

MEMORANDUM

January 12, 2023

TO: Angela Brooks
Director, External Funding

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

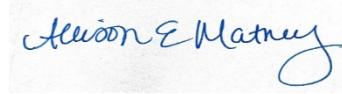
SUBJECT: **TITLE I, PART A: PARENT AND FAMILY ENGAGEMENT REPORT, 2020–2021**

Attached is a copy of the Title I, Part A Parent and Family Engagement Report for 2020–2021. This report describes the level of parent and family engagement (PFE) coded in School Information System at 249 Title I, Part A schoolwide (n=247) or targeted assistance (n=2) schools within the Houston Independent School District. This report also summarizes responses to the 2020–2021 HISD Title I, Part A Parent and Family Engagement (Title I PFE) Survey.

Key findings include:

- Active student enrollment data for the school year revealed that 179,888 (98.9%) of the 177,919 students enrolled on HISD Title I program campuses were Title I program participants.
- HISD's Title I schools disseminated Individual or School Compacts to 63.0 percent of families of program participants to list the responsibilities of schools and parents of Title I student participants.
- The East (38.1%), North (36.8%), and South (34.4%) school offices had average rates for the six PFE categories that exceeded HISD's Title I average rate. The Achieve 180 (29.3%), West (28.1%), and Northwest (27.7%) school offices had average PFE rates below the district's rate.
- Parents and guardians of children enrolled at HISD Title I schools participated in a variety of PFE activities during 2020–2021 and were more likely to participate in Conferences when compared to other PFE opportunities offered by their child(ren)'s campus.
- The two primary barriers to participation in PFE activities identified by Title I PFE Survey respondents were: (1) conflict with work or personal schedule (33.6%) and (2) childcare or care of a family member (24.1%). Respondents who reported having a disability were most likely to identify conflict with work or personal schedules (34.0%) and their own or a family member's poor health or a disability (27.2%) as their barriers/challenges.
- The three primary areas in which survey respondents indicated that they needed assistance from the Title I campus to help their children's learning at home included: to (1) learn specific subjects/courses/skills in key content areas (34.8%), (2) pay attention during class time (31.5%), and (3) prepare for various tests (26.2%) in 2020–2021.

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

A handwritten signature in blue ink that reads "Allison E. Matney". The signature is written in a cursive style with a large, looped 'M' at the end.

AEM

Attachment

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RESEARCH

Educational Program Report

**TITLE I, PART A: PARENT AND
FAMILY ENGAGEMENT REPORT,
2020-2021**



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Table of Contents

EXECUTIVE SUMMARY	2
INTRODUCTION	5
SCOPE OF THE EVALUATION	5
METHODS.....	6
RESULTS.....	10
DISCUSSION	35
REFERENCE	39
Appendix, Table 1A: PowerSchool Coding, Parent and Family Engagement Activities	40
Appendix, Table 1: Parent and Family Engagement Activity by School Office and Category	41
Appendix, Table 2: Parent and Family Engagement Activity by School Office and School	42–49
Appendix, Table 3: Parent And Family Engagement Activity by Race/Ethnicity	50–52
Appendix, Table 4: Parent And Family Engagement Activity by Campus, Race/Ethnicity	53–99
Appendix, Table 5: Title I Parent and Family Engagement Survey Respondents by School Office and Race/Ethnicity	100
Appendix, Table 6: Title I Parent and Family Engagement Survey Response Rate by School Office	101
Appendix, Table 7: Title I Parent and Family Engagement Survey Response Rate by School Office and School.....	102–109
Appendix, Table 8: Title I Parent and Family Engagement Survey School-Level Response Rates Greater than Their School Office's Rate (Summary)	110
Appendix, Table 9: Title I Parent and Family Engagement Survey, Barriers/Challenges by Respondents' Characteristics	111
Appendix, Table 10: Title I Parent and Family Engagement Survey, Type of Extra Support Desired from Title I School by Respondents' Characteristics	112
Appendix, Document 1: Title I Parent and Family Engagement Survey, English Version	113–117

Title I, Part A: Parent and Family Engagement Report, 2020–2021

Executive Summary

Program description

Title I, Part A program legislation included in the Every Student Succeeds Act of 2015 (ESSA) is a formula grant program that provides supplemental funding to state and local education agencies (LEAs) serving high concentrations of low-income students and families (TEA, 2022). Resources provided by the Title I, Part A program are intended to enhance the quality of educational programs and bolster opportunities for low-income students to meet the challenging grade-level standards on state-mandated assessments. The Houston Independent School District (HISD) received Title I, Part A funds in the 2020–2021 academic year to supplement the instructional programs at 249 Title I campuses, implemented on a schoolwide basis at 247 campuses and as targeted assistance to specified students on two campuses.

The HISD Department of External Funding monitors campuses that receive Title I, Part A funds to ensure that they remain in compliance with statutes detailed in ESSA, including those regarding parent and family engagement. Information collected by Title I schools includes the following six types of engagement activities in which parents and family members participated during the 2020–2021 academic year: Conference, Education/Training, Family Literacy, Parental Literacy, Planning, and Volunteer (Appendix, **Table 1A**, p. 40). Title I coordinators on Title I campuses are expected to document the number of Title I School-Parent Compacts disseminated to their students' parents and guardians to inform them of the responsibilities of the school, student, and student's caretakers. Title I School-Parent Compacts are disseminated to parents and guardians of students who attend Title I campuses with 40 to 100 percent of low-income families and the schools implement schoolwide Title I, Part A programs or Title I campuses with 35 to 39 percent of their families identified as low-income and the schools implement a targeted assistance Title I, Part A program for identified students and their families.

Purpose

The purpose of this evaluation is to assess parents' and family members' experiences and engagement on Title I campuses in HISD during the 2020–2021 school year, including results based on students' or their parents' or family members' demographic characteristics. Specifically, it is expected that this report fulfills requirements included in [ESSA Public Law 114-95, SEC. 1116 \[20 U.S.C. 6318\] PARENT AND FAMILY ENGAGEMENT](#). ESSA indicates that the evaluation is to pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic "minority" background.

Highlights

- The active enrollment count of students attending Title I-funded schools by the end of the 2020–2021 academic year was 179,888, with 177,919 students identified as Title I program participants.
- HISD's Title I schools disseminated School-Parent Compacts to 63.0 percent of family members of Title I program participants to delineate the responsibilities of Title I schools, students, and parents in 2020–2021.

- The campuses of the Northwest (76.5%), North (73.6%), East (72.3%), and South (64.6%) school offices had rates for the dissemination of School-Parent Compacts that exceeded the district rate (63.0%), while the rate of compact dissemination among schools in the Achieve 180 school office was the lowest (45.2%) compared to the other school offices.
- For the six Parent and Family Engagement activity categories: (1) Conference; (2) Education/Training; (3) Family Literacy; (4) Parental Literacy; (5) Planning; and (6) Volunteer, parent and family engagement data reported in PowerSchool indicated the overall, cumulative family engagement rate was 32.2 percent by the end of the 2020–2021 school year.
- The highest engagement rate of 20.7 percent was for school Conferences with parents or guardians and school administrators and teachers, followed by a rate of 12.6 percent for PFE Education/Training activities and 8.8 percent for PFE Planning activities in 2020–2021.
- The lowest rate of engagement in PFE activities was 1.0 percent of parents/family members of Title I students who served as a Volunteer at their child’s school in 2020–2021.
- Overall, cumulative engagement rates among families of Title I students actively enrolled in schools of the East (38.1%), North (36.8%), and South (34.4%) school offices exceeded the district’s overall rate (32.2%) by the end of the 2020–2021 school year, while overall engagement among schools in the Northwest school office had the lowest engagement rate (27.7%) compared to the other school offices.
- Family members of Title I students identified as Hispanic/Latino (34.7%) and African American/Black (30.1%) had the highest overall engagement rates, while overall engagement among families of students identified as White was the lowest (22.4%) compared to the other race/ethnicity groups.
- The districtwide HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021 (Title I PFE Survey) response rate was 7.2 percent for the 2020–2021 academic year.
- Title I PFE Survey respondents were most likely to report they had received a copy of the Parent and Family Engagement Policy (55.7%) and they had been provided Title I information on the campus’ website (52.7%), while they were least likely to report they had been asked to give input on the Parent and Family Engagement Policy and School-Parent Compact (40.7%).
- In 2020–2021, Title I PFE Survey respondents were most likely to report they thought the meetings about their children with the respondent, school educators, principals, etc. (60.2%) and trainings or resources received to help their child(ren)’s learning at home (55.6%) were helpful, while respondents were least likely to report that they thought the Parent University Meetings (21.0%), Virtual curriculum night(s) (21.1%), and School Board or School PTA meetings (23.9%) were helpful.
- In 2020–2021, the largest proportion of Title I PFE Survey responses regarding barriers that limited their ability to support of their child(ren) with school or participate in school activities in 2020–2021 indicated that respondents did not experience barriers/challenges (45.4%).
- The 2020–2021 Title I PFE Survey respondents reported the top two barriers or challenges that limited their ability to support their child(ren) with school or participate in their child(ren)’s Title I school activities in 2020–2021 were conflicts with their own or a family member’s work or personal schedule (33.6%) and not having someone to care for their child(ren) and/or a family member (20.1%).

- The top three areas in which Title I PFE Survey respondents indicated they would like assistance from the Title I school to help with their child(ren)'s learning at home in 2020–2021 were to (1) learn specific subjects/courses/skills in key content areas (34.8%), (2) pay attention during class time (31.5%), and (3) prepare for various tests (26.2%).

Recommendations

The apparent lack of accuracy of the information coded into the Student Information System (SIS) in 2020–2021 impacted the precision of the results of Title I student enrollment, School-Parent Compact dissemination, and engagement rates presented in this evaluation and that are otherwise provided to stakeholders. Therefore, it is advised that the Department of External Funding consider enhancements to the training and, perhaps, to the oversight of campus-level Title I administrators, coordinators, and other relevant Title I campus personnel regarding data coding accuracy and timely data entry.

Based on districtwide Title I School-Parent Compact dissemination rates (Figure 3, p. 11), this means campuses did not disseminate Compacts to more than one-third (37.0%) of Title I participants' parents and families, including from 23.5 percent to 54.8 percent of parents and families at the school office level. Additionally, Title I parent and family engagement rates (Figure 4, p. 12), also reveal that 67.8 percent of parents and families at the district level did not engage in any of the identified PFE activities at their child(ren)'s Title I school in 2020–2021, including from 61.9 percent to 72.3 percent of parents and families at the school office level. These results may indicate the need for enhanced collaborations between the Department of External Funding, School Offices, and students' parents and families to identify and address the core causes of the PFE rates of concern, including barriers to parent and family participation in PFE activities and the assistance parents and families would like from the Title I school to help with their child(ren)'s learning at home as indicated by Title I PFE Survey respondents. Particular attention to the needs of vulnerable populations of HISD constituents is warranted (i.e., their school is within the Achieve 180 school office or received lower than a "C" Texas Education Agency Accountability rating or high-need schools, they speak a non-English primary language or have a disability, and/or the parent/guardian did not complete high school, GED, or vocational school/college).

Given that the lowest PFE rates were for Family Literacy, Parental Literacy, Planning, and Volunteer activities, the Department of Research and Accountability encourages the Department of External Funding to consider: (a) exploring the root causes for these rates (including, but not limited to campus-based engagement practices and expectations, as well as accurate and timely data coding), (b) collaborating with the administrators of school offices and schools that have had success in exceeding district averages in various engagement activities, and (c) setting benchmarks for each engagement category. Setting realistic and differentiated benchmarks for specific PFE expectations on each Title I campus will allow the External Funding Department to better assess progress made towards annual goals for improvement, particularly among the 74 schools (29.8%) of the 248 HISD Title I campuses that fell below 25.0 percent in overall parent and family engagement in 2020–2021 and among the vulnerable populations in all Title I schools.

Parent and Family Engagement categories in PowerSchool SIS continue to focus solely on engagement within the school environment. Beyond Question #9 A-G, which was added to HISD's Title I, PFE Survey in 2020–2021, little information seems to be collected on PFE outside of school. The External Funding, Research and Accountability, Wraparound Services, and Family and Community Engagement (FACE) departments are encouraged to consider alternative means to provide, facilitate, and measure PFE outside of the schools' walls. Adapting the ways HISD makes PFE opportunities accessible and, subsequently, measurable is critical because the district continues to experience low

engagement in PFE opportunities offered by the district, including participation in its Title I PFE Survey. During the ongoing, global COVID-19 pandemic, HISD has made strides to adapt both training and outreach to staff and parents in the virtual environment. The Research and Accountability Department encourages the External Funding Department to continue to broaden this opportunity for outreach, perhaps by using virtual platforms to access and assess PFE more fully.

Introduction

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

Title I, Part A programs are implemented on either a schoolwide- or targeted assistance- basis. A schoolwide program permits a school with at least 40 percent of its students from families at or below the federal poverty threshold to use Title I funds and other federal education program funds and resources to supplement and upgrade the educational program of the entire school to raise academic achievement for all enrolled students (i.e., a schoolwide program). In contrast, Title I schools with 35 to 39 percent of its students coming from families at or below the federal poverty threshold offer a targeted assistance program for students identified as failing or most at risk of failing to meet the state's challenging academic achievement standards. In the 2020–2021 school year, the majority of the 249 HISD Title I school programs (n=247) were implemented on a schoolwide basis. Condit Elementary and Pin Oak Middle schools were the only HISD Title I campuses implemented on a targeted assistance basis.

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

Parent and family engagement in educational pursuits are also supported by legislation detailed in the Individuals with Disabilities Education Act of 2004 (IDEA), the Family Engagement in Education Act of 2015, and the Texas Education Code (TEC) Chapter 26.

Scope of Evaluation

The purpose of this evaluation report is to fulfill the requirements detailed in [Public Law 114-95, SEC. 1116](#).

[\[20 U.S.C. 6318\] Parent And Family Engagement of ESSA](#). ESSA indicates that each local education agency (LEA) that receives Title I, Part A funds will “...(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy [and its program] in improving the academic quality of all schools served under this part, including identifying (i) barriers to greater participation by parents and family members in activities authorized by this section...with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background...[and] (E) use the findings of such evaluation...to design evidence-based strategies for more effective parent involvement, and to revise, if necessary, the parent and family engagement policies...” (ESSA, SEC. 1116, Parent And Family Engagement). Particular attention in this report is given to parent/family characteristics (i.e., race/ethnicity, disability status, non-English primary language, and level of educational attainment). The results of this analysis are not disaggregated by economic disadvantage, explicitly. However, in 2020–2021, approximately 78.5 percent of the district’s 196,550 students were economically disadvantaged (n=154,356) (HISD Fall PEIMS, ADA>0). Given that 90.8 percent (n=249) of HISD’s 274 schools were Title 1, Part A schools, it’s clear that the results of this report are largely influenced by the district’s economically disadvantaged parents and families. The following questions guided the evaluation of parent and family engagement in HISD during the 2020–2021 school year:

1. How many Title I students were actively enrolled in HISD Title I schools by the end of the 2020–2021 academic year, by school office and race/ethnicity?
2. What were parent and family engagement rates for actively enrolled students in Title I schools by the end of the 2020–2021 academic year, overall and by activity category and race/ethnicity?
3. What was the level of response to the Title I, Part A Parent and Family Engagement (PFE) Survey during the 2020–2021 academic year, overall and by the respondents’ demographic characteristics?
4. What experiences and perceptions of Title I campuses were reported by parent and guardian respondents of students who were actively enrolled at Title I campuses in 2020–2021?
5. What were the primary barriers reported by survey respondents (by demographic characteristics) that prevented them from being able to participate in parent and family engagement activities facilitated by their child(ren)’s Title I campus during the 2020–2021 academic year?
6. What were the primary areas of assistance survey respondents reported they would like from the Title I campus to help with their child(ren)’s learning at home during the 2020–2021 academic year, by respondents’ demographic characteristics?

Methods

Data Collection

- Multiple data sources were used for the evaluation process. The PowerSchool, School Information System (SIS) active student list from the last school day was added to the PFE data from 6/4/2021 to ensure all active students were captured. In addition, on 6/30/21 data was extracted from SIS to retrieve student records with delayed coding entered after June 4, 2021. Students from schoolwide Title I schools are coded "6" regardless of their Title I status in Public Education Information Management System (PEIMS) and/or the School Information System (SIS). A filter based on average daily

attendance (ADA) was not applied. Grade level, gender, and race/ethnicity were primarily extracted from Fall PEIMS snapshot data, where available, and from SIS if the information was not found in PEIMS. PEIMS is a statewide data collection and reporting system operated by the Texas Education Agency (TEA) which includes student-level information on students enrolled on the last Friday of October of each year. Cumulative parent and family engagement (PFE) data were collected in HISD's PowerSchool Student Information System (PowerSchool), a dynamic platform that is supported to capture both snapshot and cumulative data.

- Verification of HISD Title I schools was accomplished by obtaining the 2020–2021 HISD Title I, Part A Campus List from the HISD External Funding Department. There were 249 Title I-funded HISD campuses in 2020–2021 and 247 of them implemented schoolwide programs. Condit Elementary School and Pin Oak Middle School implemented targeted assistance programs.
- Active student enrollment data collected in PowerSchool SIS data corresponded with cumulative PFE data which was coded throughout the school year by campus staff. Specifically, school staff coded and entered PFE data regarding campus-based dissemination of the School-Parent Compact and parent and family involvement in the six PFE activity categories (Conference, Education/Training, Family Literacy, Parental Literacy, Planning, and Volunteer). An end-of-year file was obtained through PowerSchool SIS. However, the data did not indicate the extent of parent and family member engagement (i.e., number or type of activities) within a category.
- Parents' and family members' experiences at and perceptions of their children's campus were captured using the HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021 (Title I PFE Survey). Versions of the PFE survey were created in three languages: English, Spanish, and Vietnamese.
- An academic memo was posted onto the district's employee website for school administrators regarding how to access, disseminate, and collect Title I PFE Surveys. Electronic memo notifications about the survey also appeared on HISD's and its Title I campuses' webpages. The memo included instructions to parents and guardians on when, where, how to complete the online PFE survey instruments using SurveyMonkey, and who to contact for assistance in completing the survey. Parents and guardians were asked to complete one survey for each Title I school their children attended in 2020–2021. If parents had more than one child enrolled at a specific campus, they were asked to complete one survey for that campus. Survey completion and submission occurred from April 12, 2021 to June 16, 2021. A total of 9,556 surveys with item-level responses were submitted and retained for districtwide analyses. A total of 9,203 surveys included school information.

Data Analyses

- A total of 179,888 students were identified as actively enrolled in 249 HISD Title I, Part A schools by the end of the 2020–2021 school year and 177,919 of the students at 248 of the 249 schools were identified as Title I program participants. All students at the 247 schoolwide Title I schools were counted as Title I participants and recoded "6" regardless of their Title I status as coded in SIS. For Target Assistance (TA) schools, Title I student enrollment included only students who had been coded as Title I participants in the SIS (Condit ES, n=4; and Pin Oak MS, n=0). For TA and schoolwide campuses, student enrollment, School-Parent Compact dissemination, and PFE counts by category include all actively enrolled students.
- Relevant data on race/ethnicity were not available in the PowerSchool SIS or Fall PEIMS 2021 active student lists for 1,253 (<1%) Title I students. Students for whom race/ethnicity data were not available

were included in the overall and All Students PFE results but were excluded from PFE results presented by race/ethnicity.

- School-Parent Compact dissemination and PFE activity by category rates, overall and by race/ethnicity, school office, and campus were calculated using the cumulative number of students coded to indicate their parents or family members were given a compact or participated in PFE activity, divided by the number of actively enrolled Title I students.
- Title I PFE Overall, cumulative PFE rate was calculated using the number of students whose parents or family members participated in at least one PFE activity in any category, divided by the number of Title I students actively enrolled at the respective Title I campuses (Appendix, Tables 1-4, pp. 41–99).
- The number of parent and family responses to the Title I PFE Survey from the 249 Title I campuses was 9,556. All surveys were retained for analysis. However, some responses to items were missing and, therefore, excluded from the analyses (i.e., 353 surveys did not indicate which Title I campus a respondent's child attended; 266 surveys did not include respondent's race/ethnicity; and an error on Question 8 of the Vietnamese language version resulted in missing data). Survey response rates were estimated for this report for missing data and for the specific number of children attending a Title I school for those who reported having three or more children. In some cases, results were excluded due to missing data for the name of their children's school and/or student or parent/family race/ethnicity.
- At least one Title I PFE Survey was received from parents/families of students at 240 of the 249 Title I campuses while nine schools did not submit any surveys (Worthing HS – Achieve 180 School Office; Lorenzo ECC and Young Scholars – East School Office; Pugh ES – North School Office; Memorial ES– Northwest School Office; Jones HS – South School Office; and Energized For Stem Academy HS/ E-STEM Central HS, Middle College HS – Gulfton, and Neff ES – West School Office). Title I PFE Survey response rates (i.e., Number of surveys divided by the number of Title I students actively enrolled) are presented in Appendix, Table 5 through Table 8 (pp. 100–110).
- An estimated, minimum number of students whose parents/guardians completed and returned surveys was calculated by weighting each returned survey by the number of students it represented (using the survey Question #2: "How many children do you have at this school?"). A total of 9,508 of the 9556 survey respondents answered the item and 48 did not. Of the 48 respondents, 23 also did not provide the name of their child's school. Survey recoding and weighting/duplicating involved 2,259 surveys coded "2" (duplicated once), 519 surveys coded "3" (duplicated twice), and 48 surveys with a blank (missing data) in the identified field. Using this strategy, the calculated count of returned surveys was 12,853 (including 6,730 surveys recoded "1" for one child and 48 recoded "1" for missing data (n=6,778), 2,259 surveys recoded "2", (n=4,518), and 519 surveys recoded "3" (n=1,557). To verify, the calculated number of 12,853 equaled the total values in Q2 before being recoded/weighted, plus 48 missing values (recoded to represent a minimum of one child each). Surveys that did not indicate which Title I campus students attended (n=499) were included in districtwide results and excluded from school office and school results. Title I PFE Survey response rates were derived by dividing the calculated/weighted survey count by the active Title I student enrollment. (Appendix, Table 6, p. 101).
- Frequency analyses were used to determine positive response percentages/rates (i.e., the number of identified response type(s) divided by the total number of responses) for Title I PFE Survey questions about barriers/challenges and extra support desired from their child(ren)'s Title I school), excluding the demographic items. Appendix, Table 9 and Table 10 (p. 111 and p. 112) show the percentage of

affirmative or other specified survey responses by race/ethnicity and groups of the potentially vulnerable survey respondents. (See survey's English version in Appendix, Document 1, pp. 113–117).

- 340 Title I PFE Survey respondents provided contradictory responses to survey Question #10, resulting in 611 survey response sets (based on a calculated/weighted count) being excluded because they included both a response stating the respondent did not experience any barriers/challenges that limited their ability to support their child(ren), but also included one or more responses indicating the type(s) of barriers/challenges that limited their ability to support their child(ren). There were 12,242 remaining response sets. Of them, another 1,258 response sets to Question #10 were excluded for non-response, resulting in 10,984 response sets being retained for item analysis. Respondents were instructed to select all responses that applied to them and, therefore, could select more than one response option.
- For Question #11 on the Title I PFE Survey, of the 3,422 respondents' survey response sets that indicated the respondent did not **need** extra support from their child(ren)'s school that year (item 11L), 402 of them also reported they **would like** extra support from the school to help their child(ren) with one or more things (item 11A-K). All responses were retained.
- To address the needs of vulnerable populations, the Every Student Succeeds Act of 2015 (ESSA) indicates that this evaluation should pay attention to parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. To that end, Title I students', parent/family engagement rates, Title I PFE Survey response rates, and/or responses to selected Title I PFE Survey questions (i.e., Question #10: barriers to parent and family engagement in Title I schools and Question #11: caretakers' perceptions of what they would like/need from Title I schools to support their child(ren)'s learning) are presented in this report by race/ethnicity, non-English primary language and disability status, and educational attainment factors. Title I PFE Survey questions did not include respondents' economic disadvantage status.

Data Limitations

- The quality of PFE data available for this analysis is largely impacted by the disparate levels of school office and campus commitment to ensure good data quality. Active student enrollment and cumulative PFE are documented in PowerSchool SIS at the campus-level and serve as the foundation for this report. It is unknown how often and how accurately each campus updates student and PFE data. To assist Title-I campuses with monitoring their data as entered in PowerSchool SIS, Research and Accountability provides monthly reports that reflect the most current information available based on end of month, data extraction dates throughout the school year.
- Substantial nonresponse to the Title I PFE Survey diminishes the representativeness of the sample and missing data leads to bias in the results (National Research Council [NRC], 2008, p. 107). Post-COVID social conditions and PFE survey collection strategies which have excluded hardcopy survey completion may account for some elements of nonresponse. Efforts will be made to enhance future survey administration strategies, including forced responses to items crucial to the analysis.
- The estimated Title I PFE Survey response rates estimated for this report were calculated due to the absence of data indicating the specific number of children for those with three or more children or missing data for those who did not respond to the question. Some data or variables were excluded from some levels of the analysis due to missing data for the name of their children's school, students' or

survey respondents' race/ethnicity and survey respondents' economic disadvantage status. Efforts will be made to encourage future respondents to provide this information.

