1%	27%	3%	5%	0%	13%
Stevenson MS	72%	1%	0%	0%	11%	0%	6%	0%	10%
Sugar Grove MS	35%	3%	2%	3%	36%	0%	10%	0%	10%
Sutton ES	73%	5%	1%	3%	10%	1%	6%	0%	2%
Tanglewood MS	69%	3%	1%	2%	9%	0%	6%	0%	10%
TCAH	99%	0%	0%	0%	0%	0%	0%	0%	1%
Thomas MS	78%	3%	1%	5%	12%	0%	0%	0%	1%
Thompson ES	74%	0%	0%	1%	22%	1%	0%	1%	0%
Tijerina ES	61%	3%	1%	1%	14%	2%	5%	0%	13%
Tinsley ES	41%	15%	5%	3%	20%	2%	4%	2%	8%
TSU Charter	1%	0%	0%	0%	1%	0%	0%	1%	96%
Valley West ES	80%	2%	1%	1%	10%	0%	4%	0%	4%
Wainwright ES	63%	0%	1%	0%	20%	2%	6%	1%	7%
Walnut Bend ES	55%	5%	3%	2%	20%	1%	6%	0%	8%
Waltrip HS	60%	0%	6%	32%	0%	0%	0%	0%	1%
Washington HS	100%	0%	0%	0%	0%	0%	0%	0%	0%
Welch MS	56%	3%	2%	2%	21%	0%	9%	0%	7%
Wesley ES	39%	7%	0%	0%	49%	1%	3%	0%	1%
West Briar MS	99%	0%	0%	1%	0%	0%	0%	0%	0%
Westbury HS	59%	2%	2%	1%	13%	1%	12%	0%	10%
Westside HS	86%	1%	1%	0%	4%	0%	1%	0%	8%
Wharton ES	87%	1%	1%	2%	6%	1%	2%	0%	1%
Wheatley HS	76%	2%	1%	4%	1%	0%	6%	1%	9%
Whidby ES	48%	6%	3%	2%	24%	0%	6%	1%	9%
White E ES	61%	4%	3%	3%	16%	0%	7%	1%	5%
White M ES	74%	2%	0%	1%	11%	2%	4%	0%	6%
Whittier ES	48%	2%	2%	0%	28%	2%	8%	1%	9%
Williams MS	48%	4%	1%	1%	41%	1%	1%	3%	0%
Windsor Village ES	70%	3%	1%	0%	20%	1%	3%	0%	1%
Wisdom HS	96%	0%	0%	0%	0%	0%	0%	0%	3%
Woodson	94%	4%	0%	0%	1%	0%	0%	0%	1%
Worthing HS	63%	3%	0%	0%	20%	0%	5%	0%	8%
Yates HS	89%	0%	0%	0%	7%	0%	1%	0%	3%
Young ES	97%	1%	0%	0%	1%	0%	1%	0%	0%
Young Learners	81%	19%	0%	0%	0%	0%	0%	0%	0%

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## Appendix A (cont.)

<b>Campus</b>	<b>7A</b>	<b>7B</b>	<b>7C</b>	<b>7D</b>	<b>7E</b>	<b>7F</b>	<b>7G</b>	<b>7H</b>	<b>7I</b>
Young Scholars	51%	0%	1%	2%	31%	0%	10%	0%	6%
YWCPA	90%	0%	0%	1%	6%	0%	0%	1%	2%
<b>District</b>	<b>71%</b>	<b>4%</b>	<b>1%</b>	<b>1%</b>	<b>13%</b>	<b>1%</b>	<b>3%</b>	<b>0%</b>	<b>6%</b>

Source: HISD Fall PEIMS Snapshot Data File, 2018–2019 and 2019–2020; HISD Summer PEIMS Data File, 2019–2020

7A: Engaged (through April 30), Engaged (May 1 through end of year)

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