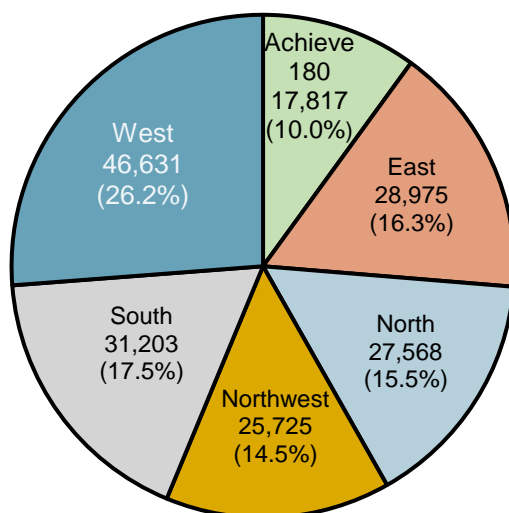
- Some engagement and survey responses were excluded due to contradictory response sets to Title I PFE Survey Question #10.

Results

How many Title I students were actively enrolled in HISD Title I schools by the end of the 2020–2021 academic year, by school office and race/ethnicity?

- Unduplicated data retrieved from the PowerSchool SIS databases identified 177,919 actively enrolled Title I participants (or 98.9%) among the 179,888 students enrolled in HISD Title I schoolwide or targeted assistance campuses by the end of the 2020–2021 academic year (Appendix **Table 1**, p.41).
- The largest proportion of Title I students were enrolled in schools in the West School Office (26.2%) followed by the South School Office (17.5%), the East School Office (16.3%), the North School Office (15.5%), the Northwest School Office (14.5%), and the Achieve 180 School Office (10.0%). The Achieve 180 School Office had the smallest number of schools and served some of the high-need, lowest performing schools in the district (**Figure 1**).

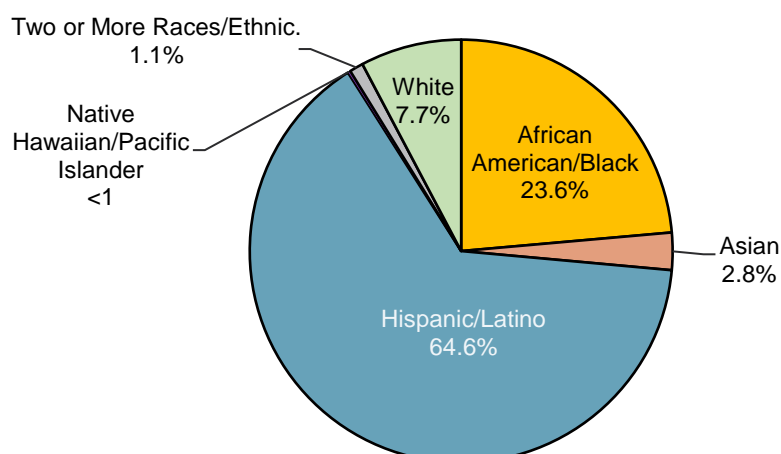
Figure 1. HISD Enrollment Rates of Title I Students by School Office, 2020–2021 (N=177,919)



Source: HISD Power School, extracted June 4 & June 30, 2021

Note: Based on 177,919 actively enrolled Title I students at 248 of the 249 HISD Title I schools in 2020–2021. Active enrollment counts of Title I students excluded one of the two Targeted Assistance Title I schools (Pin Oak MS) because only students coded as Title I participants in the Student Information System were included (Condit ES, n=4; and Pin Oak MS, n=0).

- **Figure 2** (p. 11) shows the proportions of Title I students by their race/ethnicity. More than 88 percent of students attending Title I schools were identified as Hispanic/Latino (64.6%) or African American/Black (23.6%) in 2020–2021.

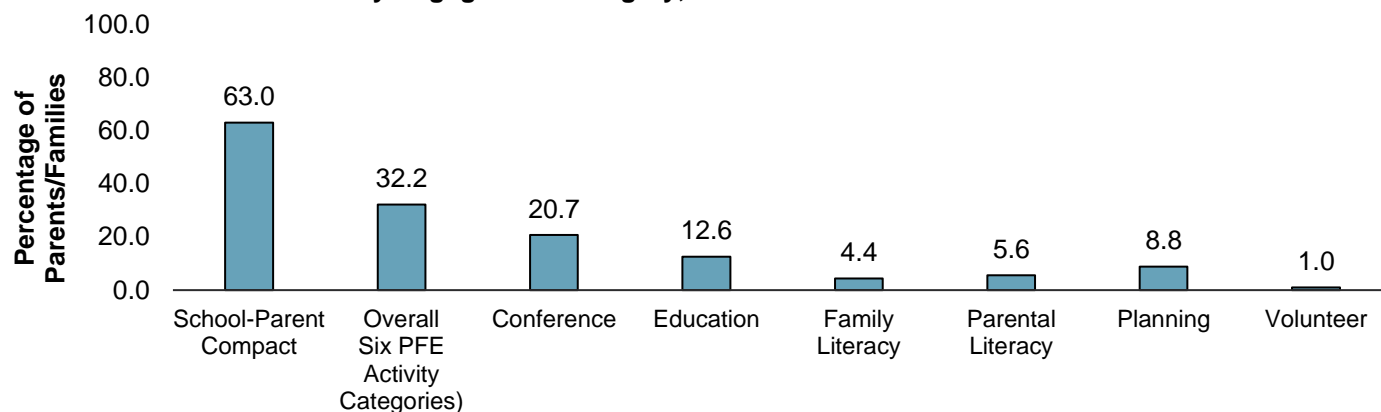
Figure 2. HISD Enrollment Rates of Title I Students by Race/Ethnicity, 2020–2021 (N=176,666)

Source: HISD PowerSchool SIS Parent and Family Engagement Data extracted on June 4 & June 30, 2021 and Fall PEIMS 2020.

Note: Based on 177,919 actively enrolled Title I students at the 248 of the 249 HISD Title I schools in 2020–2021. Active enrollment counts of Title I students excluded one of the two Targeted Assistance Title I schools (Pin Oak MS) because only students coded as Title I participants in the Student Information System were included (Condit ES, n=4; and Pin Oak MS, n=0). Race/ethnicity data were available for 176,666 Title I students and were not available for 1,253 (<1%) Title I students.

What were parent and family engagement rates for actively enrolled students in Title I schools by the end of the 2020–2021 academic year, overall and by activity category and race/ethnicity?

All Students Districtwide

Figure 3. Title I School-Parent Compact Dissemination and Parent and Family Engagement Rates, Overall and by Engagement Category, 2020–2021

Source: HISD Power School, extracted June 4 & June 30, 2021.

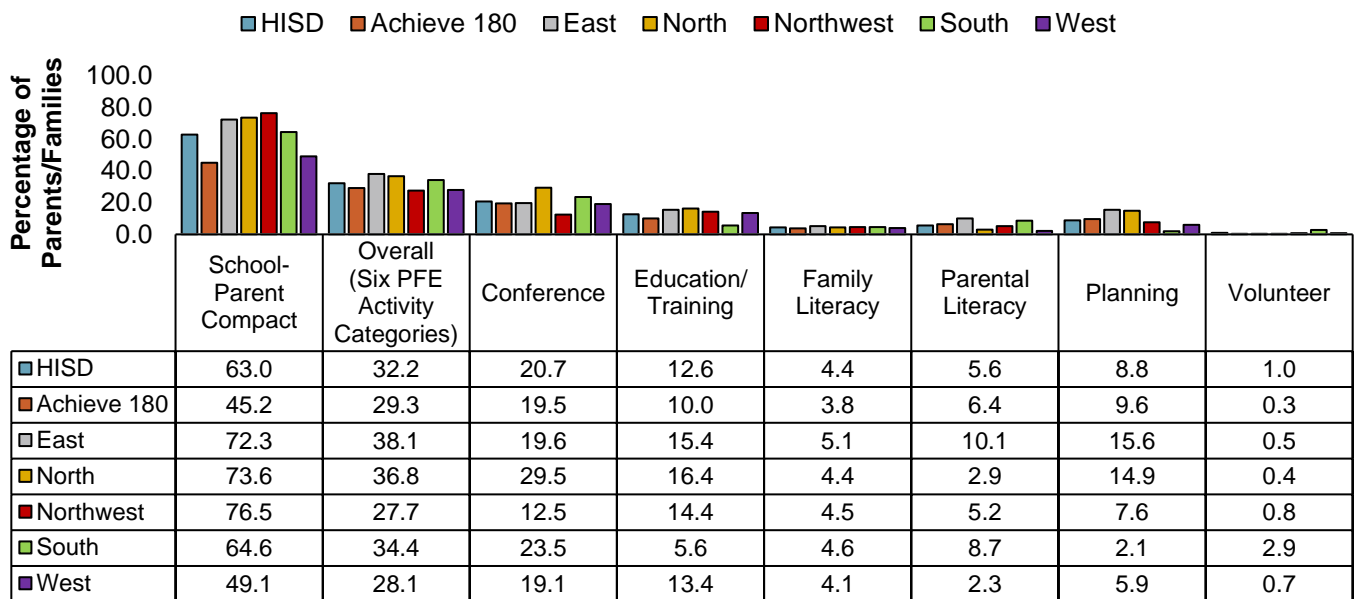
Note: School-Parent Compact results are based on Title I student enrollment and refer to TA/Individual and Schoolwide Compacts. Overall, cumulative PFE activity results are based on the 177,919 actively enrolled Title I students at the 248 of the 249 HISD Title I schools in 2020–2021. Enrollment counts of actively enrolled Title I students excluded one of the two Targeted Assistance Title I schools (Pin Oak MS) because only students coded as Title I participants in the Student Information System were included (Condit ES, n=4; and Pin Oak MS, n=0). The number of students whose family member(s) engaged in the activity category was divided by the number of Title I students.

- **Figure 3** (p. 11) presents the district's cumulative rates of Title I Parent and Family Engagement (PFE) School-Parent Compact dissemination and engagement in at least one PFE activity as recorded on the Title I campuses for actively enrolled Title I students by the end of the 2020–2021 academic year.
- School-Parent Compacts were distributed to 63.0 percent of the families of Title I students in 2020–2021 to delineate the responsibilities of Title I schools, students, and parents of Title I student participants (Figure 3).
- The district's overall rate of engagement in at least one PFE activity across the six categories was 32.2 percent of the family members of Title I students (Figure 3).
- Overall, the highest engagement rate of 20.7 percent was for school Conferences with parents or guardians and school administrators and teachers, followed by a rate of 12.6 percent for PFE Education/Training activities and 8.8 percent for PFE Planning activities in 2020–2021 (Figure 3).
- The lowest rate of engagement in PFE activities was 1.0 percent of parents/family members of Title I students who served as a Volunteer at their child's school in 2020–2021, overall (Figure 3).

School Offices

The proportions of the actively enrolled Title I students' parents and families to whom School-Parent Compacts were disseminated and the rate of parent and family member participation in PFE activities by the end of the 2020–2021 are presented in **Figure 4**. (Appendix Table 1, p. 40).

Figure 4. Title I School-Parent Compact Dissemination and Parent and Family Engagement Rates by School Office, Overall and by Engagement Category, 2020–2021



Source: HISD Power School, extracted June 4 & June 30, 2021.

Note: School-Parent Compact results are based on Title I student enrollment and refer to TA/Individual and Schoolwide Compacts. Overall, cumulative PFE activity results are based on the 177,919 actively enrolled Title I students at the 248 of the 249 HISD Title I schools in 2020–2021. Enrollment counts of actively enrolled Title I students excluded one of the two Targeted Assistance Title I schools (Pin Oak MS) because only students coded as Title I participants in the Student Information System were included (Condit ES, n=4; and Pin Oak MS, n=0). The number of students whose family member(s) engaged in the activity category was divided by the number of Title I students.

- Four (66.7%) of the six school offices exceeded the district's overall rate of 63.0% for the dissemination of School-Parent Compacts in 2020–2021, including the Northwest (76.5%), North (73.6%), East (72.3%), and South (64.6%) school offices (Figure 4).
- The rate of School-Parent Compact dissemination among schools in the Achieve 180 school office was the lowest (45.2%) compared to the other school offices in 2020–2021 (Figure 4).
- Three school offices (including the East - 38.1%, North - 36.8%, and South - 34.4%) exceeded the district's overall, cumulative engagement rate of 32.2% for the engagement of families of students enrolled in Title I schools in at least one of the six categories of PFE activities by the end of the 2020–2021 school year (which excludes dissemination of School-Parent Compacts) (Figure 4).
- When compared to the other school offices, the Northwest school office had the lowest overall engagement rate of 27.7% (Figure 4).
- In 2020–2021, each school office exceeded the district's overall engagement rate in at least one category and in as many as four of the six PFE categories (Figure 4).
- The school offices with higher rates than the district's rate in four of the six categories were the East (Education and Training, Family Literacy, Parental Literacy, and Planning) and South (Conference, Family Literacy, Parental Literacy, and Volunteer) school offices, while rates were higher than the district's rates in three of the categories in schools in the North school office (Conference, Education and Training, and Planning), in two of the categories in schools in the Achieve 180 (Parental Literacy and Planning) and Northwest (Education and Training and Family Literacy) school offices, and in one of the categories in schools in the West School Office (Education and Training) (Figure 4).
- Of the six separate engagement categories included in the overall rate in Figure 4, except for the Northwest school office, the highest rates of parent and family member engagement were in Conferences with school administrators and teachers, ranging from 19.1% (West) to 29.5% of parents and families (North). The engagement rate of the six categories in Conferences for the Northwest School Office was 12.5 percent, with its highest rate in Education/Training (14.4%) (Figure 4).
- Generally, excluding Conferences, districtwide and school office-level parent and family engagement rates in the other five PFE categories were below 15.5 in 2020–2021. Exceptions that exceeded the district's rate of parent and family member-participation in each category included only Education and Training PFE activities (North - 16.4%) and Planning PFE activities (East - 15.6%) (Figure 4).

Schools

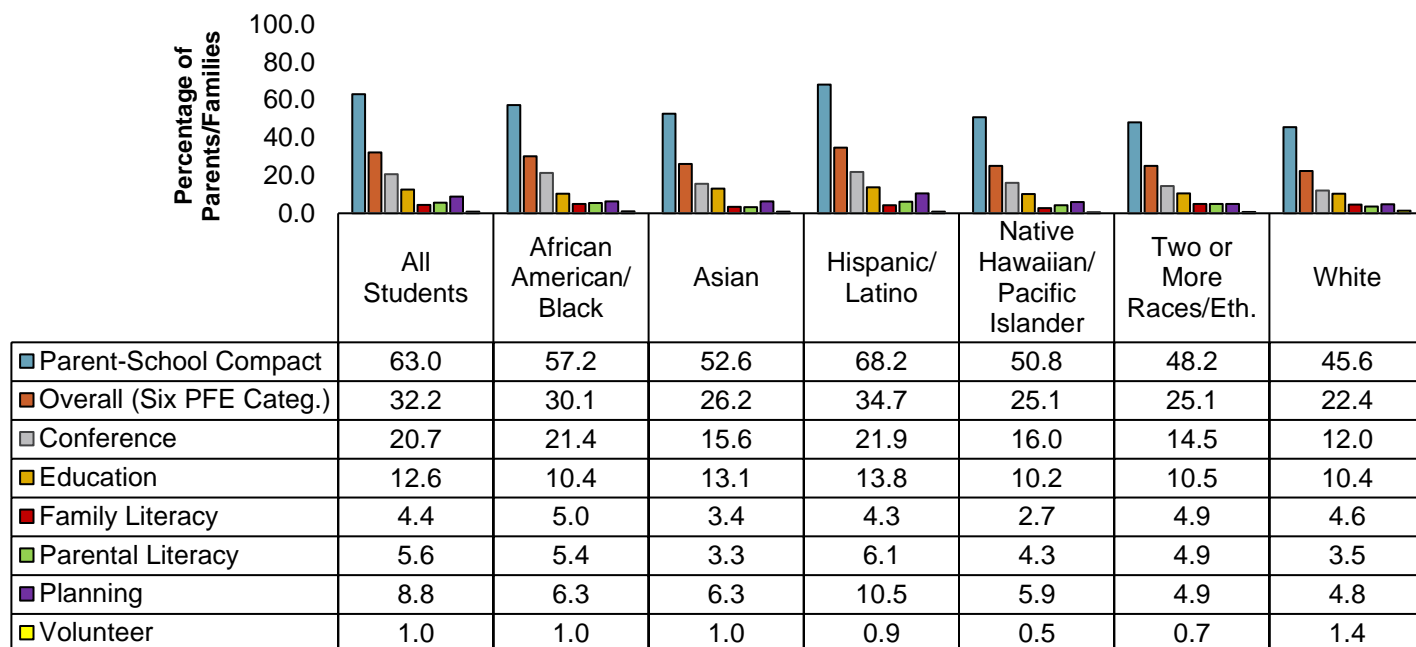
- A total of 129 schools (52.0%) of the 248 schoolwide Title I campuses reported disseminating School-Parent Compacts to at least 90 percent of their students' families by the end of June 2021. (Appendix, **Table 2**, pp. 42–49, lists HISD's PFE activity results by school, category, and Title I campus.)
- A total of 74 schools (29.8%) of the 248 schoolwide Title I campuses reported PFE rates that were lower than 25 percent of their students' families by the end of June (Appendix, Table 2).
- Across all six engagement categories, 36 (14.5%) of the 248 schoolwide campuses funded to implement schoolwide Title I programs reported no PFE participation among their students' parents and family members by the end June 2021 (Appendix, Table 2).

Race/Ethnicity

Districtwide

- **Figure 5** shows that family members of students identified as Hispanic/Latino (68.2%) or African American/Black (57.2%) had the highest rates for having a School-Parent Compact disseminated to them by their child's Title I school in 2020–2021, while only the students identified as Hispanic/Latino exceeded the district's rate (63.0%). (Appendix **Table 3**, pp. 50–52, lists HISD's Title I, Part A PFE activity results by school office, race/ethnicity, and category.)

Figure 5. Title I School-Parent Compact Dissemination and Parent and Family Engagement Rates by Race/Ethnicity, Overall and by Engagement Category, 2020–2021



Source: HISD Power School, extracted June 4 & June 30, 2021.

Note: School-Parent Compact results are based on Title I student enrollment and refer to TA/Individual and Schoolwide Compacts. Overall, cumulative PFE activity results are based on the 177,919 actively enrolled Title I students at the 248 of the 249 HISD Title I schools in 2020–2021. Enrollment counts of actively enrolled Title I students excluded one of the two Targeted Assistance Title I schools (Pin Oak MS) because only students coded as Title I participants in the Student Information System were included (Condit ES, n=4; and Pin Oak MS, n=0). The number of students whose family member(s) engaged in the activity category was divided by the number of Title I students. Race/ ethnicity data were not available for 1,253 actively enrolled Title I students. All Student results include students with no race/ ethnicity data. The number of students whose family member(s) engaged in the activity category was divided by the number in the student group enrolled.

- Families of students identified as White had the lowest engagement rate for having School-Parent Compacts disseminated to them by their child's Title I school (45.6%) compared to other race/ethnicity groups in 2020–2021 (Figure 5).
- In 2020–2021, each race/ethnic group of students exceeded the district's engagement rate in at least one PFE category, except families of students identified as Native Hawaiian/Pacific Islander (Figure 5).
- Families of students identified as Hispanic/Latino had higher rates than the district's rates in four of the six categories (Conference, Education and Training, Parental Literacy, and Planning) in 2020–2021 (Figure 5).

- Family members of students identified as Hispanic/Latino (34.7%) and African American/Black (30.1%) had the highest overall engagement rates in their child's Title I school, while families of students identified as White had the lowest engagement rate (22.4%) compared to other race/ethnicity groups in 2020–2021 (Figure 5).
- Engagement rates were higher than the district's rates in two of the six categories for families of students identified as African American/Black (Conference and Family Literacy) in 2020–2021 (Figure 3 and Figure 5).
- Engagement rates were higher than the district's rates in one of the six categories for families of students identified as Asian (Education/Training) or Two or More Race/Ethnicities (Family Literacy) in 2020–2021 (Figure 3 and Figure 5).

School Offices

School office results by race/ethnicity and PFE category for the 2020–2021 school year are summarized below and presented in detail in the Appendix (Table 3, pp. 50–52) to include PFE activity counts and percentage of actively enrolled Title I students.

- In each PFE category in 2020–2021, family members of at least one student group in the Achieve 180 School Office exceeded the district's PFE rate in the same category. This included the dissemination of School-Parent Compacts (student with two or more races/ethnicities); Overall, cumulative Engagement, Conferences and Volunteer engagement (students with two or more races/ethnicities and white students); Education/Training (African American/Black students, students with two or more races/ethnicities, and white students); Family Literacy (all student groups except Hispanic/Latino and Native Hawaiian/Pacific Islander students); Parental Literacy (all groups except Hispanic/Latino students); and Planning (all student groups except Asian and Native Hawaiian/Pacific Islander students) (Appendix, Table 3).
- In each PFE category in 2020–2021, family members of at least one student group in the East School Office exceeded the district's PFE rate, including each identified student group for the dissemination of School-Parent Compacts and Planning; all student groups except Asian students for overall Engagement and Parental Literacy; all student groups except students with two or more races/ethnicities and Asian students for Education/Training; Hispanic/Latino and white students for Family Literacy; students of two or more races/ethnicities and white students for Conferences; and students with two or more races/ethnicities for Volunteer engagement (Appendix, Table 3).
- In each PFE category in 2020–2021 except Volunteer engagement, family members of at least one student group in the North School Office exceeded the district's PFE rate. This included each identified student group for Conferences; all student groups except African American/Black for the dissemination of School-Parent Compacts and Planning; Asian, Hispanic/Latino, Native Hawaiian/Pacific Islander, and white students for overall Engagement; all groups except Asian students and students of two or more races/ethnicities for Education/Training; African American/Black and Asian students for Family Literacy; and Asian students for Parental Literacy engagement (Appendix, Table 3).
- In each PFE category in 2020–2021, except Conference engagement, family members of at least three student groups in the Northwest School Office exceeded the district's PFE rate. This included each identified student group for School-Parent Compacts; all student groups except Hispanic/Latino for Education/Training; all groups except African American/Black and Hispanic/Latino students for Parental

Literacy and Planning; all groups except African American/Black and Asian students for Family Literacy; Native Hawaiian/Pacific Islander students, students of two or more races/ethnicities, and white students for overall Engagement; and Asian students, students of two or more races/ethnicities, and white students for Volunteer engagement (Appendix, Table 3, pp. 50–52).

- In each PFE category except Education/Training and Planning engagement, family members of at least two student groups in the South School Office exceeded the district's PFE rate. This included each identified student group for Conferences, Parental Literacy, and Volunteer engagement; all student groups except Hispanic/Latino for School-Parent Compacts and overall Engagement; and African American/Black and Native Hawaiian/Pacific Islander students for Family Literacy engagement (Appendix, Table 3).
- In each PFE category in 2020–2021, except the dissemination of School-Parent Compacts, Parental Literacy and Volunteer engagement, family members of at least one student group in the West School Office exceeded the district's PFE rate. This included Overall Engagement (African American/Black students); Conferences, Family Literacy, and Planning (African American/Black and Asian students); and Education/Training (African American/Black, Hispanic/Latino, and Native Hawaiian/Pacific Islander students (Appendix, Table 3).

Schools

- Except for schools with results masked to protect the anonymity of students among racial/ethnic groups of fewer than five students, each Title I, Part A school reported the family engagement of actively enrolled students in at least one of the PFE categories during the 2020–2021 school year with the exception of six schools: Attucks MS and Wesley ES (Achieve 180 School Office, pp. 53–58), Arabic Immersion and Pin Oak MS (Northwest School Office, pp. 75–81), and TCAH and Bellaire HS (West School Office, pp. 90–99) (Appendix, **Table 4**, pp. 53–99).
- Regardless of the racial/ethnic group, Title I, Part A schools reported the highest and second highest PFE rates for Conferences followed by Education/Training activities and the lowest PFE rates for Volunteer followed by Family Literacy in 2020–2021 (Appendix, Table 4).
- Across the 247 Title I, Part A schools that served African American/Black students and their families in 2020–2021, the percentage of schools that reported African American/Black family involvement in PFE activities ranged from as low as 15.0 percent (Volunteer) to more than half or 59.9 percent (Conference), with rates second highest rates following the rates of their Hispanic/Latino peers (Appendix, Table 4).
- Across the 184 Title I, Part A schools that served Asian students and their families in 2020–2021, the percentage of that reported Asian family involvement in PFE activities ranged from as low as 6.5 percent (Volunteer) to 43.5 percent (Conference), with the third-lowest rates among the racial/ethnic groups (Appendix, Table 4).
- Across the 248 Title I, Part A schools that served Hispanic/Latino students and their families in 2020–2021, the percentage of schools that reported Hispanic/Latino family involvement in PFE activities ranged from 22.2 percent (Volunteer) to 69.8 percent (Conference), the second-highest rates among the racial/ethnic groups (Appendix, Table 4).

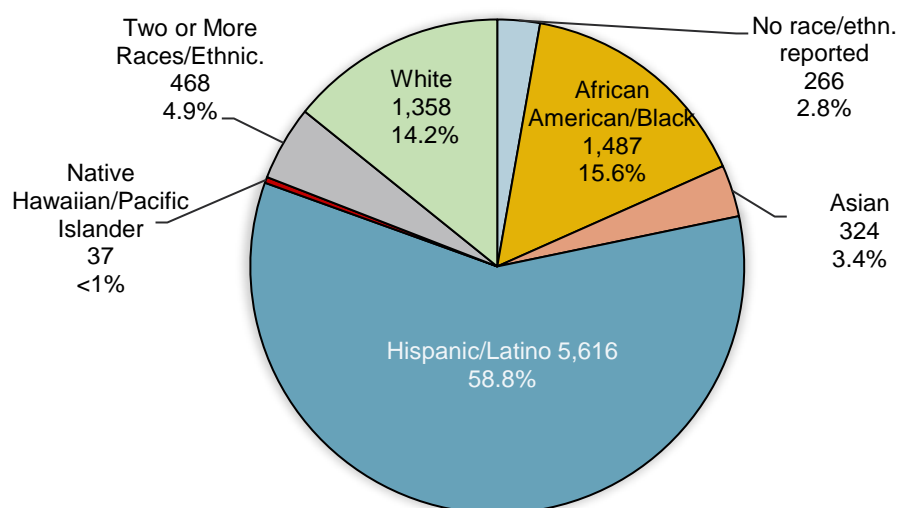
- Across the 136 Title I, Part A schools that served Native American/Indian students and their families in 2020–2021, the percentage of schools that reported Native American/Indian family involvement in PFE activities ranged from as low as 0.7 percent (Volunteer) to 27.2 percent (Conference), the lowest rates among the racial/ethnic groups (Appendix, Table 4, pp. 53–99).
- Across the 201 Title I, Part A schools that served students of two or more races/ethnicities and their families in 2020–2021, the percentage of schools that reported family involvement in PFE activities among students of two or more races/ethnicities ranged from as low as 3.5 percent (Volunteer) to 32.8 percent (Conference), the second-lowest rates among the racial/ethnic groups (Appendix, Table 4).
- Across the 247 Title I, Part A schools that served White students and their families in 2020–2021, the percentage of schools that reported the involvement of White family members in PFE activities ranged from as low as 10.9 percent (Volunteer) to 47.8 percent (Conference), the third-highest rates among the racial/ethnic groups (Appendix, Table 4).

What was the level of response to the Title I, Part A Parent and Family Engagement (PFE) Survey during the 2020–2021 academic year, overall and by the respondents' demographic characteristics?

Districtwide and School Offices

- The Title I PFE Survey received 9,556 responses from 240 (96.4%) of the 249 Title I, Part A Schools.
- **Figure 6** presents the proportion of the Title I PFE Survey respondents by their race/ethnicity. Like student enrollment rates, survey respondents who identified as “Hispanic/Latino” were the largest group of respondents (58.8%), followed by “African American/Black” (15.6%) and “White” (14.2%) respondents. Each of the other groups of respondents comprised five percent or fewer of the surveys submitted (Appendix, **Table 5**, p. 100).

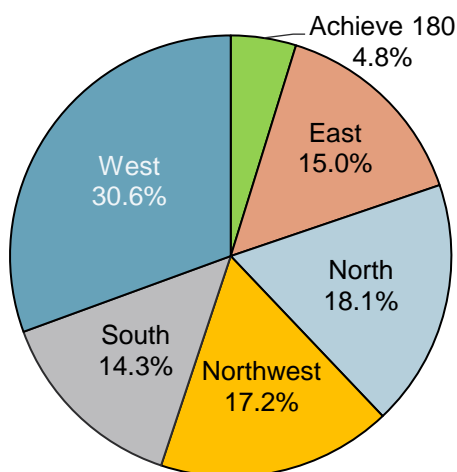
Figure 6. HISD Title I, Part A Parent and Family Engagement Survey Responses by Respondents' Race/Ethnicity, 2020–2021 (N=9,556)



Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

- In addition to race/ethnicity, other of the Title I PFE Survey respondents' self-reported characteristics included speaking English as a primary language at home (n=8,002 or 83.7%), speaking a non-English primary language at home (n=1,387 or 14.5%), having a disability (n=711 or 7.4%), having completed a bachelor's degree or higher (n=2,966 or 31.0%), having completed vocational school or an associate's degree (n=1,146 or 12.0%), having graduated from high school or GED (n=2,279 or 23.8%), having attended, but did not complete vocational school/college (n=1,124 or 11.8%), or having not completed high school or GED (n=1,700 or 17.8%).
- For respondents who reported the name of their child's school, **Figure 7** presents the Title I PFE Survey responses by school office. Like the student enrollment rates for Title I schools within each school office, the largest proportion of survey respondents were parents/families of students in the largest school office (West, 30.6%) and the smallest proportion of survey respondents had children attending schools in the smallest school office (Achieve 180, 4.8%).

Figure 7. Percentage of HISD Title I, Part A Parent and Family Engagement Survey Respondents by School Office, 2020–2021 (N=9,203)

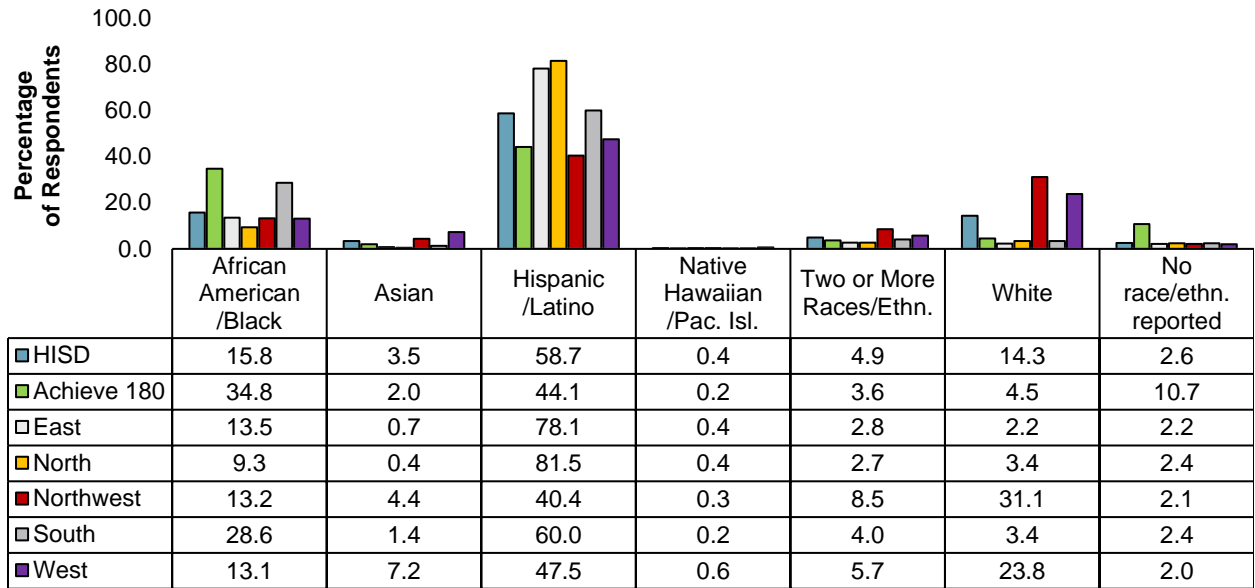


Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

Note: Surveys for 353 respondents did not include their child's school and were excluded from this analysis.

- The West (30.6% vs 26.2%), North (18.1% vs 15.5%), and Northwest (17.2% vs 14.5%) school offices had a higher survey response rate than their proportion of Title I students, respectively (Figure 1, p. 10; Appendix, Table 5, p. 100).
- **Figure 8** (p. 19) presents the proportions of Title I PFE Survey responses by school office and the respondent's race/ethnicity for respondents who reported the name of their child's school. Generally, districtwide and within each school office, the largest groups of survey respondents identified themselves as "Hispanic/Latino" (40.4%-Northwest to 81.5%-North), followed by "African American/Black" (9.3%-North to 34.8%-Achieve 180) or "White" (2.2%-East to 31.1%-Northwest) respondents (Appendix, Table 5, p. 100).
- In most cases, five percent or fewer surveys received within each school office were submitted by respondents of "Asian" (except in the West), Native Hawaiian/Pacific Islander, Two or More Races/Ethnicities" (except in the Northwest and West), or "White" (except in the Northwest and West) race/ethnicity (Figure 8).

Figure 8. HISD Title I, Part A Parent and Family Engagement Survey Responses by School Office and Respondents' Race/Ethnicity, 2020–2021 (N=9,203)

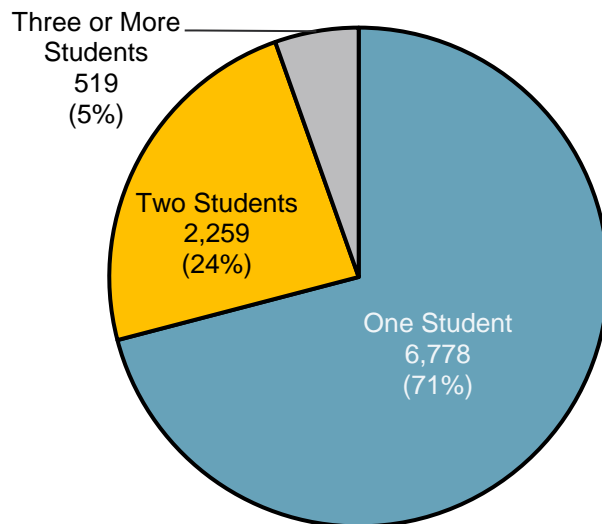


Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

Note: Surveys for 353 respondents did not include their child's school and were excluded from this analysis.

- Figure 9** shows the number of children respondents reported attended the Title I, Part A school named on their Title I PFE Survey by the number of respondents who reported having one, two, or three or more child(ren) (using survey item: "How many children do you have at this school?"). Of the respondents, more than 71 percent had one child, nearly one-fourth had two children, and roughly five percent had three or more children attending the school.

Figure 9. The Number of HISD Title I, Part A Parent and Family Engagement Survey Respondents by the Number of Their Children Attending Title I Schools, 2020–2021 (n=9,556)

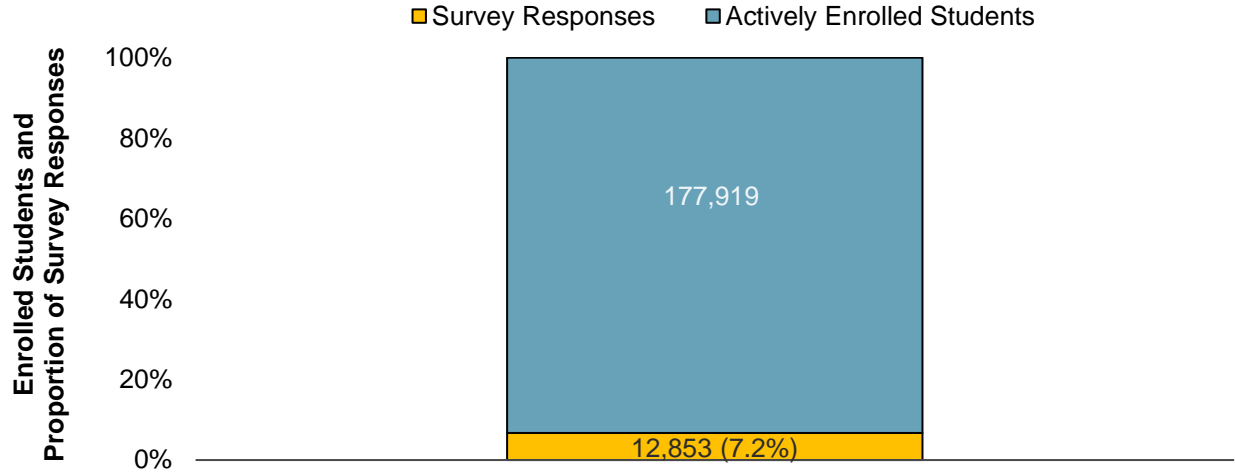


Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

Note: One student represented each survey for 48 respondents who did not provide the number of their children.

- An estimated, minimum number of children whose parents/guardians returned surveys was calculated by weighting each survey by the number of students it represented. The calculated number of students that respondents reported attended the Title I, Part A school named on their survey (n=12,853) was divided by the number of actively enrolled students (n=177,919). This resulted in a districtwide response rate of 7.2 percent to the Title I, PFE Survey (**Figure 10**) (Appendix, **Table 6**, p. 101).

Figure 10. HISD Title I, Part A Parent and Family Engagement Survey Rate, 2020–2021 (n=12,853)

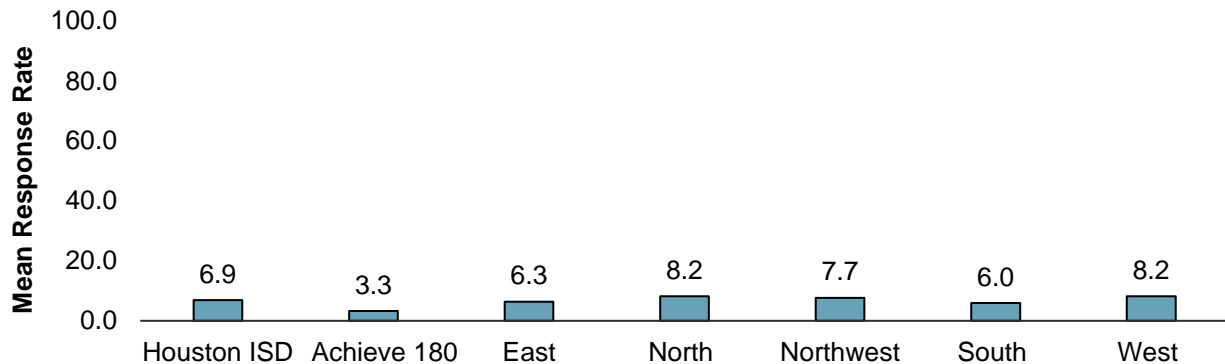


Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

Note: An estimated, minimum number of students for whom their parents/guardians completed and returned surveys was calculated by weighting each survey response by the number of students it represented (using the survey item: “How many children do you have at this school?”)

- Figure 11** presents the Title I, PFE Survey response rates for respondents who included their child’s school name the 2020–2021 academic year (n=12,354), overall and by school office. The rates of three school offices that exceeded the district’s overall rate of 6.9 percent of the actively enrolled students for the identified schools included the North and West (8.2% each) and the Northwest (7.7%), surpassing the district by 1.0 and 0.5 percentage point, respectively (Appendix, Table 6, p. 101).

Figure 11. HISD Title I, Part A Parent and Family Engagement Survey Mean Response Rate by School Office, 2020–2021 (n=12,354)



Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

Note: The calculated number of returned surveys was divided by the number of actively enrolled students.

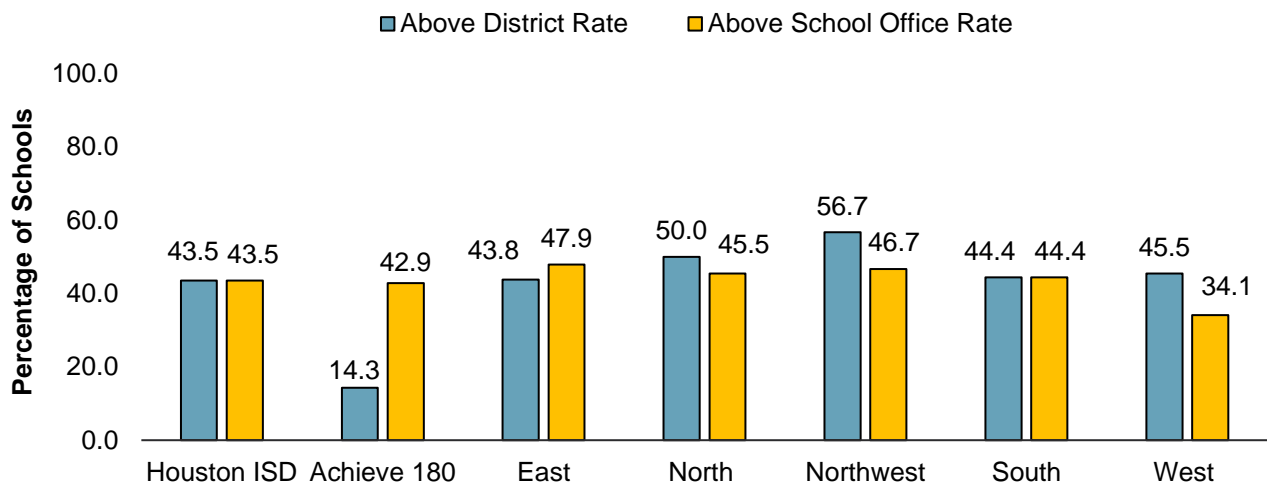
- The response rates for the remaining three school offices (including the East, South, and Achieve 180) were from 0.6–3.6 percentage points below the district's overall Title I, Part A Parent and Family Engagement Survey response rate in 2020–2021, with the Achieve 180 school office having the lowest response rate of 3.3 percent (Figure 11).

Schools

School-level Title I, PFE Survey response rates for respondents who included their child's 2020–2021 school name (n=12,354) are presented for HISD and by school office and school (n=239) (Appendix, **Table 7**, pp. 102–109 and Appendix, **Table 8**, p. 110).

- Districtwide, 43.5% (n=104) of the 239 Title I schools had PFE survey response rates that exceeded the district's overall PFE survey response rate of 6.9 percent (**Figure 12**).
- At least 50.0 percent of the schools in the Northwest and North school offices exceeded the district's overall response rate (Figure 12).
- At least 45.0 percent of schools in the East, North, and Northwest school offices exceeded their school office's overall response rate (Figure 12).

Figure 12. Percentages of Schools with HISD Title I, Part A Parent and Family Engagement Survey Response Rates That Exceeded the District's and/or Their School Office's Response Rate, 2020–2021 (n=239)



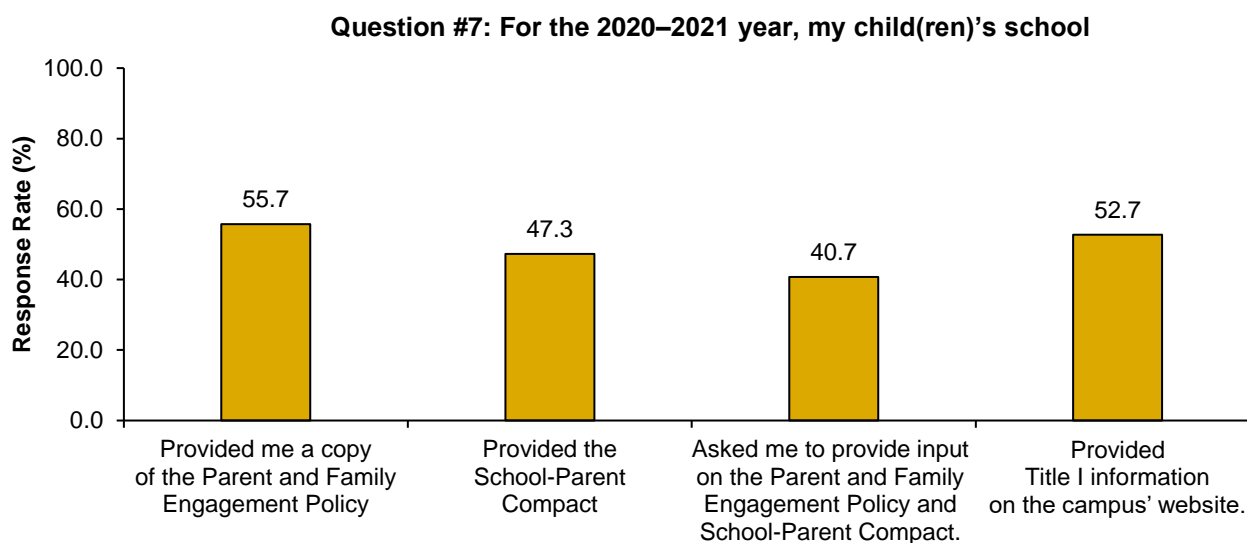
Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

Note: The calculated number of returned surveys was divided by the number of actively enrolled students.

What experiences and perceptions of Title I campuses were reported by parent and guardian respondents of students who were actively enrolled at Title I campuses in 2020–2021?

Figure 13 shows the percentage of Title I PFE Survey respondents who indicated “Yes” to receiving the specified documents and/or opportunities in 2020–2021 (Question responses 7A-D).

Figure 13. Percentages of Title I PFE Survey Responses that Indicated Their Child(ren)’s Title I School Provided the Respondent with the Specified Documents, Information, and Opportunities, 2020–2021 (n=12,853)



Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

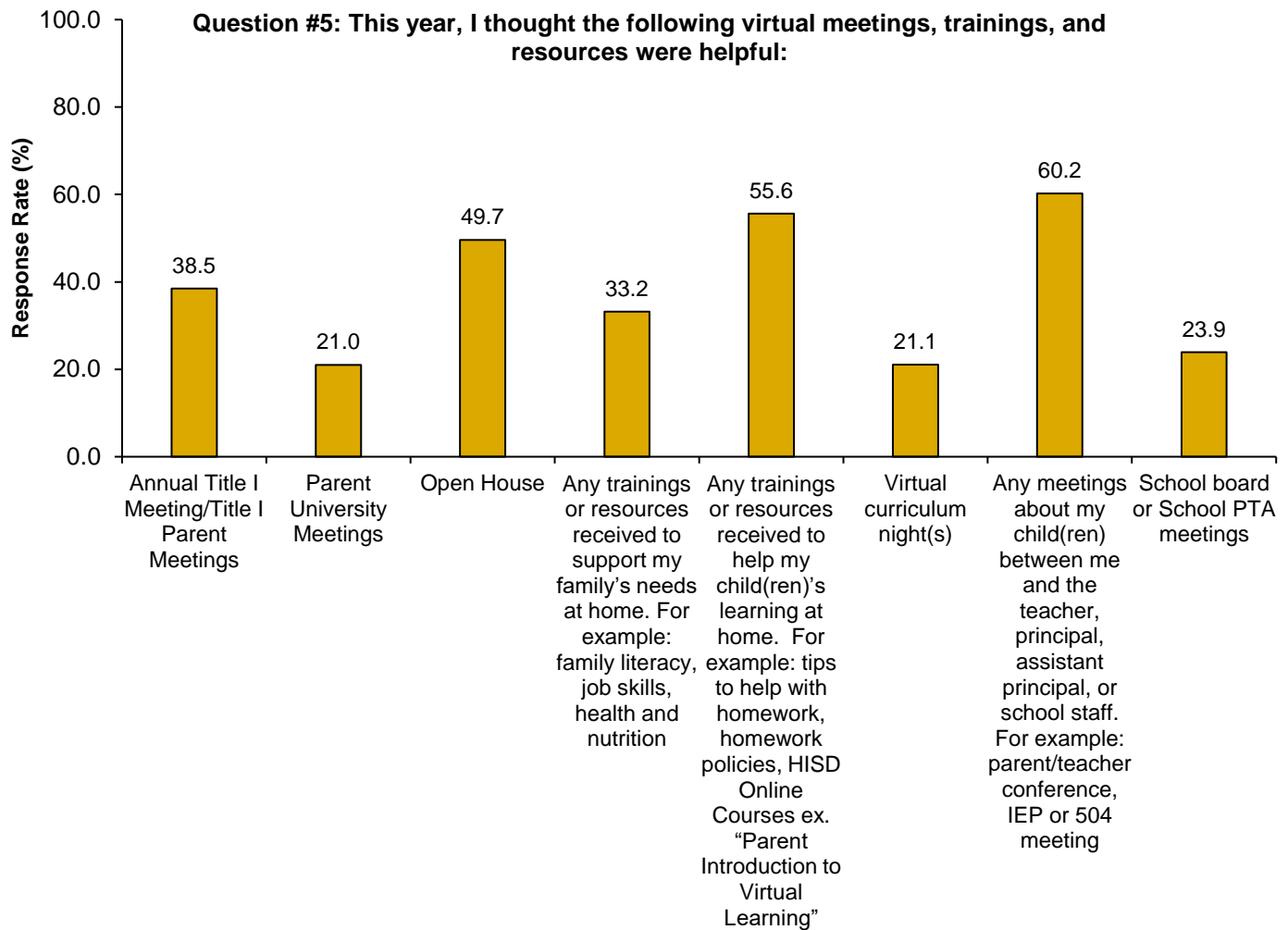
Note: Percentages are based on the number of “Yes” responses divided by the total number of item responses.

- Districtwide, Title I PFE Survey respondents were most likely to report that they had received a copy of the Parent and Family Engagement Policy (55.7%) and they had been provided Title I information on the campus’ website (52.7%), while respondents were least likely to report that they were asked to give input on the Parent and Family Engagement Policy and School-Parent Compact (40.7%) in 2020–2021 (Figure 13).

Figure 14 (p.23) presents the percentage of Title I PFE Survey respondents’ who indicated “Yes” to whether they thought the identified virtual meetings, trainings, and resources were helpful during the 2020–2021 academic year (Question responses 5A-H).

- Districtwide, Title I PFE Survey respondents were most likely to report that they thought the meetings about their children with school educators, principals, etc. (60.2%) and trainings or resources received to help their child(ren)’s learning at home (55.6%) were helpful, while respondents were much less likely to report that they thought the Parent University Meetings (21.0%), Virtual curriculum night(s) (21.1%) and School board or School PTA meetings (23.9%) were helpful in 2020–2021 (Figure 14).

Figure 14. Percentages of “Yes” Title I PFE Survey Responses Regarding Whether The Respondent Thought the Identified Virtual Meetings, Trainings, and Resources Were Helpful, 2020– 2021 (n=12,853)



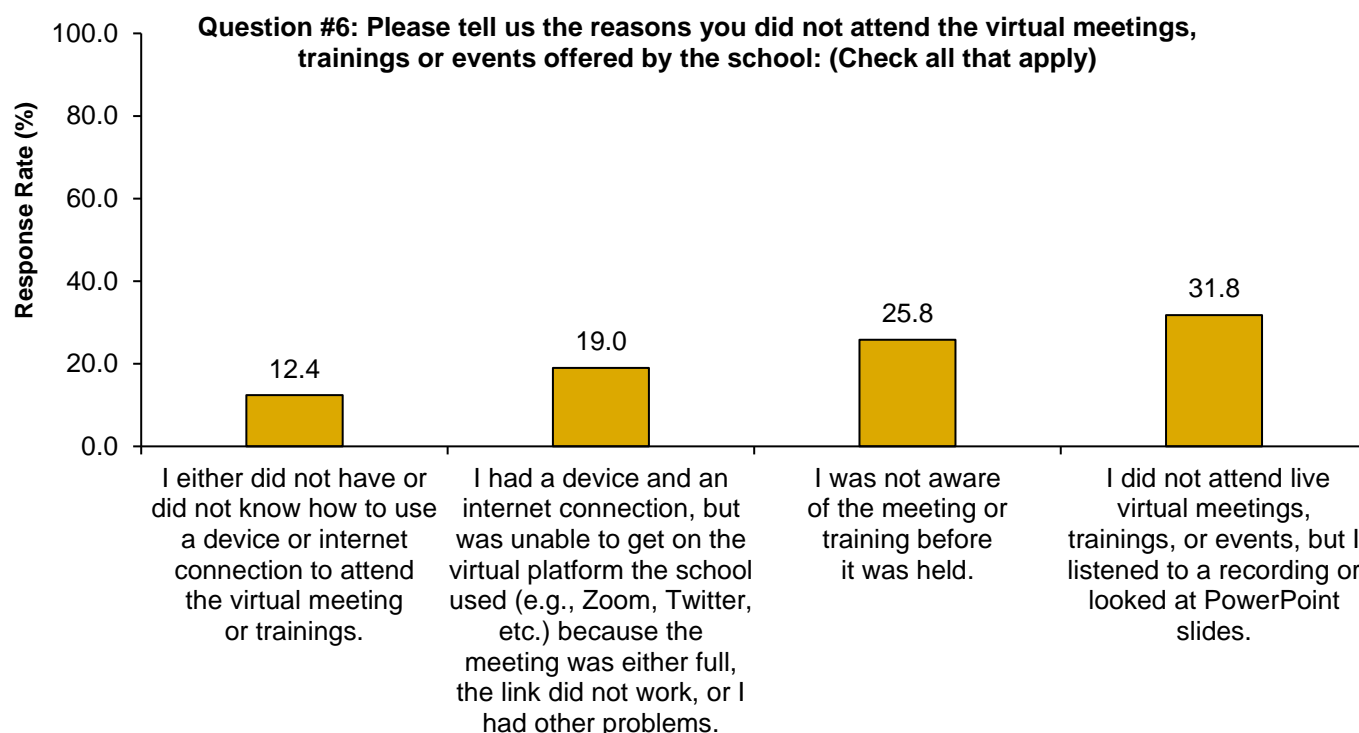
Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

Note: Percentages are based on the number of “Yes” responses divided by the total number of item responses.

Figure 15 (p.24) presents the percentages of Title I PFE Survey respondents who identified the reason(s) they did not attend the identified virtual meetings, trainings, or events during the 2020–2021 academic year (Question responses 6A-D).

- Districtwide, the largest groups of Title I PFE Survey responses to this item indicated respondents did not attend live virtual meetings, trainings, or events, but listened to a recording or looked at PowerPoint slides (31.8%) or they were not aware of the meeting or training before it was held (25.8%), while the smallest group of responses to this item indicated they either did not have or did not know how to use a device or internet connection (12.4%) in 2020–2021 (Figure 15).

Figure 15. Percentage of Title I PFE Survey Responses Regarding the Reason(s) the Respondents Did Not Attend the Identified Virtual Meetings, Trainings, or Events, 2020–2021 (n=12,853)



Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

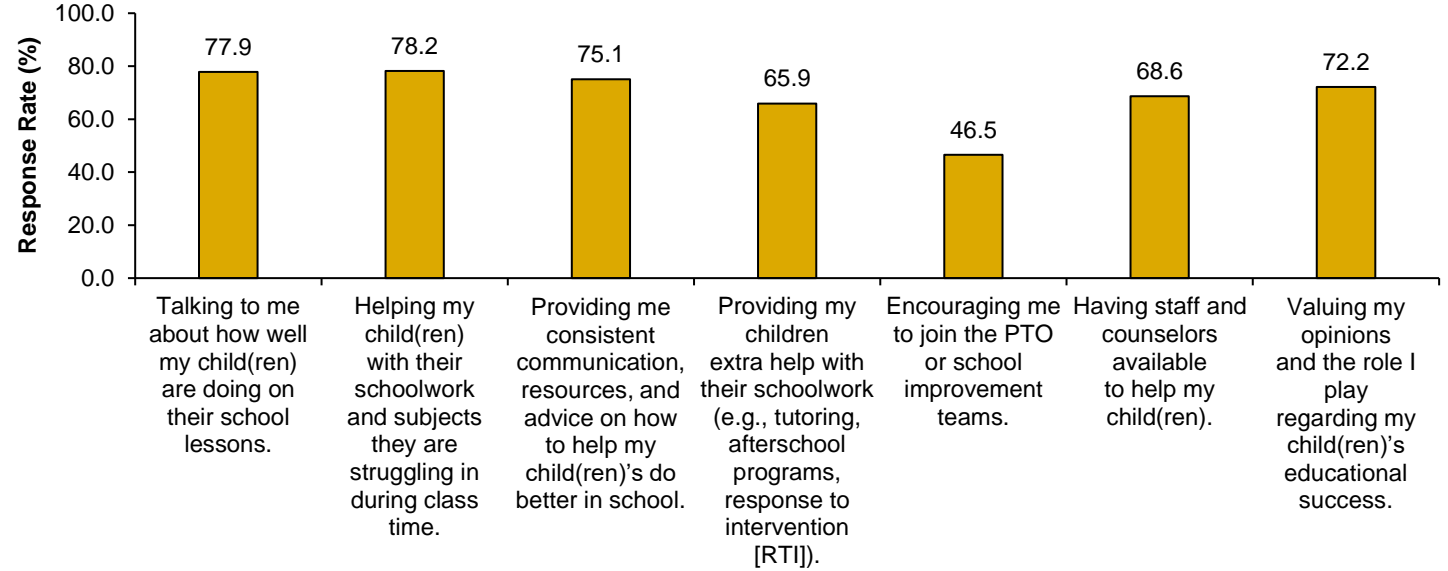
Note: Percentages are based on the number of responses for each option divided by the total number of responses.

Figure 16 (p. 25) shows the percentages of Title I PFE Survey respondents' who agreed that teachers, administrators, and staff supported their child(ren)'s individual needs during the 2020–2021 academic year by the type of support provided (Question responses 8A–8M).

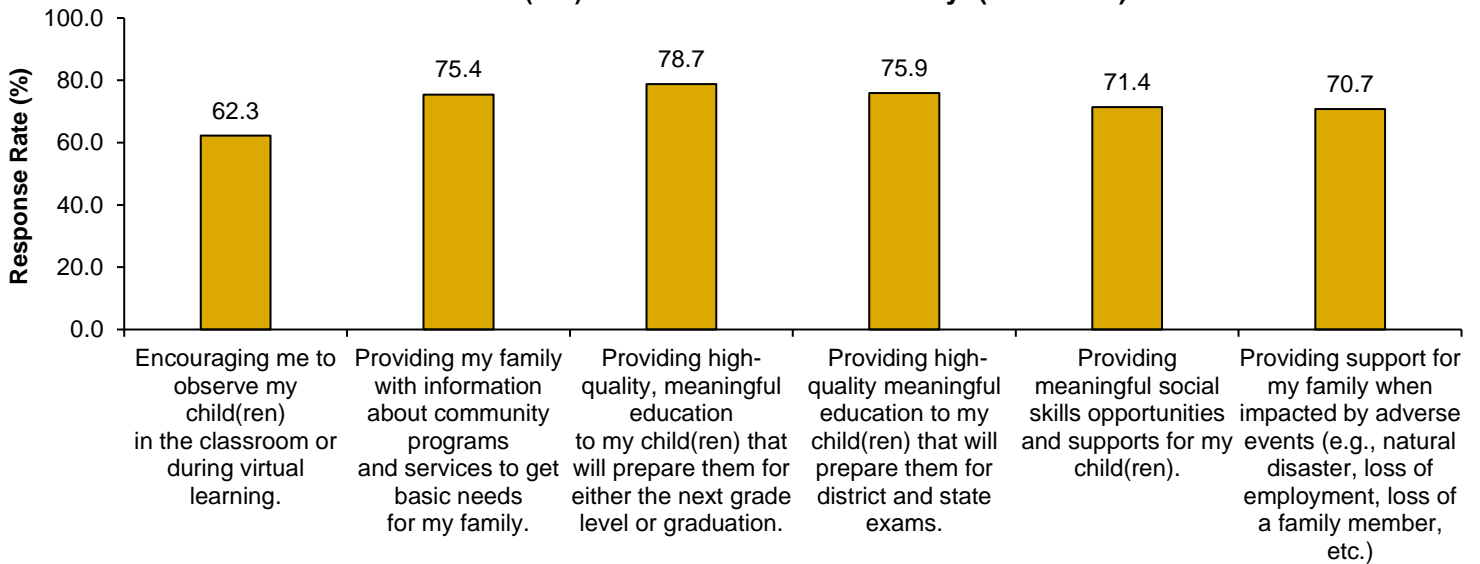
- Districtwide, more than 75 percent of Title I PFE Survey responses indicated respondents “Agree” with feeling that teachers, administrators, and staff supported their and their child(ren)'s needs through providing high-quality, meaningful education that prepared them for the next grade or graduation (78.7%) or that prepared them for district and state exams (75.9%), helping with their child(ren)'s schoolwork/subjects when they were struggling in class (78.2%), talking with the parent or family member about how well their child(ren) was/were doing on their lessons (77.9%), informing the family about community resources to get basic needs for their family (75.4%), or providing consistent communication, resources, and advice to help my child(ren) do better in school (75.1%) in 2020–2021 (Figure 16).
- Districtwide, the smallest groups of Title I PFE Survey responses to this item indicated that respondents “Agree” that teachers, administrators, and staff supported their and their child(ren)'s needs by encouraging the respondents to join the PTO or school improvement team (46.5%) or to observe their child(ren) during class or virtual learning (62.3%) in 2020–2021 (Figure 16).

Figure 16. Percentages of Title I PFE Survey Responses of Respondents Who Agreed Regarding the Identified Ways Their Child(ren)’s Title I School Supported Their and Their Child(ren)’s Individual Needs, 2020–2021 (n=12,853)

Question #8: In my opinion, I feel that teachers, administrators, and staff supported my child(ren)’s individual needs and me by:



Question #8: In my opinion, I feel that teachers, administrators, and staff supported my child(ren)’s individual needs and me by: (Continued)



Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

Note: Percentages are based on the number of “Agree” responses divided by the total number of item responses.

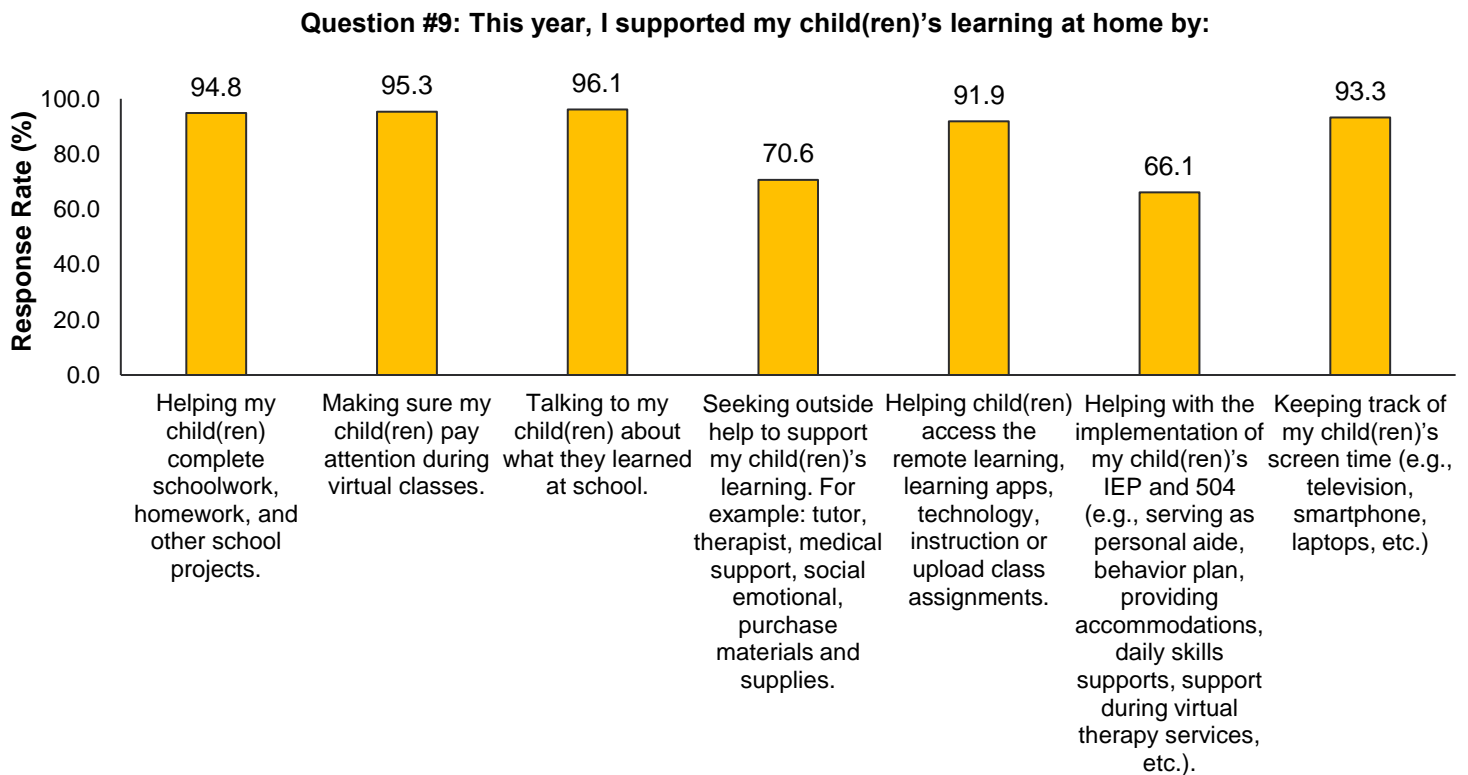
Figure 17 (p. 26) shows the percentages of Title I PFE Survey responses for the respondents who reported they “Often” or “Sometimes” supported their child(ren)’s learning at home in the identified way(s) during the 2020–2021 academic year (Question responses 9A–9G).

- Districtwide, the largest groups of Title I PFE Survey responses to this item indicated that respondents “Often” or “Sometimes” supported their child(ren)’s learning at home by talking with my children about

what they learned at school (96.1%), making sure their child(ren) pay attention during virtual classes (95.3%), and helping their child(ren) complete schoolwork, homework, and other school projects (94.8%) in 2020–2021 (Figure 17).

- Districtwide, the smallest groups of Title I PFE Survey responses to this item indicated that respondents “Often” or “Sometimes” supported their child(ren)’s learning at home by helping with the implementation of my child(ren)’s IEP or 504 (66.1%) or seeking outside help to support my child(ren)’s learning (70.6%) in 2020–2021 (Figure 17).

Figure 17. Percentages of Title I PFE Survey Responses Indicating that Respondents “Often” or “Sometimes” Supported Their Child(ren)’s Learning at Home in the Identified Way(s), 2020–2021 (n=12,853)



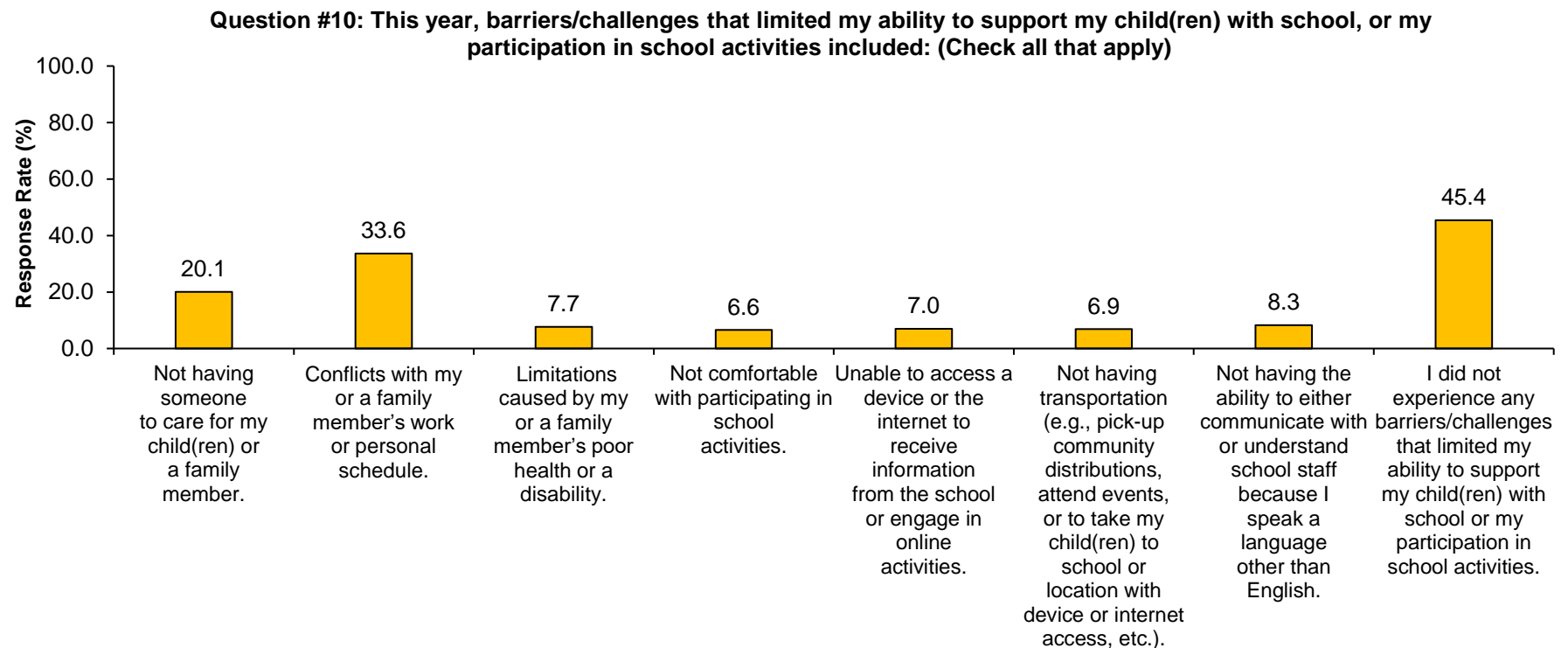
Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

Note: Percentages are based on the number of “Often” and “Sometimes” responses divided by the total number of item responses.

What were the primary barriers reported by survey respondents (by demographic characteristics) that prevented them from being able to participate in parent and family engagement activities facilitated by their child(ren)’s Title I campus during the 2020–2021 academic year?

Figure 18 shows the percentages of Title I PFE Survey responses for respondents who identified barriers/challenges that impeded their capacity to support their child(ren) with school or participate in their child(ren)’s Title I school’s activities during the 2020–2021 academic year (Question responses 10A-10G). The response rate for those who “...did not experience any barriers/challenges...” is also provided (Question 10H).

Figure 18. Percentage of Title I PFE Survey Responses for Respondents Who Indicated Barriers That Limited Their Ability to Support Their Child(ren) with School or Participate in School Activities, 2020–2021 (n=10,984)



Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

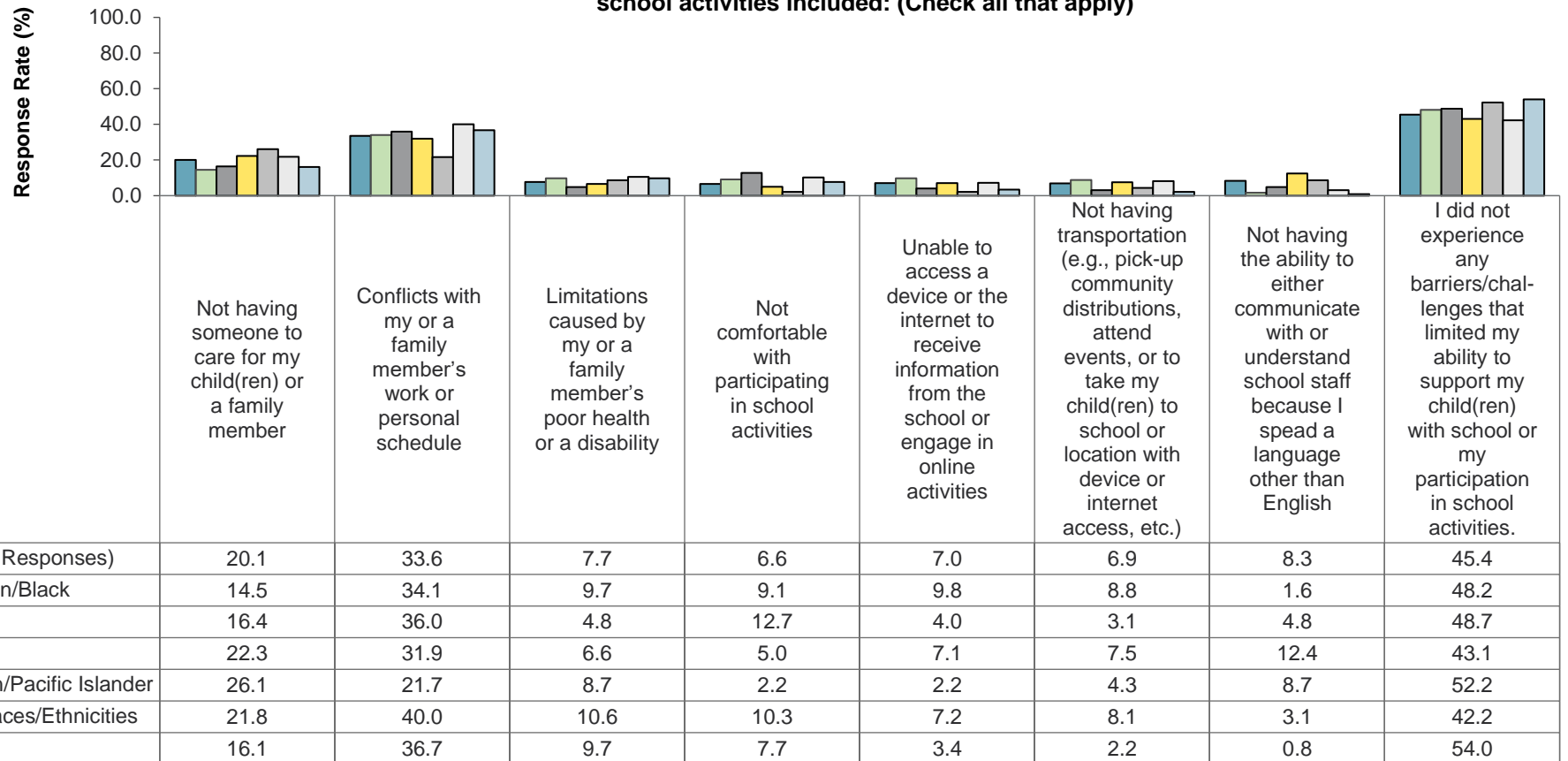
Note: Percentages are based on the number of “Often” and “Sometimes” responses divided by the total number of responses to the item. 1,870 response sets that included contradictory (i.e., both reported no barriers and identified barriers) or provided no information were excluded from this analysis.

- Districtwide, the largest proportion of Title I PFE Survey responses to this item (45.4%) indicated that respondents did not experience barriers/challenges that limited their ability to support their child(ren) with school or participate in school activities in 2020–2021 (Figure 18, p. 27).
- Districtwide, the Title I PFE Survey response rates revealed respondents' own or a family member's work or personal schedule (33.6%) and/or not having someone to care for their child(ren) and/or a family member (20.1%) created the top two barriers/challenges that limited their ability to support their child(ren) with school or participate in their child(ren)'s Title I school activities in 2020–2021 (Figure 18).
- Districtwide, the smallest Title I PFE Survey response rates regarding barriers indicated that not being comfortable with participating in school activities (6.6%), not having transportation (6.9%), and being unable to access a device or the internet (7.0%) were barriers/challenges that were least likely to limit respondents' ability to support their child(ren) with school or participate in Title I school activities in 2020–2021 (Figure 18).
- Some trends similar to the districtwide results were noted when the barriers or challenges that impeded respondents' capacity to support their child(ren) with school or to participate in their child(ren)'s Title I school's activities during the 2020–2021 academic year were considered by respondents' race/ethnicity and characteristics of potentially vulnerable survey respondents (i.e., those who speak a non-English primary language, have a disability, or not have completed high school or a GED or have not completed vocational school or college) (**Figure 19**, p. 29 and **Figure 20**, p. 30; Appendix **Table 9**, p. 111).
- Specifically, parallel with district-level outcomes, regardless of the respondents' characteristics except for those with a disability, the largest Title I PFE Survey response rate regarding barriers for each group indicated that respondents did not experience barriers/challenges that limited their ability to support of their child(ren) with school or to participate in school activities in 2020–2021, with response rates for those without a disability ranging from 39.0 percent (for those who did not complete high school or GED) to 54.0 percent (White respondents) (Figure 19 and Figure 20).
- For Title I PFE Survey respondents with a disability, their response rate regarding barriers/challenges was largest for conflicts with work or personal schedules (34.0%) that limited their ability to support their child(ren) with school or to participate in school activities in 2020–2021. The next largest response rates were for those who did not experience barriers/challenges that limited their ability to support their child(ren) with school or participate in school activities (30.6%) and those who experienced limitations caused by their own or a family member's poor health or a disability (27.2%) (Figure 20).
- For Title I PFE Survey respondents of all characteristics except those with a disability and Native Hawaiian/Pacific Islanders, their second-largest survey response rates regarding barriers indicated that conflicts with their own or a family member's work or personal schedule created barriers/challenges that limited their ability to support their child(ren) with school or participate in school activities in 2020–2021 (ranging from 26.6% for respondents who did not complete high school or GED to 40.0% for respondents of two or more races/ethnicities), followed by their response rates for not having someone to care for their child(ren) and/or a family member (ranging from 14.5% for African American/Black respondents to 22.5% for respondents who attended but did not complete vocational school or college) (Figure 19 and Figure 20).
- Following their Title I PFE Survey response rate for not experiencing any barriers/challenges (52.2%), Native Hawaiian/Pacific Islander respondents' second-largest response rate regarding barriers

indicated that not having someone to care for their child(ren) and/or a family member (26.1%) created barriers/challenges that limited their ability to support their child(ren) with school or participate in their Title I school activities in 2020–2021, followed by conflicts with their own or a family member's work or personal schedule (21.7%) (Figure 19).

Figure 19. Percentage of Title I PFE Survey Responses for Respondents Who Indicated Barriers That Limited Their Ability to Support Their Child(ren) with School or Participate in School Activities by Respondents' Race/Ethnicity, 2020–2021 (n=10,984)

Question #10: This year, barriers/challenges that limited my ability to support my child(ren) with school, or my participation in school activities included: (Check all that apply)

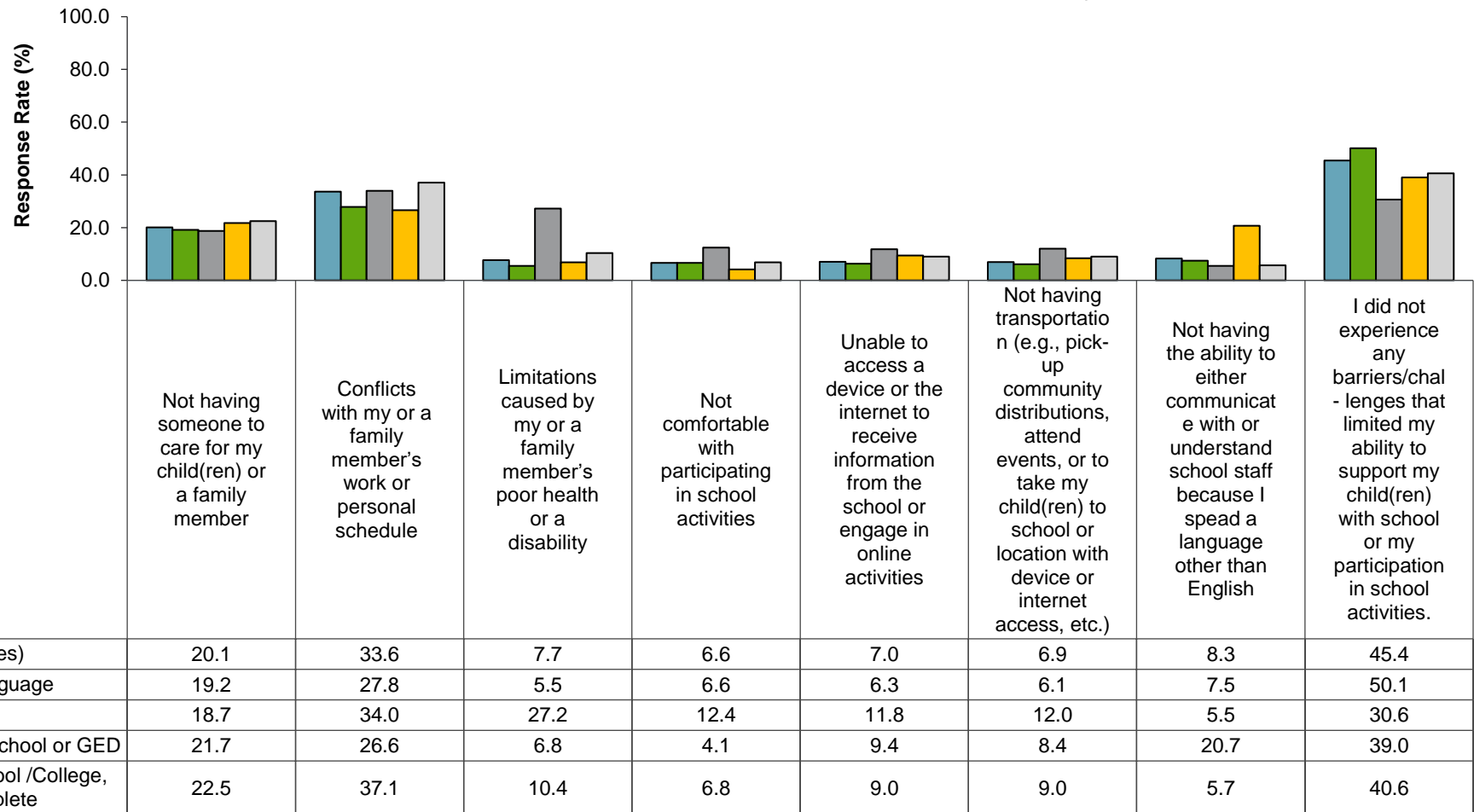


Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

Note: Percentages are based on the number of responses identifying each barrier divided by the total number of responses.

Figure 20. Percentage of Title I PFE Survey Responses Regarding the Barriers That Limited Respondents' Ability to Support Their Child(ren) with School or Participate in School Activities by Other of the Respondents' Characteristics, 2020–2021 (n=10,984)

Question #10: This year, barriers/challenges that limited my ability to support my child(ren) with school, or my participation in school activities included: (Check all that apply) - Continued



Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

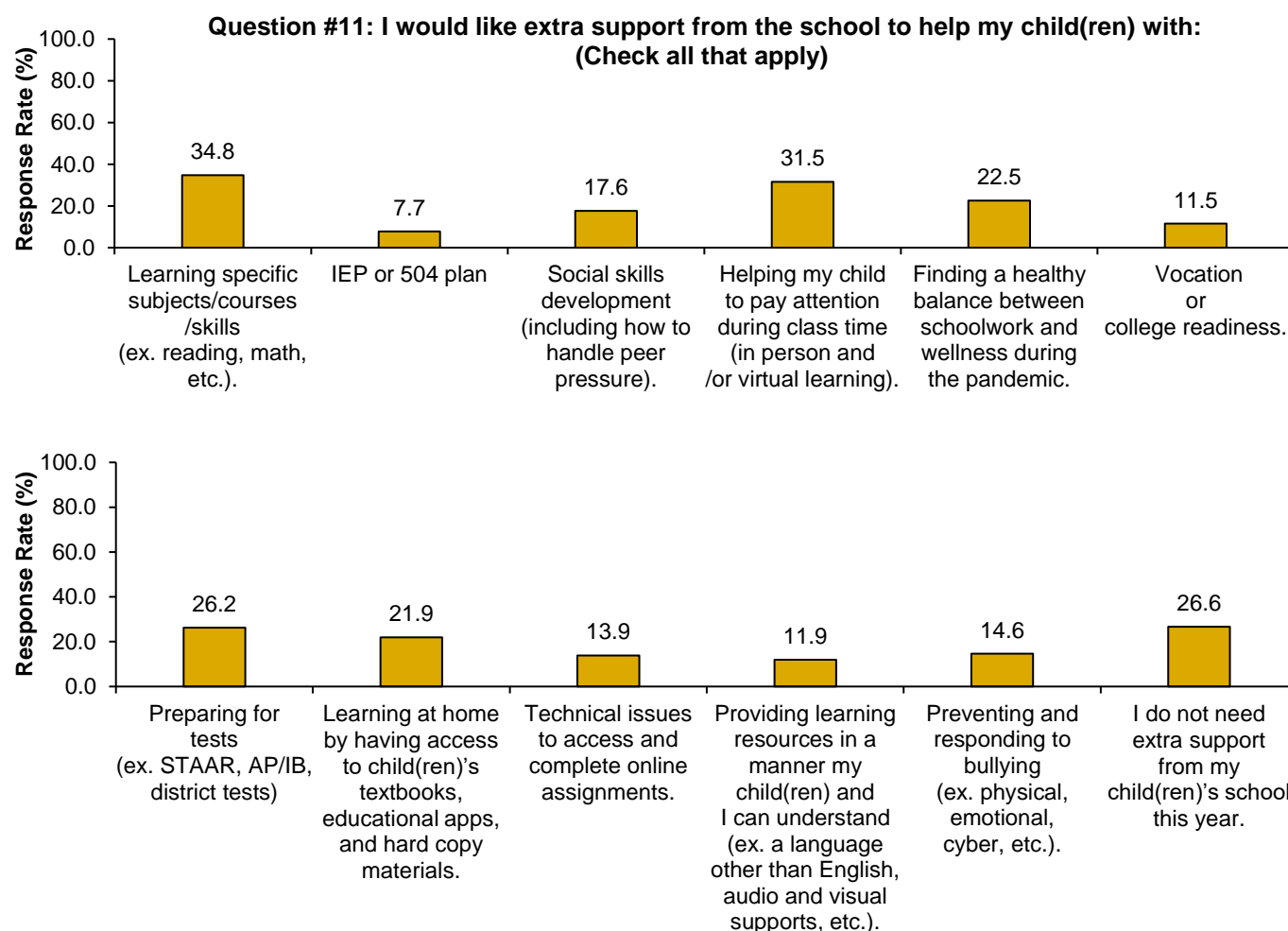
Note: Percentages are based on the number of responses identifying each barrier divided by the total number of responses.

What were the primary areas of assistance survey respondents reported they would like from the Title I campus to help with their child(ren)'s learning at home during the 2020–2021 academic year, by respondents' demographic characteristics?

Figure 21 shows the percentages of Title I PFE Survey responses for each type of extra support respondents would like from their child(ren)'s Title I school during the 2020–2021 academic year (Question responses 11A-11K). The response rate for those who reported they did not need extra support from the school is also provided (Question 11L).

- Figure 21 shows that more than one-third of the survey responses to this item indicated respondents would like their child(ren)'s Title I school to provide extra support with their child(ren)'s learning specific subjects/courses/skills in key content areas (34.8%). The next largest groups of responses to this item revealed respondents desired help with their child(ren) to pay attention during class time (31.5%) and to prepare for various tests (26.2%).

Figure 21. Percentage of Title I PFE Survey Responses Regarding the Type of Extra Support from the School Respondents Would Like to Help Their Child(ren), 2020–2021 (n=12,853)



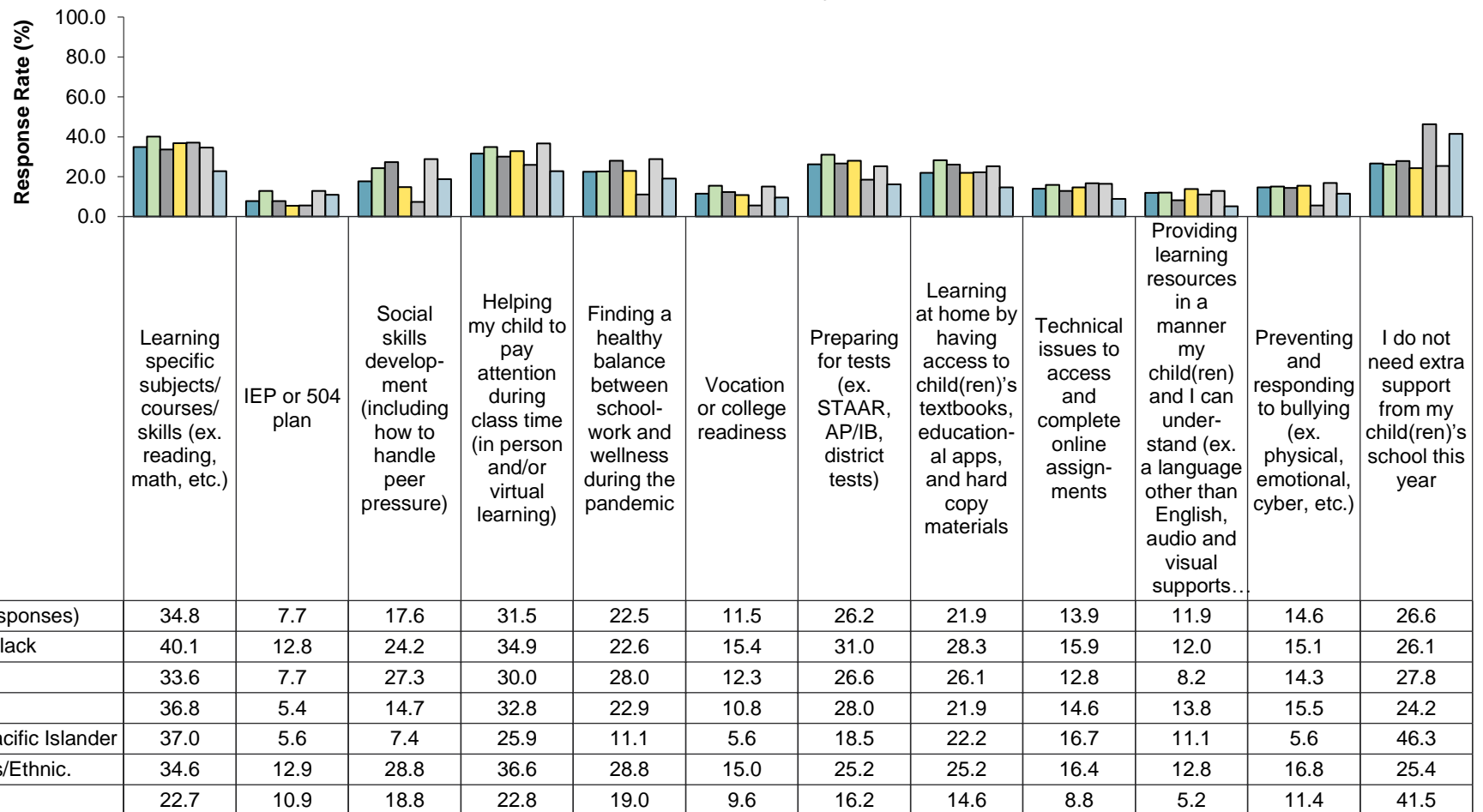
Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

Note: Percentages are based on the number of "Often" and "Sometimes" responses divided by the total number of responses.

- Districtwide, the smallest group of Title I PFE Survey responses to this item indicated respondents would least like extra support from the Title I school in 2020–2021 with their child(ren)’s IEP (Individual Education Plan) or 504 plan (7.7%) (i.e., 504-service plan based on Section 504 of the Rehabilitation Act of 1973) (Figure 21, p. 31).
- Districtwide, 26.6 percent of Title I PFE Survey responses to this item indicated that respondents did not need extra support to help their child(ren) from the Title I school in 2020–2021 (Figure 21).
- When respondents’ responses regarding the primary areas of assistance survey respondents reported that they would like from the Title I campus to help with their child(ren)’s learning at home during the 2020–2021 academic year were considered by respondents’ race/ethnicity and by characteristics of the potentially vulnerable survey respondents (i.e., those who speak a non-English primary language, have a disability, and not have completed high school or GED or have attended but not completed vocational school or college), some trends similar to the districtwide results were noted (**Figure 22** p. 33 and **Figure 23**, p. 34; Appendix **Table 10**, p. 112).
- Figure 22 and Figure 23 show that, parallel with district-level outcomes, regardless of respondents’ characteristics, except for White respondents, more than one-third of their survey responses to this item indicated they would like their child(ren)’s Title I school to provide extra support with their child(ren) learning specific subjects/courses/skills in key content areas. Response rates ranged from 33.6 percent (for Asian respondents) to 42.7 percent (respondents with a disability).
- For all groups except Native Hawaiian/Pacific Islander and White respondents and respondents with two or more races/ethnicities, their largest response rates about extra support indicated they would like their child(ren)’s Title I school to provide extra support with their child(ren)’s learning specific subjects/courses/skills in key content areas. The second-largest response rates to this item indicated respondents would like help with their child(ren) paying attention during class time (ranging from 30.0%-Asian respondents to 37.9%-respondents with a disability) (Figure 22 and Figure 23).
- Native Hawaiian/Pacific Islander and White respondents’ largest response rate regarding extra support revealed respondents did not need extra support from their child(ren)’s school (46.3% and 41.5%, respectively) and their second-highest response rates, respectively, learning specific subjects/courses/skills in key content areas (37.0%- Native Hawaiian/Pacific Islander respondents) and help with their child(ren) paying attention during class time (22.8%-White respondents) (Figure 22).
- For respondents with two or more races/ethnicities, their largest response rate about extra support revealed respondents’ desired help with their child(ren) to pay attention during class time (36.6%), followed by learning specific subjects/courses/skills in key content areas (34.6%) and Social skills development (including how to handle peer pressure) (28.8%) (Figure 22).
- Overall, aside from the aforementioned results based on race/ethnicity (Figure 22), the other identified groups of vulnerable respondents (i.e. parents and families speak a non-English primary language, have a disability, and/or did not complete high school, GED, or vocational school/college) revealed they most desired help from their child(ren)’s Title I school with their child(ren)’s learning specific subjects/courses/skills in key content areas, paying attention during class time, and preparing for tests (Figure 23).

Figure 22. Percentage of Title I PFE Survey Responses Regarding the Extra Support From the School Respondents Would Like to Help Their Child(ren) by Race/Ethnicity, 2020–2021 (n=12,853)

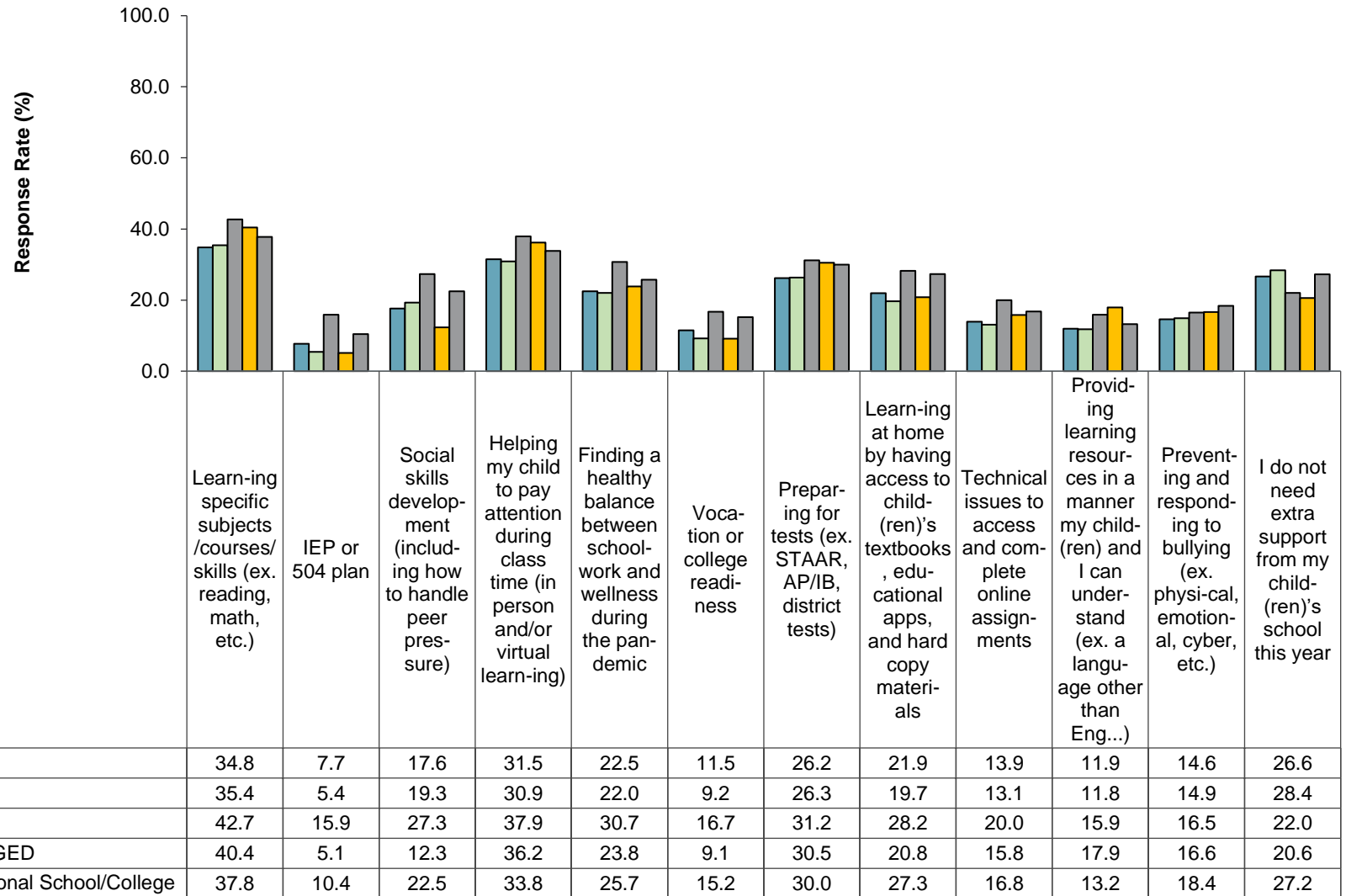
**Question #11: I would like extra support from the school to help my child(ren) with:
(Check all that apply)**



Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

Note: Percentages are based on the number of responses identifying each barrier divided by the total number of responses.

Figure 23. Percentage of Title I PFE Survey Responses Regarding the Extra Support From the School Respondents Would Like to Help Their Child(ren) Other of the Respondents' Characteristics, 2020–2021 (n=12,853)



Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

Note: Percentages are based on the number of responses identifying each barrier divided by the total number of responses.

Discussion

This evaluation was designed to assess the district's parent and family engagement (PFE) activity on Title I campuses during the 2020–2021 school year. Some findings are presented by students' or their parents' or family members' demographic characteristics. Regarding barriers that limited parents' and families' ability to support their child(ren)'s learning or to participate in their child(ren)'s Title I school's activities in 2020–2021, this evaluation pays particular attention to potentially vulnerable parents who reported speaking a language other than English at home, or being disabled or of a racial/ethnic "minority" background, or economically disadvantaged (given their child(ren)'s Title I status).

It is important to preface all findings of this report with an acknowledgment of the global COVID-19 pandemic, which was first experienced in HISD in spring 2019. The district's administrators, instructors, students, and their families are continuing to recover from the effects of the pandemic that persist in impacting every element of life, including educational instruction, learning modalities and strategies, and student assessment. Consequently, year-to-year comparisons between the Title I PFE outcomes of 2020–2021 and PFE outcomes of years prior have not been made in this report. Within-year trends for 2020–2021 have been presented in this evaluation. Unfortunately, improvements to past program implementation efforts and improved outcomes will not be identifiable. However, overall, the PFE outcomes presented in this report show important accomplishments produced by the highly committed stakeholders, including Title I students and their families, teachers, program coordinators, and school administrators at all levels.

In 2020–2021, HISD's school personnel disseminated Title I, Part A School-Parent Compacts to 63.0 percent of parents and families of Title I students enrolled on campuses with a Title I, Part A schoolwide or targeted assistance (TA) program. Though this rate of dissemination required extensive investments, any rate of Title I School-Parent Compact dissemination lower than 100 percent raises a red flag regarding the appropriate level of communication between Title I schools and their students' parents and families, because ESSA, Section 1116: Parent and Family Engagement (a)(2) requires that a written PFE policy to be distributed to the parents and families of program participants. Though this finding of 63.0 percent reveals that this crucial Title I information was not provided via compact dissemination to possibly more than one-third of the parents/families of the Title I students in 2020–2021, the actual extent of this problem is unclear due to data-quality concerns about the accuracy of the data for both Title I student enrollment and School-Parent Compact dissemination. Data quality concerns are cited later in this section.

Additional findings regarding the dissemination of the School-Parent Compact and other information shared by Title I schools to its Title I students' parents and families were gleaned from Title I PFE Survey respondents who reported they had received a copy of the Parent and Family Engagement Policy (55.7%) in 2020–2021. Favorably, parents and families also reported being provided Title I information on campus websites (52.7%). However, they were least likely to report they had been provided the School-Parent Compact (47.3%) or asked to give input on the Parent and Family Engagement Policy (40.7%) in 2020–2021. These response rates indicate the need to more highly prioritize efforts to improve (1) the level of communication between Title I schools and families regarding Title I policy and related information and (2) strategies to ensure parents and families are invited to provide their views on key Title I issues, practices, and policy.

Across the six Parent and Family Engagement activity categories: (1) Conference; (2) Education/Training; (3) Family Literacy; (4) Parental Literacy; (5) Planning; and (6) Volunteer, the district's overall Title I, Part A engagement rate was 32.2 percent in 2020–2021. Family members of Title I students identified as Hispanic/Latino (34.7%) and African American/Black (30.1%) had the highest overall engagement rates. The

overall engagement rate among White families was the lowest (22.4%) when compared to other race/ethnicity groups, based on the Title I student enrollment within each race/ethnic group. Fortunately, these findings suggest Hispanic/Latino and African American/Black families (who typically are called “minorities”) had engagement rates at the top of the hierarchy. Regrettably, however, their engagement rates were relatively close to only one-third (33.3%) of parents and families within each group, which is far from desirable.

Regarding parents’ and families’ participation in specific engagement activities, the highest engagement rate of 20.7 percent of parents/family members of Title I students was found for their participation in Conferences with school administrators and teachers, which was followed by a rate of 12.6 percent for PFE Education/Training activities and 8.8 percent for PFE Planning activities in 2020–2021. The lowest rate of engagement in PFE activities was 1.0 percent for those who served as a Volunteer at their child(ren)’s school in 2020–2021. Though each of the PFE rates is clearly far from desirable, the higher rate of parent and family participation in conferences may be a consequence of the perception that conferences are likely to directly impact their children’s educational experience. It is also possible that parent/guardian attendance at the conferences is viewed as mandatory. In support of these findings, parent and family perceptions of the utility of various engagement activities at their child(ren)’s school (as reported on the Title I PFE Survey) indicated they thought the meetings about their children between the respondent, school educators, principals, etc. were helpful (60.2%) and that the trainings or resources they received to help their child(ren)’s learning at home were helpful (55.6%). These results point to important successes. On the other hand, of great concern, parents and families were least likely to report that they thought the Parent University Meetings (21.0%), Virtual Curriculum Night(s) (21.1%), and School Board or School PTA meetings (23.9%) were helpful. This signifies a pressing need to identify and address the core causes of the PFE engagement rates and parent and family perceptions of the helpfulness or the lack of helpfulness of these endeavors.

Favorably, the largest proportion of Title I PFE Survey responses indicated they did not experience barriers or challenges that limited parent and family ability to support of their child(ren) with school or to participate in school activities in 2020–2021 (45.4%). When respondents identified barriers or challenges, their top two were conflicts with their own or a family member’s work or personal schedule (33.6%) and not having someone to care for their child(ren) and/or a family member (20.1%). However, important differences between the respondents surfaced when the analysis was focused upon characteristics of the potentially vulnerable Title I PFE Survey respondents (i.e., racial/ethnic “minority,” non-English primary home language, disabled, and low educational attainment). Those with a disability were most likely to identify conflicts with work or personal schedules (34.0%) as a barrier/challenge, followed by not experiencing barriers/challenges (30.6%) and their own or a family member’s poor health or a disability (27.2%). Except for respondents with a disability and Native Hawaiian/Pacific Islanders, respondents’ second-largest survey response rates indicated conflicts with the respondents’ or a family member’s work or personal schedule created barriers/challenges that limited their ability to support their child(ren) with school or their own ability to participate in school activities in 2020–2021 (ranging from 26.6% for respondents who did not complete high school or GED to 40.0% for respondents of two or more races/ethnicities). Further, except for respondents with a disability and Native Hawaiian/Pacific Islanders, these rates were followed by their rates for not having someone to care for their child(ren) and/or a family member (ranging from 14.5% for African American/Black respondents to 22.5% for respondents who attended but did not complete vocational school or college). Again, exploring the core causes of these challenges (specifically by the respondents’ characteristics) may reveal ways the district and Title I schools can help reduce or eliminate these challenges for parents and families and increase the success of HISD’s PFE endeavors.

The top three areas in which Title I PFE Survey respondents reported they would like assistance from their child(ren)’s Title I school to help with their child(ren)’s learning at home in 2020–2021 were to (1) learn specific

subjects/courses/skills in key content areas (34.8%), (2) pay attention during class time (31.5%), and (3) prepare for various tests (26.2%) in 2020–2021. When these areas for assistance are considered in the context of the responses regarding the helpfulness of Parent University Meetings (21.1%) and Virtual curriculum night(s) (21.3%), it seems to reveal the need to explore new strategies and/or topics for the Parent University and Virtual curriculum night forums that may be of greater interest and/or more useful to Title I students and their parents and families. Generally, regardless of respondent's demographic characteristics, the areas for assistance they reported ran parallel to the district-level results for this survey item. However, except for White respondents, more than one-third of their survey responses indicated they would like their child(ren)'s Title I school's assistance to provide extra support with their child(ren) learning specific subjects/courses/skills in key content areas, with response rates ranging from 33.6 percent (for Asian respondents) to 42.7 percent (respondents with a disability). Except for Native Hawaiian/Pacific Islander and White respondents and respondents with two or more races/ethnicities, parents' and families' second-largest response rate to this item indicated respondents would like help with their child(ren) paying attention during class time (ranging from 30.0% for Asian respondents to 37.9% for respondents with a disability).

Further information is needed to examine factors related to these PFE rates. Perhaps, some findings of this report are indicative of the typical types of the impacts of systemic sociological, environmental, and economic challenges and disparities experienced by vulnerable groups. About 88 percent of students attending Title I schools were identified as Hispanic/Latino (64.6%) or African American/Black (23.6%) in 2020–2021. Also, in 2020–2021, about 74 percent of the Title I PFE Survey respondents identified themselves as Hispanic/Latino (58.8%) or African American/Black (15.6%). Title I PFE Survey respondents also represented other potentially vulnerable groups (i.e., those who speak a non-English primary language at home (14.5%), have a disability (7.4%), have attended, but did not complete vocational school/college (11.8%), and have not completed high school or GED (17.8%). Examination of effective models and best practices for parent and family engagement that are relevant to a diverse, urban school district such as HISD, with particular attention to the engagement of "minority," economically disadvantaged, and other vulnerable parents and families seems warranted.

The findings regarding HISD parents' and family members' perceptions and experiences of engagement on Title I campuses were primarily based on information coded into the Student Information System (SIS) at the campus-level in 2020–2021 and responses to the HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021 (Title I PFE Survey). To maximize the value of the information extracted from SIS, some research methods used to conduct this analysis differed from those used in previous evaluations, including recoding of the Title I status for students in schoolwide programs and adjustments made to survey administration practices. Changes to the survey instrument were also made to better assess parent and family experiences and perceptions and to minimize opportunities for missing data or the need to exclude contradictory responses to a question. Therefore, comparisons to previous assessments are not advised. It is also important to highlight that the updated Title I PFE Survey in 2020–2021 had a districtwide response rate of 7.2 percent in the first year of Title I PFE Survey administration since the COVID-19 pandemic. Substantial nonresponse to the Title I PFE Survey diminishes its value. Post-COVID social conditions and PFE survey collection strategies which excluded hardcopy survey completion may account for elements of nonresponse in 2020–2021. The Department of Research and Accountability encourages its collaboration with other departmental and/or School Office and campus stakeholders to augment efforts to improve future PFE survey administration strategies.

Ultimately, an accurate PFE evaluation is contingent upon an accurate assessment of HISD's Title I, Part A PFE efforts, including the analyses of engagement activities and Title I Compact dissemination which are dependent upon accurate Title I student enrollment and PFE data. This is true particularly for analysis of TA campuses since Title I services are only targeted toward the identified Title I eligible students and their families and Title I services are not intended for the total student population as they are on schoolwide Title I campuses.

Therefore, total student enrollment data for TA campuses cannot be used in lieu of accurate Title I student enrollment data (which was done for this analysis to compensate for poor data quality issues for schoolwide campuses where errors were apparent). In addition, there were no alternative methods available to address coding concerns with the PFE activities within the six categories captured in SIS. Therefore, it is advised by the Department of Research and Accountability that the Department of External Funding consider enhancements to the training and, perhaps, oversight of campus-level Title I administrators, coordinators, and other relevant Title I campus personnel regarding the accuracy of all PFE data coding, including timely data entry. The impact of enhanced efforts may be tracked regularly, using the monthly reports currently provided by Research and Accountability to External Funding from September through June of each school year.

Recommendations

The apparent lack of accuracy of the information coded into the Student Information System (SIS) in 2020–2021 impacted the precision of the results of Title I student enrollment, School-Parent Compact dissemination, and engagement rates presented in this evaluation and that are otherwise provided to stakeholders. Therefore, it is advised that the Department of External Funding consider enhancements to the training and, perhaps, to the oversight of campus-level Title I administrators, coordinators, and other relevant Title I campus personnel regarding data coding accuracy and timely data entry.

Based on districtwide Title I School-Parent Compact dissemination rates (Figure 3, p. 11), this means campuses did not disseminate Compacts to more than one-third (37.0%) of Title I participants' parents and families, including from 23.5 percent to 54.8 percent of parents and families at the school office level. Additionally, Title I parent and family engagement rates (Figure 4, p. 12), also reveal that 67.8 percent of parents and families at the district level did not engage in any of the identified PFE activities at their child(ren)'s Title I school in 2020–2021, including from 61.9 percent to 72.3 percent of parents and families at the school office level. These results may indicate the need for enhanced collaborations between the Department of External Funding, School Offices, and students' parents and families to identify and address the core causes of the PFE rates of concern, including barriers to parent and family participation in PFE activities and the assistance parents and families would like from the Title I school to help with their child(ren)'s learning at home as indicated by Title I PFE Survey respondents. Particular attention to the needs of vulnerable populations of HISD constituents is warranted (i.e., their school is within the Achieve 180 school office or received lower than a "C" Texas Education Agency Accountability rating or high-need schools, they speak a non-English primary language or have a disability, and/or the parent/guardian did not complete high school, GED, or vocational school/college).

Given that the lowest PFE rates were for Family Literacy, Parental Literacy, Planning, and Volunteer activities, the Department of Research and Accountability encourages the Department of External Funding to consider: (a) exploring the root causes for these rates (including, but not limited to campus-based engagement practices and expectations, as well as accurate and timely data coding), (b) collaborating with the administrators of school offices and schools that have had success in exceeding district averages in various engagement activities, and (c) setting benchmarks for each engagement category. Setting realistic and differentiated benchmarks for specific PFE expectations on each Title I campus will allow the External Funding Department to better assess progress made towards annual goals for improvement, particularly among the 74 schools (29.8%) of the 248 HISD Title I campuses that fell below 25.0 percent in overall parent and family engagement in 2020–2021 and among the vulnerable populations in all Title I schools.

Parent and Family Engagement categories in PowerSchool SIS continue to focus solely on engagement within the school environment. Beyond Question #9 A-G, which was added to HISD's Title

I, PFE Survey in 2020–2021, little information seems to be collected on PFE outside of school. The External Funding, Research and Accountability, Wraparound Services, and Family and Community Engagement (FACE) departments are encouraged to consider alternative means to provide, facilitate, and measure PFE outside of the schools' walls. Adapting the ways HISD makes PFE opportunities accessible and, subsequently, measurable is critical because the district continues to experience low engagement in PFE opportunities offered by the district, including participation in its Title I PFE Survey. During the ongoing, global COVID-19 pandemic, HISD has made strides to adapt both training and outreach to staff and parents in the virtual environment. The Research and Accountability Department encourages the External Funding Department to continue to broaden this opportunity for outreach, perhaps by using virtual platforms to access and assess PFE more fully.

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Table 1A. HISD PowerSchool Coding for Program Parent and Family Engagement, 2020–2021

HISD External Funding Titles I, II & IV FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

Title I Parent and Family Engagement PowerSchool Coding Checklist

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

Table 1. Houston ISD Title I, Part A 2020–2021 Parent and Family Engagement Activity by School Office and Category, June 2021

	TOTAL STUDENT ENROLLMENT	TITLE I STUDENT ENROLLMENT	SCHOOL-PARENT COMPACT DISSEMINATION		OVERALL ENGAGEMENT (Any Category)		CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
HOUSTON ISD (All Students)	179,888	177,919	112,045	63.0	57,312	32.2	36,764	20.7	22,450	12.6	7,884	4.4	9,977	5.6	15,693	8.8	1,706	1.0
SCHOOL OFFICE																		
ACHIEVE 180	17,817	17,817	8,053	45.2	5,224	29.3	3,480	19.5	1,788	10.0	683	3.8	1,146	6.4	1,709	9.6	52	0.3
EAST	28,975	28,975	20,962	72.3	11,025	38.1	5,693	19.6	4,466	15.4	1,492	5.1	2,920	10.1	4,519	15.6	136	0.5
NORTH	27,568	27,568	20,299	73.6	10,138	36.8	8,121	29.5	4,514	16.4	1,210	4.4	813	2.9	4,113	14.9	102	0.4
NORTHWEST	26,983	25,725	19,679	76.5	7,116	27.7	3,224	12.5	3,698	14.4	1,163	4.5	1,327	5.2	1,944	7.6	208	0.8
SOUTH	31,203	31,203	20,148	64.6	10,720	34.4	7,341	23.5	1,732	5.6	1,425	4.6	2,711	8.7	644	2.1	891	2.9
WEST	47,342	46,631	22,904	49.1	13,089	28.1	8,905	19.1	6,252	13.4	1,911	4.1	1,060	2.3	2,764	5.9	317	0.7

Source: HISD Power School, extracted June 4 & June 30, 2021

Note: School-Parent Compact (TA/Individual and Schoolwide Compacts) and PFE activity by category is based on Title I student enrollment. PFE activity results are based on the 177,919 actively enrolled Title I students at 248 of the 249 HISD Title I schools in 2020–2021. Enrollment counts of actively enrolled Title I students excluded one of the two Targeted Assistance Title I schools (Pin Oak MS) because only students coded as Title I participants in the Student Information System were included (Condit ES, n=4; and Pin Oak MS, n=0). School-Parent Compacts refer to TA/Individual or Schoolwide. The number of students whose family member(s) engaged in the activity category was divided by the number of Title I students enrolled.

Table 2. 2020–2021 Title I, Part A Campus Student Enrollment and Parent and Family Engagement Activities by Campus, School Office and Category, June 2021

CAMPUS NUMBER	SCHOOL OFFICE/CAMPUS	STUDENT ENROLLMENT #	TITLE I STUDENT ENROLLMENT #	SCHOOL-PARENT COMPACT (TA) #	SCHOOL-PARENT COMPACT (SCHOOLWIDE) #	SCHOOL-PARENT COMPACT (SCHOOLWIDE) %	CONFERENCE #	EDUCATION /TRAINING #	FAMILY LITERACY #	PARENTAL LITERACY #	PLANNING #	VOLUNTEER #
	Houston ISD	179,888	177,919	123	111,922	63	36,764	22,450	7,884	9,977	15,693	1,706
	ACHIEVE 180 SCHOOL OFFICE	17,817	17,817	17	8,036	45	3,480	1,788	683	1,146	1,709	52
273	Ashford ES	554	554	0	504	91	507	506	9	1	18	20
41	Attucks MS+*	429	429	0	1	<1	0	0	0	0	0	0
121	Bruce ES+*	394	394	0	0	0	0	0	0	0	0	0
44	Cullen MS	373	373	1	319	86	0	318	1	1	309	0
45	Deady MS	638	638	1	608	95	23	0	0	0	608	0
140	Dogan ES	532	532	0	520	98	503	0	1	0	0	0
78	Fleming MS+	425	425	0	4	1	2	2	0	0	0	0
58	Gregory-Lincoln PK-8	679	679	0	236	35	227	42	0	0	0	28
52	Henry MS	795	795	1	761	96	0	0	0	18	0	0
456	High School Ahead Acad MS+*	149	149	0	0	<1	0	0	0	0	0	0
174	Highland Heights ES	458	458	0	391	85	9	0	49	0	20	0
473	Hilliard ES	538	538	1	416	77	417	0	1	412	0	0
7	Kashmere HS+	806	806	0	4	<1	2	0	0	0	0	0
79	Key MS+	669	669	0	89	13	86	82	0	0	35	0
480	Marshall ES+	770	770	0	3	<1	3	0	0	2	0	0
289	Martinez C ES	315	315	0	294	93	0	14	8	7	14	0
477	North Forest HS	956	956	0	633	66	630	629	19	23	499	4
373	Seguin ES	454	454	0	435	96	435	0	0	0	0	0
163	Sugar Grove MS	703	703	11	606	86	28	106	2	289	0	0
77	Thomas MS+*	622	622	0	2	<1	0	0	0	0	0	0
16	Washington HS	730	730	0	706	97	77	6	0	0	1	0
254	Wesley ES+*	253	253	0	1	<1	0	0	0	0	0	0
18	Wheatley HS+	747	747	0	137	18	18	0	0	1	0	0
257	Whidby ES	449	449	0	362	81	317	0	173	112	0	0
82	Williams MS	509	509	0	487	96	3	0	0	3	12	0
9	Wisdom HS+	1,878	1,878	0	4	<1	0	0	0	1	0	0
19	Worthing HS+*	801	801	0	2	<1	0	0	0	0	0	0
20	Yates HS+	822	822	0	174	21	170	0	170	0	0	0
247	Young ES	369	369	2	337	91	23	83	250	276	193	0
	EAST SCHOOL OFFICE	28,975	28,975	12	20,950	72	5,693	4,466	1,492	2,920	4,519	136
1	Austin HS	1,514	1,514	0	1,481	98	18	44	0	0	1,478	0
234	BCM Biotech Acad at Rusk	423	423	0	413	98	410	129	0	0	53	10
110	Blackshear ES+	326	326	0	2	1	2	0	0	0	0	0
112	Bonner ES	687	687	0	656	95	188	113	2	1	0	0

CAMPUS NUMBER	SCHOOL OFFICE/CAMPUS	STUDENT ENROLLMENT #	TITLE I STUDENT ENROLLMENT #	SCHOOL-PARENT COMPACT (TA) #	SCHOOL-PARENT COMPACT (SCHOOLWIDE) #	SCHOOL-PARENT COMPACT (SCHOOLWIDE) %	CONFERENCE #	EDUCATION /TRAINING #	FAMILY LITERACY #	PARENTAL LITERACY #	PLANNING #	VOLUNTEER #
EAST SCHOOL OFFICE (Continued)												
117	Briscoe ES*	233	233	0	225	97	0	0	0	0	0	0
124	Burnet ES	417	417	0	414	99	414	412	2	411	11	0
287	Cage ES	458	458	0	400	87	401	37	0	37	0	0
292	Carrillo ES	452	452	0	431	95	427	390	0	0	19	33
27	Chavez HS	2,433	2,433	0	2,416	99	63	0	0	0	0	0
71	Chrysalis MS	283	283	0	281	99	282	28	1	30	0	0
290	Crespo ES	630	630	0	625	99	0	624	0	1	0	0
297	Davila ES	394	394	0	389	99	14	387	0	0	240	0
138	DeZavala ES*	528	528	0	517	98	0	0	0	0	0	0
345	East EC HS+*	442	442	0	0	0	0	0	0	0	0	0
301	Eastwood Acad HS	436	436	0	143	33	81	46	0	0	0	0
46	Edison MS	610	610	0	594	97	0	0	0	0	1	0
154	Foster ES+	334	334	0	42	13	3	2	0	0	3	1
155	Franklin ES	326	326	0	311	95	88	0	1	10	0	0
4	Furr HS	1,095	1095	0	1,019	93	998	847	0	792	1,002	1
291	Gallegos ES	321	321	0	304	95	1	0	0	0	13	0
34	HSLJ	469	469	0	469	100	45	0	0	0	2	0
166	Harris JR ES	345	345	0	340	99	0	0	340	339	0	0
167	Harris RP ES	529	529	1	466	88	1	6	92	1	4	0
168	Hartsfield ES	351	351	0	260	74	139	62	69	6	9	0
171	Henderson JP ES	639	639	0	283	44	2	279	0	0	280	0
50	Holland MS	652	652	0	631	97	1	0	0	0	627	4
192	Lantrip ES+	628	628	0	2	<1	1	0	0	1	0	0
357	Laurenzo ECC+*	198	198	0	0	0	0	0	0	0	0	0
194	Lewis ES	706	706	0	483	68	37	3	322	225	4	1
195	Lockhart ES	487	487	9	417	86	0	1	0	0	1	0
485	Middle College HS	105	105	0	100	95	1	0	0	0	99	0
11	Milby HS+*	2,108	2,108	0	5	<1	0	0	0	0	0	0
311	Mount Carmel Acad HS	284	284	0	283	100	188	7	1	8	226	5
54	Navarro MS	645	645	0	606	94	30	22	0	3	2	2
212	Oates ES+	355	355	1	56	16	57	57	0	0	57	0
338	Ortiz MS	1,045	1,045	0	1,009	97	227	170	0	0	146	0

CAMPUS NUMBER			STUDENT ENROLLMENT #	TITLE I STUDENT ENROLLMENT #	SCHOOL-PARENT COMPACT (TA) #	SCHOOL-PARENT COMPACT (SCHOOLWIDE) #	SCHOOL-PARENT COMPACT (SCHOOLWIDE) %	CONFERENCE #	EDUCATION /TRAINING #	FAMILY LITERACY #	PARENTAL LITERACY #	PLANNING #	VOLUNTEER #
		>= 90%											
		25% - 89%											
		<25%											
	SCHOOL OFFICE/CAMPUS												
	EAST SCHOOL OFFICE (Continued)												
214	Park Place ES+		823	823	0	2	<1	91	84	36	35	97	0
216	Patterson ES		878	878	0	854	97	180	479	1	405	38	0
217	Peck ES		392	392	0	364	93	129	0	0	0	0	0
220	Pleasantville ES		241	241	0	225	93	188	2	17	0	47	13
222	Port Houston ES		261	261	0	255	98	50	98	71	0	5	18
186	Robinson ES+		539	539	0	18	3	6	11	0	0	6	0
233	Rucker ES		393	393	0	371	94	69	1	36	0	0	5
281	Sanchez ES		536	536	0	466	87	400	3	466	466	3	3
244	Southmayd ES		450	450	0	448	100	155	7	1	45	30	39
98	Stevenson MS		1,390	1,390	1	1,375	99	7	14	0	0	12	0
243	Thompson ES		372	372	0	213	57	97	101	33	103	4	1
279	Tijerina ES		300	300	0	286	95	202	0	1	1	0	0
258	Whittier ES+*		419	419	0	0	0	0	0	0	0	0	0
371	Young Scholars+*		93	93	0	0	0	0	0	0	0	0	0
	NORTH SCHOOL OFFICE		27,568	27,568	11	20,288	74	8,121	4,514	1,210	813	4,113	102
106	Atherton ES		487	487	0	389	80	391	181	313	119	10	2
107	Barrick ES		563	563	0	523	93	0	1	0	0	0	0
109	Berry ES		767	767	0	760	99	437	0	0	1	313	4
122	Burbank ES		853	853	0	259	30	26	106	0	0	0	0
43	Burbank MS		1,479	1,479	0	1,450	98	0	15	0	0	0	0
125	Burrus ES		291	291	0	273	94	0	19	0	1	3	0
358	Cook ES+		540	540	0	3	1	0	2	0	0	0	0
132	Coop ES+		633	633	0	20	3	18	0	13	14	6	6
137	De Chaumes ES		745	745	0	725	97	1	133	0	1	0	0
144	Durkee ES		483	483	0	467	97	240	117	35	0	2	0
147	Eliot ES		576	576	0	563	98	231	335	169	26	245	0
475	Elmore ES+		615	615	0	5	1	3	1	2	1	0	0
352	Farias ECC		333	333	5	328	98	217	333	10	40	247	5
47	Fonville MS*		769	769	0	764	99	0	0	0	0	0	0
470	Fonwood ECC		349	349	2	311	89	97	0	92	0	0	0
476	Forest Brook MS		813	813	1	747	92	746	745	0	0	2	0
283	Garcia ES+*		444	444	0	0	0	0	0	0	0	0	0

CAMPUS NUMBER	<div><div></div><div></div><div></div></div> <div>SCHOOL OFFICE/CAMPUS</div>	TITLE I	SCHOOL-PARENT	SCHOOL-PARENT	SCHOOL-PARENT	CONFERENCE	EDUCATION /TRAINING	FAMILY LITERACY	PARENTAL LITERACY	PLANNING	VOLUNTEER	
		STUDENT	STUDENT	COMPACT	COMPACT							COMPACT
		ENROLLMENT	ENROLLMENT	(TA)	(SCHOOLWIDE)							(SCHOOLWIDE)
		#	#	#	#	%	#	#	#	#	#	
	NORTH SCHOOL OFFICE (Continued)											
172	Henderson NQ ES+	242	242	0	4	2	0	1	0	0	0	
286	Herrera ES	801	801	0	798	100	245	85	62	46	54	
310	Houston MSTC HS	2,601	2,601	0	2,594	100	2,593	0	0	0	2,593	
180	Isaacs ES+	279	279	0	33	12	0	3	0	0	0	
181	Janowski ES	446	446	0	418	94	5	77	0	2	1	
182	Jefferson ES	392	392	0	193	49	24	1	0	2	3	
185	Kashmere Gardens ES+	441	441	0	2	<1	1	0	0	1	0	
188	Kennedy ES*	565	565	0	551	98	0	0	0	0	0	
389	Ketelsen ES	492	492	0	490	100	36	144	0	0	15	
197	Looscan ES	293	293	0	273	93	273	0	273	273	0	
128	Lyons ES	898	898	0	875	97	874	872	0	0	0	
61	Marshall MS	709	709	2	673	95	15	19	7	2	2	
298	Martinez R ES	473	473	0	452	96	453	0	0	0	1	
179	McGowen ES+*	410	410	0	0	0	0	0	0	0	0	
62	McReynolds MS+	500	500	0	2	<1	0	0	1	0	1	
359	Moreno ES	697	697	0	665	95	209	100	220	277	0	
308	North Houston EC HS	484	484	1	482	100	193	0	0	0	93	
210	Northline ES	484	484	0	462	95	13	0	5	5	0	
3	Northside HS	1,399	1,399	0	1,339	96	1	0	0	0	3	
213	Osborne ES	269	269	0	239	89	62	2	3	2	44	
113	Paige ES+	460	460	0	7	2	4	1	3	0	1	
223	Pugh ES+*	363	363	0	0	0	0	0	0	0	0	
231	Roosevelt ES	504	504	0	502	100	188	0	0	0	0	
232	Ross ES+	290	290	0	1	<1	0	0	1	0	1	
237	Scarborough ES	607	607	0	593	98	2	276	0	0	0	
269	Scroggins ES	389	389	0	383	98	0	382	0	0	0	
479	Shadydale ES+	785	785	0	120	15	30	73	1	0	9	
240	Sherman ES	555	555	0	550	99	493	490	0	0	464	
	NORTHWEST SCHOOL OFFICE	26,983	25,725	51	19,628	76	3,224	3,698	1,163	1,327	1,944	
478	Arabic Immersion+*	460	460	0	0	0	0	0	0	0	0	
268	Benbrook ES+*	494	494	0	0	0	0	0	0	0	0	
42	Black MS*	1,346	1,346	0	1,331	99	0	0	0	0	0	
120	Browning ES+*	428	428	0	0	0	0	0	0	0	0	
323	Challenge EC HS+*	468	468	0	0	0	0	0	0	0	0	

Table 2. 2020–2021 Title I, Part A Campus Student Enrollment and Parent and Family Engagement Activities by Campus, School Office and Category, June 2021 (Continued)

CAMPUS NUMBER				STUDENT ENROLLMENT #	TITLE I STUDENT ENROLLMENT #	SCHOOL-PARENT COMPACT (TA) #	SCHOOL-PARENT COMPACT (SCHOOLWIDE) #	SCHOOL-PARENT COMPACT (SCHOOLWIDE) %	CONFERENCE #	EDUCATION /TRAINING #	FAMILY LITERACY #	PARENTAL LITERACY #	PLANNING #	VOLUNTEER #
		>= 90%												
		25% - 89%												
		<25%												
	SCHOOL OFFICE/CAMPUS													
	NORTHWEST SCHOOL OFFICE (Continued)													
48	Clifton MS			573	573	1	545	95	54	0	1	0	544	0
135	Crockett ES			558	558	0	529	95	1	0	0	0	0	0
26	DeBakey HS+			916	916	0	190	21	64	186	10	119	130	1
115	Durham ES			554	554	0	209	38	208	74	0	0	18	0
152	Field ES			430	430	0	419	97	423	422	0	2	420	0
157	Garden Oaks+			818	818	0	3	<1	0	1	1	1	0	0
348	HAIS			490	490	0	490	100	145	304	67	68	191	2
49	Hamilton MS			1,041	1,041	0	1,029	99	0	17	2	66	198	0
12	Heights HS			2,411	2,411	11	2,375	99	135	71	37	36	91	28
170	Helms ES			477	477	0	149	31	0	0	0	0	148	1
53	Hogg MS			1,022	1,022	0	994	97	73	994	994	994	8	12
8	Lamar HS			2,806	2,806	1	2,786	99	58	815	0	0	116	14
458	Leland YMCPA+*			454	454	0	0	0	0	0	0	0	0	0
198	Love ES+			308	308	0	46	15	0	0	18	28	0	0
201	MacGregor ES*			481	481	1	474	99	0	0	0	0	0	0
204	Memorial ES+*			339	339	0	1	<1	0	0	0	0	0	0
64	Pershing MS			1,720	1,720	2	1,666	97	18	336	0	0	6	77
337	Pin Oak MS (TA)+*			1,258	0	0	0	0	0	0	0	0	0	0
80	Rice School			1,111	1,111	0	1,092	98	266	138	0	0	0	1
24	Scarborough HS			730	730	0	701	96	699	0	0	0	1	0
241	Sinclair ES			598	598	33	555	93	77	0	32	0	0	12
242	Smith ES			809	809	0	695	86	0	0	0	13	0	5
245	Stevens ES			558	558	0	519	93	520	0	0	0	0	0
252	Wainwright ES*			406	406	0	282	69	0	0	0	0	0	0
15	Waltrip HS			1,801	1,801	0	1,761	98	236	160	0	0	56	3
256	Wharton K-8			604	604	1	276	46	236	121	0	0	0	42
463	YWCPA			514	514	1	511	99	11	59	1	0	17	10
	SOUTH SCHOOL OFFICE			31,203	31,203	15	20,133	65	7,341	1,732	1,425	2,711	644	891
102	Alcott ES+*			197	197	0	0	0	0	0	0	0	0	0
104	Almeda ES			818	818	0	785	96	183	162	0	0	0	0
105	Anderson ES+			711	711	0	8	1	3	3	0	4	0	0
108	Bastian ES			613	613	0	593	97	592	119	431	45	0	0
467	Baylor College MS			606	606	0	593	98	214	0	0	31	3	0

Table 2. 2020–2021 Title I, Part A Campus Student Enrollment and Parent and Family Engagement Activities by Campus, School Office and Category, June 2021 (Continued)

CAMPUS NUMBER			STUDENT ENROLLMENT #	TITLE I STUDENT ENROLLMENT #	SCHOOL-PARENT COMPACT (TA) #	SCHOOL-PARENT COMPACT (SCHOOLWIDE) #	SCHOOL-PARENT COMPACT (SCHOOLWIDE) %	CONFERENCE #	EDUCATION /TRAINING #	FAMILY LITERACY #	PARENTAL LITERACY #	PLANNING #	VOLUNTEER #	
		>= 90%												
		25% - 89%												
		<25%												
SCHOOL OFFICE/CAMPUS														
	SOUTH SCHOOL OFFICE (Continued)													
151	Bell ES			603	603	0	601	100	416	88	0	0	0	0
360	Bellfort ECC			333	333	0	317	95	1	29	100	0	0	0
119	Brookline ES			777	777	0	761	98	33	0	0	0	0	0
123	Codwell ES			367	367	0	353	96	217	1	0	0	24	19
133	Cornelius ES			798	798	0	775	97	3	57	0	1	11	1
383	DeAnda ES+			577	577	0	107	19	108	0	0	0	108	0
468	Energy Inst HS+*			742	742	0	0	0	0	0	0	0	0	0
271	Foerster ES			644	644	0	634	98	605	3	1	7	6	5
72	Fondren MS			1,078	1,078	0	918	85	910	9	11	445	80	745
156	Frost ES+			526	526	0	8	2	8	8	0	0	0	0
158	Garden Villas ES			505	505	0	503	100	1	1	1	1	0	0
159	Golfcrest ES			472	472	3	450	95	215	12	1	60	0	1
162	Gregg ES			388	388	0	349	90	8	17	0	0	0	0
262	Grissom ES			511	511	0	487	95	485	485	2	0	0	0
369	Gross ES			549	549	0	510	93	34	0	0	0	0	0
131	Halpin ECC			334	334	0	310	93	14	13	0	0	0	27
51	Hartman MS			1,176	1,176	0	736	63	736	0	0	0	0	0
395	Hines-Caldwell ES			721	721	0	704	98	37	24	0	1	13	0
175	Hobby ES			619	619	0	581	94	580	220	0	0	36	0
6	Jones HS			331	331	0	188	57	57	0	0	0	0	0
187	Kelso ES+			421	421	0	62	15	0	0	0	1	59	59
263	Law ES+			638	638	0	2	<1	2	2	0	0	1	0
75	Lawson MS+			1,434	1,434	0	3	<1	0	0	1	0	0	0
355	MLK ECC+			263	263	0	24	9	23	0	0	1	1	0
203	Mading ES+*			378	378	0	0	0	0	0	0	0	0	0
10	Madison HS+			1,771	1,771	0	5	<1	0	0	0	2	0	0
264	Mitchell ES+			429	429	0	1	<1	1	0	0	0	1	0
207	Montgomery ES			465	465	0	314	68	0	1	1	1	1	0
215	Parker ES			865	865	1	855	99	854	5	0	0	5	6
265	Petersen ES			405	405	0	284	70	243	106	32	13	49	3
382	Reagan Ed Ctr PK-8			871	871	0	797	92	0	0	1	0	0	0

Table 2. 2020–2021 Title I, Part A Campus Student Enrollment and Parent and Family Engagement Activities by Campus, School Office and Category, June 2021 (Continued)

CAMPUS NUMBER	<div><div></div><div></div><div></div></div> <div>SCHOOL OFFICE/CAMPUS</div>		TITLE I STUDENT ENROLLMENT	SCHOOL-PARENT COMPACT (TA)	SCHOOL-PARENT COMPACT (SCHOOLWIDE)	SCHOOL-PARENT COMPACT (SCHOOLWIDE)		EDUCATION /TRAINING	FAMILY LITERACY	PARENTAL LITERACY	PLANNING	VOLUNTEER
		>= 90%	25% - 89%	<25%	#	#	#	%	#	#	#	#
	SOUTH SCHOOL OFFICE (Continued)											
224	Red ES	607	607	0	598	99	57	180	2	0	43	0
225	Reynolds ES	378	378	0	334	88	8	2	10	8	0	3
239	Shearn ES	468	468	0	406	87	1	0	0	0	0	0
486	South EC HS	417	417	0	417	100	141	73	0	21	12	22
14	Sterling HS	1,576	1,576	10	1,351	86	29	0	0	6	167	0
374	Tinsley ES+	591	591	0	5	1	4	4	0	0	0	0
56	Welch MS+	686	686	0	57	8	27	18	5	1	1	0
17	Westbury HS	2,290	2,290	0	2,152	94	55	0	211	2,057	5	0
260	Windsor Village ES	686	686	0	664	97	370	32	615	5	18	0
127	Woodson School	568	568	1	531	93	66	58	0	0	0	0
	WEST SCHOOL OFFICE	47,342	46,631	17	22,887	49	8,905	6,252	1,911	1,060	2,764	317
274	Askew ES	832	832	0	787	95	786	285	49	0	734	32
2	Bellaire HS+*	3,167	3,167	0	0	0	0	0	0	0	0	0
295	Benavidez ES+	925	925	0	2	<1	0	0	0	0	1	8
111	Bonham ES	864	864	1	741	86	737	65	0	27	0	0
114	Braeburn ES+	762	762	0	94	12	88	82	77	8	3	1
344	Briarmeadow	566	566	0	513	91	92	85	0	0	16	17
130	Condit ES (TA)+	715	4	3	0	75	4	4	0	0	0	0
136	Cunningham ES	590	590	0	416	71	414	388	237	256	20	0
396	Daily ES+	715	715	0	165	23	168	168	0	0	2	1
321	E-STEM Central HS	604	604	0	576	95	34	0	0	0	0	0
390	E-STEM West MS*	429	429	0	390	91	0	0	0	0	0	0
148	Elrod ES	701	701	2	685	98	685	685	15	10	0	1
149	Emerson ES	914	914	0	702	77	192	72	0	1	5	0
350	Energized ECC*	272	272	0	236	87	0	0	0	0	0	0
364	Energized ES	1,435	1,435	0	1,410	98	1	552	2	0	0	0
342	Energized MS	618	618	0	616	100	410	265	0	0	283	0
153	Fondren ES	317	317	0	296	93	168	0	21	0	0	0
173	Herod ES	773	773	1	756	98	76	0	93	8	12	31
340	Las Americas MS	244	244	0	214	88	20	150	200	28	10	175
324	Liberty HS	258	258	0	106	41	0	0	107	107	0	0
59	Long Acad	940	940	0	911	97	111	46	2	15	106	0

Table 2. 2020–2021 Title I, Part A Campus Student Enrollment and Parent and Family Engagement Activities by Campus, School Office and Category, June 2021 (Continued)

CAMPUS NUMBER	SCHOOL OFFICE/CAMPUS		STUDENT ENROLLMENT #	TITLE I STUDENT ENROLLMENT #	SCHOOL-PARENT COMPACT (TA) #	SCHOOL-PARENT COMPACT (SCHOOLWIDE) #	SCHOOL-PARENT COMPACT (SCHOOLWIDE) %	CONFERENCE #	EDUCATION /TRAINING #	FAMILY LITERACY #	PARENTAL LITERACY #	PLANNING #	VOLUNTEER #
		>= 90%											
		25% - 89%											
		<25%											
	WEST SCHOOL OFFICE (Continued)												
196	Longfellow ES		672	672	0	591	88	323	284	0	1	352	5
227	McNamara ES		892	892	0	823	92	522	99	0	0	11	0
55	Meyerland MS+		1,345	1,345	0	1	<1	0	0	0	0	1	0
484	Middle College HS+*		142	142	0	1	1	0	0	0	0	0	0
299	Milne ES		471	471	0	445	94	299	76	5	1	3	0
354	Mistral ECC		255	255	0	252	99	252	235	0	0	2	0
209	Neff ECC		554	554	0	545	98	26	149	0	0	264	0
394	Neff ES		750	750	3	733	98	8	57	0	53	157	0
218	Pilgrim Academy+		1,144	1,144	0	6	1	1	2	0	0	0	0
219	Piney Point ES		1,162	1,162	0	1,127	97	937	739	3	106	401	8
60	Revere MS+		1,166	1,166	0	4	<1	2	0	1	0	0	0
372	Rodriguez ES+		947	947	0	169	18	99	0	32	72	0	0
353	School at St. George ES+		755	755	2	180	24	2	0	0	0	2	1
276	Shadowbriar ES		480	480	0	404	84	406	1	0	0	0	4
23	Sharpstown HS+		1,714	1,714	0	3	<1	1	1	1	1	1	0
81	Sharpstown Intl+		1,252	1,252	0	169	13	0	169	0	0	0	0
248	Sutton ES		1,046	1,046	0	1,036	99	189	463	0	21	329	5
100	TCAH+*		7,871	7,871	0	0	0	0	0	0	0	0	0
68	Tanglewood MS+*		898	898	0	2	<1	0	0	0	0	0	0
285	Valley West ES		768	768	0	754	98	730	19	3	0	0	6
253	Walnut Bend ES		630	630	0	611	97	192	369	0	154	13	13
99	West Briar MS		1,139	1,139	0	1,120	98	259	0	1,043	152	1	5
36	Westside HS		2,828	2,828	0	2,825	100	1	1	0	0	0	0
267	White E ES		699	699	5	601	86	606	328	18	39	8	4
483	White M ES		638	638	0	604	95	63	412	1	0	26	0
392	Young Learners		483	483	0	265	55	1	1	1	0	1	0

Source: HISD Power School, extracted June 4 & June 30, 2021.

Notes: School-Parent Compact (TA/Individual and Schoolwide Compacts). PFE activity by category is based on Title I student enrollment and results are based on cumulative parent and family engagement data recorded in 2021–2022 and active Title I student enrollment regardless of Average Daily Attendance (ADA) membership status. Only students coded as receiving Title I assistance are included. (TA) refers to Targeted Assistance campuses. Non-Title I campuses and duplicate Title I student records were removed from the extracted data. Schools that are in bold indicate that these Title I campuses disseminated at least 90 percent of respective School-Parent Compacts. Schools that have a cross (+) indicate that these Title I campuses disseminated less than 25 percent of School-Parent Compacts. Percentage of School-Parent Compact is calculated by dividing the total number of School-Parent Compact by the Title I Student Enrollment. Schools that have an asterisk (*) reported no participation among parents and family members within any of the six engagement categories.

Table 3. Houston ISD Title I, Part A 2020–2021 Parent and Family Engagement Activity by Race/Ethnicity and Category, June 2021

	TITLE I STUDENT ENROLLMENT	SCHOOL-PARENT COMPACT DISSEMINATION (TA/SCHOOLWIDE)		OVERALL ENGAGEMENT (Any Category)		CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
HOUSTON ISD (All Students)	177,919	112,044	63.0	57,312	32.2	36,764	20.7	22,450	12.6	7,884	4.4	9,977	5.6	15,693	8.8	1,706	1.0
RACE/ETHNICITY																	
Unknown	1,253	477	38.1	179	14.3	127	0.3	58	0.3	42	0.5	26	0.3	26	0.2	2	0.1
African American/Black	41,687	23,853	57.2	12,559	30.1	8,908	21.4	4,331	10.4	2,070	5.0	2,238	5.4	2,622	6.3	421	1.0
Asian	5,033	2,649	52.6	1,318	26.2	785	15.6	658	13.1	169	3.4	167	3.3	319	6.3	48	1.0
Hispanic/Latino	114,046	77,750	68.2	39,629	34.7	24,978	21.9	15,746	13.8	4,873	4.3	6,958	6.1	11,958	10.5	1,035	0.9
Native Hawaiian /Pacific Islander	374	190	50.8	94	25.1	60	16.0	38	10.2	10	2.7	16	4.3	22	5.9	2	0.5
Two or More Races/Ethnic.	1,860	896	48.2	467	25.1	269	14.5	195	10.5	91	4.9	91	4.9	91	4.9	13	0.7
White	13,666	6,229	45.6	3,066	22.4	1,637	12.0	1,424	10.4	629	4.6	481	3.5	655	4.8	185	1.4
ACHIEVE 180	17,817	8,053	45.2	5,224	29.3	3,480	19.5	1,788	10.0	683	3.8	1,146	6.4	1,709	9.6	52	0.3
Unknown	214	83	38.8	56	26.2	38	17.8	11	5.1	15	7.0	18	8.4	6	2.8		0.0
African American/Black	8,219	3,296	40.1	2,348	28.6	1,695	20.6	1,002	12.2	516	6.3	639	7.8	694	8.4	30	0.4
Asian	229	73	31.9	56	24.5	33	14.4	25	10.9	10	4.4	22	9.6	6	2.6	1	0.4
Hispanic/Latino	8,520	4,336	50.9	2,595	30.5	1,588	18.6	671	7.9	112	1.3	428	5.0	963	11.3	9	0.1
Native Hawaiian /Pacific Islander	40	10	25.0	4	10.0	2	5.0	2	5.0		0.0	2	5.0		0.0		0.0
Two or More Races/Ethnic.	110	54	49.1	40	36.4	31	28.2	18	16.4	7	6.4	10	9.1	8	7.3	2	1.8
White	485	201	41.4	125	25.8	93	19.2	59	12.2	23	4.7	27	5.6	32	6.6	10	2.1
EAST	28,975	20,962	72.3	11,025	38.1	5,693	19.6	4,466	15.4	1,492	5.1	2,920	10.1	4,519	15.6	136	0.5
Unknown	189	86	45.5	31	16.4	19	10.1	5	2.6	5	2.6	1	0.5	9	4.8		0.0
African American/Black	3,954	2,624	66.4	1,330	33.6	848	21.4	433	11.0	169	4.3	330	8.3	563	14.2	16	0.4
Asian	418	241	57.7	62	14.8	50	12.0	34	8.1	6	1.4	12	2.9	29	6.9		0.0
Hispanic/Latino	23,732	17,577	74.1	9,358	39.4	4,639	19.5	3,893	16.4	1,276	5.4	2,508	10.6	3,824	16.1	112	0.5
Native Hawaiian /Pacific Islander	39	23	59.0	11	28.2	5	12.8	4	10.3	1	2.6	3	7.7	6	15.4		0.0
Two or More Races/Ethnic.	74	47	63.5	23	31.1	13	17.6	7	9.5	2	2.7	6	8.1	12	16.2	1	1.4
White	569	364	64.0	210	36.9	119	20.9	90	15.8	33	5.8	60	10.5	76	13.4	7	1.2

Table 3. Houston ISD Title I, Part A 2020–2021 Parent and Family Engagement Activity by Race/Ethnicity and Category, June 2021 (Continued)

	TITLE I STUDENT ENROLLMENT	SCHOOL-PARENT COMPACT DISSEMINATION (TA/SCHOOLWIDE)		OVERALL ENGAGEMENT (Any Category)		CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
NORTH	27,568	20,299	73.6	10,138	36.8	8,121	29.5	4,514	16.4	1,210	4.4	813	2.9	4,113	14.9	102	0.4
Unknown	188	81	43.1	35	18.6	31	16.5	22	11.7	4	2.1	3	1.6	6	3.2		0.0
African American/Black	5,153	2,386	46.3	1,246	24.2	1,141	22.1	691	13.4	277	5.4	111	2.2	276	5.4	10	0.2
Asian	43	28	65.1	18	41.9	13	30.2	4	9.3	3	7.0	3	7.0	12	27.9		0.0
Hispanic/Latino	21,540	17,389	80.7	8,621	40.0	6,747	31.3	3,703	17.2	908	4.2	683	3.2	3,724	17.3	89	0.4
Native Hawaiian /Pacific Islander	34	24	70.6	11	32.4	10	29.4	5	14.7		0.0	1	2.9	5	14.7		0.0
Two or More Races/Ethnic.	63	36	57.1	15	23.8	14	22.2	2	3.2	3	4.8	2	3.2	7	11.1		0.0
White	547	355	64.9	192	35.1	165	30.2	87	15.9	15	2.7	10	1.8	83	15.2	3	0.5
NORTHWEST	25,725	19,678	76.5	7,116	27.7	3,224	12.5	3,698	14.4	1,163	4.5	1,327	5.2	1,944	7.6	208	0.8
Unknown	116	51	44.0	10	8.6	7	6.0	4	3.4	2	1.7	2	1.7		0.0		0.0
African American/Black	4,890	4,015	82.1	1,227	25.1	546	11.2	629	12.9	94	1.9	117	2.4	295	6.0	47	1.0
Asian	925	545	58.9	233	25.2	59	6.4	193	20.9	23	2.5	56	6.1	63	6.8	10	1.1
Hispanic/Latino	15,682	11,981	76.4	4,405	28.1	2,218	14.1	2,016	12.9	766	4.9	856	5.5	1,319	8.4	85	0.5
Native Hawaiian /Pacific Islander	59	38	64.4	16	27.1	5	8.5	7	11.9	3	5.1	3	5.1	5	8.5		0.0
Two or More Races/Ethnic.	464	335	72.2	118	25.4	33	7.1	85	18.3	29	6.3	36	7.8	23	5.0	4	0.9
White	3,589	2,713	75.6	1,107	30.8	356	9.9	764	21.3	246	6.9	257	7.2	239	6.7	62	1.7

Table 3. Houston ISD Title I, Part A 2020–2021 Parent and Family Engagement Activity by Race/Ethnicity and Category, June 2021 (Continued)

	TITLE I STUDENT ENROLLMENT	SCHOOL-PARENT COMPACT DISSEMINATION (TA/SCHOOLWIDE)		OVERALL ENGAGEMENT (Any Category)		CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
SOUTH	31,203	20,148	64.6	10,720	34.4	7,341	23.5	1,732	5.6	1,425	4.6	2,711	8.7	644	2.1	891	2.9
Unknown	162	66	40.7	11	6.8	7	4.3	2	1.2	9	5.6	2	1.2	1	0.6		0.0
African American/Black	10,752	6,701	62.3	3,629	33.8	2,576	24.0	490	4.6	566	5.3	885	8.2	221	2.1	298	2.8
Asian	343	247	72.0	144	42.0	106	30.9	15	4.4	8	2.3	37	10.8	8	2.3	19	5.5
Hispanic/Latino	18,578	12,277	66.1	6,325	34.0	4,168	22.4	1,141	6.1	804	4.3	1,707	9.2	391	2.1	547	2.9
Native Hawaiian /Pacific Islander	41	27	65.9	17	41.5	13	31.7	2	4.9	2	4.9	5	12.2	1	2.4	2	4.9
Two or More Races/Ethnic.	248	154	62.1	116	46.8	89	35.9	20	8.1	10	4.0	22	8.9	4	1.6	4	1.6
White	1,079	676	62.7	478	44.3	382	35.4	62	5.7	26	2.4	53	4.9	18	1.7	21	1.9
WEST	46,631	22,904	49.1	13,089	28.1	8,905	19.1	6,252	13.4	1,911	4.1	1,060	2.3	2,764	5.9	317	0.7
Unknown	384	110	28.6	36	9.4	25	6.5	14	3.6	7	1.8		0.0	4	1.0	2	0.5
African American/Black	8,719	4,831	55.4	2,779	31.9	2,102	24.1	1,086	12.5	448	5.1	156	1.8	573	6.6	20	0.2
Asian	3,075	1,515	49.3	805	26.2	524	17.0	387	12.6	119	3.9	37	1.2	201	6.5	18	0.6
Hispanic/Latino	25,994	14,190	54.6	8,325	32.0	5,618	21.6	4,322	16.6	1,007	3.9	776	3.0	1,737	6.7	193	0.7
Native Hawaiian /Pacific Islander	161	68	42.2	35	21.7	25	15.5	18	11.2	4	2.5	2	1.2	5	3.1		0.0
Two or More Races/Ethnic.	901	270	30.0	155	17.2	89	9.9	63	7.0	40	4.4	15	1.7	37	4.1	2	0.2
White	7,397	1,920	26.0	954	12.9	522	7.1	362	4.9	286	3.9	74	1.0	207	2.8	82	1.1

Sources: HISD Power School, extracted June 4 & June 30, 2021 and Fall PEIMS 2020.

Notes: School-Parent Compact results are based on total enrollment and refer to TA/Individual and Schoolwide Compacts. PFE activity counts are based on active Title I student enrollment regardless of Average Daily Attendance (ADA) membership status, and cumulative parent and family engagement data recorded during 2021–2022. Race/ethnicity data were primarily extracted from PEIMS where available and from PowerSchool if the information was not found in PEIMS. The number of students whose family member(s) engaged in the activity category was divided by the number of the student group enrolled. The Northwest School Office – race/ethnicity data were missing for one student's School-Compact Dissemination result (n-19,678 vs 19,679).

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School Office, Race/Ethnicity and Category, June 2021

	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
ACHIEVE 180 SCHOOL OFFICE	17,817	3,480	19.5	1,788	10.0	683	3.8	1,146	6.4	1,709	9.6	52	0.3
Ashford ES (All Students)	554	507	91.5	506	91.3	9	1.6	1	0.2	18	3.2	20	3.6
African American/Black	277	247	89.2	246	88.8	4	1.4	1	0.4	3	1.1	3	1.1
Asian	17	16	94.1	16	94.1	1	5.9			1	5.9	1	5.9
Hispanic/Latino	198	189	95.5	189	95.5	1	0.5			7	3.5	7	3.5
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	11	11	100.0	11	100.0							2	18.2
White	45	41	91.1	41	91.1	3	6.7			7	15.6	7	15.6
Attucks MS (All Students)	429												
African American/Black	277												
Asian	9												
Hispanic/Latino	123												
Two or More Races/Ethnic.	6												
White	8												
Bruce ES	394												
African American/Black	276												
Asian	4	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	106												
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	5												
Cullen MS (All Students)	373			318	85.3	1	0.3	1	0.3	309	82.8		
African American/Black	290			252	86.9	1	0.3	1	0.3	245	84.5		
Asian	6			3	50.0					3	50.0		
Hispanic/Latino	60			50	83.3					49	81.7		
Two or More Races/Ethnic.	4	*	*	*	*	*	*	*	*	*	*	*	*
White	6			4	66.7					3	50.0		
Deady MS (All Students)	638	23	3.6							608	95.3		
African American/Black	12									12	100.0		
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	618	23	3.7							593	96.0		
White	7									3	42.9		
Dogan ES (All Students)	532	503	94.5			1	0.2						
African American/Black	146	138	94.5			1	0.7						
Hispanic/Latino	364	345	94.8										
Two or More Races/Ethnic.	6	6	100.0										
White	9	7	77.8										

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
ACHIEVE 180 SCHOOL OFFICE (Continued)													
Fleming MS (All Students)	425	2	0.5	2	0.5	*	*	*	*	*	*	*	*
African American/Black	267	1	0.4	1	0.4								
Hispanic/Latino	152	1	0.7	1	0.7								
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	3	*	*	*	*	*	*	*	*	*	*	*	*
Gregory-Lincoln PK-8 (All Students)	679	227	33.4	42	6.2	*	*	*	*	*	*	28	4.1
African American/Black	429	154	35.9	31	7.2							24	5.6
Asian	5	1	20.0										
Hispanic/Latino	205	55	26.8	9	4.4							1	0.5
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	8	4	50.0	1	12.5								
White	26	13	50.0	1	3.8							3	11.5
Henry MS (All Students)	795	*	*	*	*	*	*	18	2.3	*	*	*	*
African American/Black	77							4	5.2				
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	674							14	2.1				
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	25												
High School Ahead Acad MS (All Students)	149	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	82												
Hispanic/Latino	64												
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	1	*	*	*	*	*	*	*	*	*	*	*	*
Highland Heights ES (All Students)	458	9	2.0	*	*	49	10.7	*	*	20	4.4	*	*
African American/Black	217	6	2.8			16	7.4			12	5.5		
Hispanic/Latino	222	2	0.9			30	13.5			8	3.6		
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	14	1	7.1			3	21.4						

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
ACHIEVE 180 SCHOOL OFFICE (Continued)													
Hilliard ES (All Students)	538	417	77.5	*	*	1	0.2	412	76.6	*	*	*	*
African American/Black	359	285	79.4			1	0.3	282	78.6				
Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	157	121	77.1					119	75.8				
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	5	3	60.0					3	60.0				
White	12	5	41.7					5	41.7				
Kashmere HS (All Students)	806	2	0.2	*	*	*	*	*	*	*	*	*	*
African American/Black	476	1	0.2										
Hispanic/Latino	293	1	0.3										
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	4	*	*	*	*	*	*	*	*	*	*	*	*
White	18												
Key MS (All Students)	669	86	12.9	82	12.3	*	*	*	*	35	5.2	*	*
African American/Black	344	49	14.2	46	13.4					10	2.9		
Hispanic/Latino	292	33	11.3	32	11.0					22	7.5		
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	5												
White	26	4	15.4	4	15.4					3	11.5		
Marshall ES (All Students)	770	3	0.4	*	*	*	*	2	0.3	*	*	*	*
African American/Black	226	2	0.9					2	0.9				
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	516	1	0.2										
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	23												
Martinez C ES (All Students)	315	*	*	14	4.4	8	2.5	7	2.2	14	4.4	*	*
African American/Black	137			5	3.6	1	0.7	4	2.9	1	0.7		
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	170			9	5.3	7	4.1	3	1.8	13	7.6		
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	6												

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
ACHIEVE 180 SCHOOL OFFICE (Continued)													
North Forest HS (All Students)	956	630	65.9	629	65.8	19	2.0	23	2.4	499	52.2	4	0.4
African American/Black	537	335	62.4	334	62.2	14	2.6	17	3.2	247	46.0	3	0.6
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	400	284	71.0	284	71.0	5	1.3	5	1.3	243	60.8	1	0.3
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	10	7	70.0	7	70.0					6	60.0		
Seguin ES (All Students)	454	435	95.8	*	*	*	*	*	*	*	*	*	*
African American/Black	39	36	92.3										
Hispanic/Latino	402	392	97.5										
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	12	6	50.0										
Sugar Grove MS (All Students)	703	28	4.0	106	15.1	2	0.3	289	41.1	*	*	*	*
African American/Black	91	7	7.7	16	17.6			36	39.6				
Asian	31	3	9.7	4	12.9	1	3.2	15	48.4				
Hispanic/Latino	525	17	3.2	83	15.8			224	42.7				
Native Hawaiian/Pacific Islander	5			1	20.0			1	20.0				
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	14	1	7.1					6	42.9				
Thomas MS (All Students)	622	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	405												
Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	188												
Native Hawaiian/Pacific Islander	4	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	6												
White	8												
Washington HS (All Students)	730	77	10.5	6	0.8	*	*	*	*	1	0.1	*	*
African American/Black	344	41	11.9	4	1.2								
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	368	34	9.2	2	0.5								
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	4	*	*	*	*	*	*	*	*	*	*	*	*
White	11	1	9.1							1	9.1		
Wesley ES (All Students)	253												
African American/Black	189												
Hispanic/Latino	52												
White	10												

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
ACHIEVE 180 SCHOOL OFFICE (Continued)													
Wheatley HS (All Students)	747	18	2.4	*	*	*	*	1	0.1	*	*	*	*
African American/Black	391	15	3.8					1	0.3				
Asian	7												
Hispanic/Latino	343	3	0.9										
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	4	*	*	*	*	*	*	*	*	*	*	*	*
Whidby ES (All Students)	449	317	70.6			173	38.5	112	24.9				
African American/Black	296	201	67.9			107	36.1	63	21.3				
Asian	15	9	60.0			8	53.3	6	40.0				
Hispanic/Latino	88	70	79.5			32	36.4	23	26.1				
Two or More Races/Ethnic.	8	5	62.5			5	62.5	4	50.0				
White	9	6	66.7			8	88.9	6	66.7				
Williams MS (All Students)	509	3	0.6	*	*	*	*	3	0.6	12	2.4	*	*
African American/Black	234	1	0.4							2	0.9		
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	238	2	0.8					3	1.3	9	3.8		
Native Hawaiian/Pacific Islander	4	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	29									1	3.4		
Wisdom HS (All Students)	1,878							1	0.1				
African American/Black	219												
Asian	116												
Hispanic/Latino	1,358							1	0.1				
Native Hawaiian/Pacific Islander	10												
Two or More Races/Ethnic.	9												
White	120												
Worthing HS (All Students)	801	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	563												
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	215												
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	7												

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
ACHIEVE 180 SCHOOL OFFICE (Continued)													
Yates HS (All Students)	822	170	20.7	*	*	170	20.7	*	*	*	*	*	*
African American/Black	713	158	22.2			158	22.2						
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	82	10	12.2			10	12.2						
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	5												
White	5	1	20.0			1	20.0						
Young ES (All Students)	369	23	6.2	83	22.5	250	67.8	276	74.8	193	52.3	*	*
African American/Black	306	18	5.9	67	21.9	213	69.6	228	74.5	162	52.9		
Hispanic/Latino	47	5	10.6	12	25.5	27	57.4	36	76.6	19	40.4		
Two or More Races/Ethnic.	4	*	*	*	*	*	*	*	*	*	*	*	*
White	12			2	16.7	8	66.7	10	83.3	8	66.7		
EAST SCHOOL OFFICE	28,975	5,693	19.6	4,466	15.4	1,492	5.1	2,920	10.1	4,519	15.6	136	0.5
Austin HS (All Students)	1,514	18	1.2	44	2.9	*	*	*	*	1,478	97.6	*	*
African American/Black	125	1	0.8	3	2.4					124	99.2		
Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	1,360	17	1.3	41	3.0					1,328	97.6		
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	14									13	92.9		
BCM Biotech Acad at Rusk (All Students)	423	410	96.9	129	30.5	*	*	*	*	53	12.5	10	2.4
African American/Black	93	93	100.0	28	30.1					7	7.5	1	1.1
Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	315	304	96.5	95	30.2					44	14.0	9	2.9
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
White	11	9	81.8	4	36.4					1	9.1		
Blackshear ES (All Students)	326	2	0.6	*	*	*	*	*	*	*	*	*	*
African American/Black	276	2	0.7										
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	41												
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	3	*	*	*	*	*	*	*	*	*	*	*	*

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)

	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
EAST SCHOOL OFFICE (Continued)													
Bonner ES (All Students)	687	188	27.4	113	16.4	2	0.3	1	0.1	*	*	*	*
African American/Black	15	3	20.0										
Asian	4	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	648	182	28.1	112	17.3	2	0.3	1	0.2				
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	16	1	6.3	1	6.3								
Briscoe ES (All Students)	233	*	*	*	*	*	*	*	*	*	*	*	*
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	223												
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
White	4	*	*	*	*	*	*	*	*	*	*	*	*
Burnet ES (All Students)	417	414	99.3	412	98.8	2	0.5	411	98.6	11	2.6	*	*
African American/Black	3	*	*	*	*	*	*	*	*	*	*	*	*
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	401	398	99.3	396	98.8	2	0.5	395	98.5	10	2.5		
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	11	11	100.0	11	100.0			11	100.0				
Cage ES (All Students)	458	401	87.6	37	8.1	*	*	37	8.1	*	*	*	*
African American/Black	13	11	84.6										
Asian	4	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	427	375	87.8	35	8.2			35	8.2				
White	12	10	83.3	2	16.7			2	16.7				
Carrillo ES (All Students)	452	427	94.5	390	86.3	*	*	*	*	19	4.2	33	7.3
African American/Black	5	5	100.0	5	100.0							1	20.0
Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	415	394	94.9	360	86.7					15	3.6	26	6.3
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	26	23	88.5	20	76.9					4	15.4	6	23.1

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
EAST SCHOOL OFFICE (Continued)													
Chavez HS (All Students)	2,433	63	2.6	*	*	*	*	*	*	*	*	*	*
African American/Black	204	5	2.5										
Asian	104	1	1.0										
Hispanic/Latino	2,067	53	2.6										
Native Hawaiian/Pacific Islander	4	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	34	2	5.9										
Chrysalis MS (All Students)	283	282	99.6	28	9.9	1	0.4	30	10.6	*	*	*	*
African American/Black	4	*	*	*	*	*	*	*	*	*	*	*	*
Asian	6	6	100.0										
Hispanic/Latino	267	266	99.6	26	9.7	1	0.4	28	10.5				
White	6	6	100.0	1	16.7			1	16.7				
Crespo ES (All Students)	630	*	*	624	99.0	*	*	1	0.2	*	*	*	*
African American/Black	7			7	100.0								
Asian	4	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	610			604	99.0			1	0.2				
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	8			8	100.0								
Davila ES (All Students)	394	14	3.6	387	98.2	*	*	*	*	240	60.9	*	*
African American/Black	4	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	374	14	3.7	367	98.1					229	61.2		
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
White	14			14	100.0					10	71.4		
DeZavala ES (All Students)	528	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	7												
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	495												
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	9												

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
EAST SCHOOL OFFICE (Continued)													
East EC HS (All Students)	442	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	14												
Asian	13												
Hispanic/Latino	414												
White	1	*	*	*	*	*	*	*	*	*	*	*	*
Eastwood Acad HS (All Students)	436	81	18.6	46	10.6	*	*	*	*	*	*	*	*
African American/Black	3	*	*	*	*	*	*	*	*	*	*	*	*
Asian	7	3	42.9										
Hispanic/Latino	411	74	18.0	44	10.7								
Native Hawaiian/Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	11	3	27.3										
Edison MS (All Students)	610	*	*	*	*	*	*	*	*	1	0.2	*	*
African American/Black	3	*	*	*	*	*	*	*	*	*	*	*	*
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	595									1	0.2		
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	8												
Foster ES (All Students)	334	3	0.9	2	0.6	*	*	*	*	3	0.9	1	0.3
African American/Black	302	3	1.0	2	0.7					3	1.0	1	0.3
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	27												
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	2	*	*	*	*	*	*	*	*	*	*	*	*
Franklin ES (All Students)	326	88	27.0	*	*	1	0.3	10	3.1	*	*	*	*
African American/Black	6	4	66.7										
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	315	84	26.7			1	0.3	10	3.2				
White	4	*	*	*	*	*	*	*	*	*	*	*	*

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
EAST SCHOOL OFFICE (Continued)													
Furr HS (All Students)	1,095	998	91.1	847	77.4	*	*	792	72.3	1,002	91.5	1	0.1
African American/Black	197	185	93.9	155	78.7			146	74.1	185	93.9	1	0.5
Asian	5	5	100.0	4	80.0			3	60.0	5	100.0		
Hispanic/Latino	863	789	91.4	672	77.9			628	72.8	793	91.9		
Native Hawaiian/Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	24	15	62.5	13	54.2			12	50.0	15	62.5		
Gallegos ES (All Students)	321	1	0.3	*	*	*	*	*	*	13	4.0	*	*
African American/Black	8												
Hispanic/Latino	307	1	0.3							13	4.2		
White	6												
HSLJ (All Students)	469	45	9.6	*	*	*	*	*	*	2	0.4	*	*
African American/Black	111	12	10.8										
Asian	6												
Hispanic/Latino	334	29	8.7							1	0.3		
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	14	4	28.6							1	7.1		
Harris JR ES (All Students)	345	*	*	*	*	340	98.6	339	98.3	*	*	*	*
African American/Black	6					6	100.0	6	100.0				
Hispanic/Latino	333					328	98.5	327	98.2				
White	5					5	100.0	5	100.0				
Harris RP ES (All Students)	529	1	0.2	6	1.1	92	17.4	1	0.2	4	0.8	*	*
African American/Black	77					6	7.8						
Hispanic/Latino	401	1	0.2	6	1.5	83	20.7	1	0.2	4	1.0		
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	15					2	13.3						

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
EAST SCHOOL OFFICE (Continued)													
Hartsfield ES (All Students)	351	139	39.6	62	17.7	69	19.7	6	1.7	9	2.6	*	*
African American/Black	276	110	39.9	45	16.3	52	18.8	6	2.2	7	2.5		
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	56	20	35.7	15	26.8	14	25.0			2	3.6		
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
White	2	*	*	*	*	*	*	*	*	*	*	*	*
Henderson JP ES (All Students)	639	2	0.3	279	43.7	*	*	*	*	280	43.8	*	*
African American/Black	15			2	13.3					2	13.3		
Hispanic/Latino	595	2	0.3	274	46.1					275	46.2		
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
White	10			2	20.0					2	20.0		
Holland MS (All Students)	652	1	0.2	*	*	*	*	*	*	627	96.2	4	0.6
African American/Black	123									120	97.6		
Hispanic/Latino	498	1	0.2							479	96.2	4	0.8
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	25									24	96.0		
Lantrip ES (All Students)	628	1	0.2	*	*	*	*	1	0.2	*	*	*	*
African American/Black	36							1	2.8				
Asian	5												
Hispanic/Latino	551	1	0.2										
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	31												
Laurenzo ECC (All Students)	198	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	3	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	190												
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	1	*	*	*	*	*	*	*	*	*	*	*	*

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
EAST SCHOOL OFFICE (Continued)													
Lewis ES (All Students)	706	37	5.2	3	0.4	322	45.6	225	31.9	4	0.6	1	0.1
African American/Black	120	10	8.3	3	2.5	50	41.7	24	20.0	3	2.5		
Hispanic/Latino	541	27	5.0			263	48.6	197	36.4	1	0.2	1	0.2
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	39					8	20.5	4	10.3				
Lockhart ES (All Students)	487	*	*	1	0.2	*	*	*	*	1	0.2	*	*
African American/Black	460			1	0.2					1	0.2		
Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	14												
Two or More Races/Ethnic.	5												
White	4	*	*	*	*	*	*	*	*	*	*	*	*
Middle College HS	105	1	1.0	*	*	*	*	*	*	99	94.3	*	*
African American/Black	5									5	100.0		
Hispanic/Latino	100	1	1.0							94	94.0		
Milby HS (All Students)	2,108	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	82												
Asian	8												
Hispanic/Latino	1,993												
Native Hawaiian/Pacific Islander	5												
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	19												
Mount Carmel Acad HS (All Students)	284	188	66.2	7	2.5	1	0.4	8	2.8	226	79.6	5	1.8
African American/Black	28	22	78.6			1	3.6	1	3.6	23	82.1	2	7.1
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	245	161	65.7	7	2.9			6	2.4	195	79.6	3	1.2
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	6	4	66.7							3	50.0		

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
EAST SCHOOL OFFICE (Continued)													
Navarro MS (All Students)	645	30	4.7	22	3.4	*	*	3	0.5	2	0.3	2	0.3
African American/Black	51												
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	574	30	5.2	22	3.8			3	0.5	2	0.3	2	0.3
White	19												
Oates ES (All Students)	355	57	16.1	57	16.1	*	*	*	*	57	16.1	*	*
African American/Black	35	4	11.4	4	11.4					4	11.4		
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	299	50	16.7	50	16.7					50	16.7		
Two or More Races/Ethnic.	5	1	20.0	1	20.0					1	20.0		
White	11	1	9.1	1	9.1					1	9.1		
Ortiz MS (All Students)	1,045	227	21.7	170	16.3	*	*	*	*	146	14.0	*	*
African American/Black	178	55	30.9	38	21.3					37	20.8		
Asian	22	6	27.3	4	18.2					4	18.2		
Hispanic/Latino	825	160	19.4	127	15.4					102	12.4		
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	13	4	30.8	1	7.7					2	15.4		
Park Place ES (All Students)	823	91	11.1	84	10.2	36	4.4	35	4.3	97	11.8	*	*
African American/Black	23	1	4.3	1	4.3					1	4.3		
Asian	129	13	10.1	14	10.9	6	4.7	6	4.7	14	10.9		
Hispanic/Latino	645	77	11.9	69	10.7	30	4.7	29	4.5	82	12.7		
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	18												
Patterson ES (All Students)	878	180	20.5	479	54.6	1	0.1	405	46.1	38	4.3	*	*
African American/Black	50	15	30.0	31	62.0			31	62.0	2	4.0		
Asian	7	2	28.6	3	42.9			2	28.6	1	14.3		
Hispanic/Latino	781	161	20.6	436	55.8	1	0.1	363	46.5	35	4.5		
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	21	2	9.5	8	38.1			8	38.1				

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
EAST SCHOOL OFFICE (Continued)													
Peck ES (All Students)	392	129	32.9	*	*	*	*	*	*	*	*	*	*
African American/Black	182	70	38.5										
Hispanic/Latino	197	55	27.9										
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	6	1	16.7										
Pleasantville ES (All Students)	241	188	78.0	2	0.8	17	7.1	*	*	47	19.5	13	5.4
African American/Black	145	115	79.3			12	8.3			26	17.9	6	4.1
Hispanic/Latino	87	67	77.0	2	2.3	5	5.7			20	23.0	6	6.9
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	3	*	*	*	*	*	*	*	*	*	*	*	*
Port Houston ES (All Students)	261	50	19.2	98	37.5	71	27.2	*	*	5	1.9	18	6.9
African American/Black	6												
Hispanic/Latino	240	46	19.2	95	39.6	69	28.8		0.0	5	2.1	17	7.1
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	9	2	22.2	3	33.3	2	22.2					1	11.1
Robinson ES (All Students)	539	6	1.1	11	2.0	*	*	*	*	6	1.1	*	*
African American/Black	108	1	0.9	1	0.9					4	3.7		
Hispanic/Latino	424	5	1.2	10	2.4					2	0.5		
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
White	4	*	*	*	*	*	*	*	*	*	*	*	*
Rucker ES (All Students)	393	69	17.6	1	0.3	36	9.2	*	*	*	*	5	1.3
African American/Black	10	1	10.0			1	10.0						
Hispanic/Latino	355	68	19.2	1	0.3	35	9.9					5	1.4
White	16												
Sanchez ES (All Students)	536	400	74.6	3	0.6	466	86.9	466	86.9	3	0.6	3	0.6
African American/Black	11	8	72.7			11	100.0	11	100.0				
Hispanic/Latino	507	378	74.6	3	0.6	437	86.2	437	86.2	3	0.6	3	0.6
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	16	14	87.5			16	100.0	16	100.0				

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
EAST SCHOOL OFFICE (Continued)													
Southmayd ES (All Students)	450	155	34.4	7	1.6	1	0.2	45	10.0	30	6.7	39	8.7
African American/Black	14	12	85.7	2	14.3			3	21.4	3	21.4	3	21.4
Hispanic/Latino	432	141	32.6	5	1.2	1	0.2	42	9.7	27	6.3	36	8.3
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	2	*	*	*	*	*	*	*	*	*	*	*	*
Stevenson MS (All Students)	1,390	7	0.5	14	1.0	*	*	*	*	12	0.9	*	*
African American/Black	63			1	1.6								
Asian	58												
Hispanic/Latino	1,251	7	0.6	13	1.0					12	1.0		
Two or More Races/Ethnic.	4	*	*	*	*	*	*	*	*	*	*	*	*
White	14												
Thompson ES (All Students)	372	97	26.1	101	27.2	33	8.9	103	27.7	4	1.1	1	0.3
African American/Black	340	87	25.6	94	27.6	30	8.8	97	28.5	4	1.2	1	0.3
Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	23	7	30.4	6	26.1	3	13.0	4	17.4				
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	2	*	*	*	*	*	*	*	*	*	*	*	*
Tijerina ES (All Students)	300	202	67.3	*	*	1	0.3	1	0.3	*	*	*	*
African American/Black	7	6	85.7										
Hispanic/Latino	284	193	68.0			1	0.4	1	0.4				
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
White	8	2	25.0										
Whittier ES (All Students)	419	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	12												
Asian	5												
Hispanic/Latino	378												
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	11												
Young Scholars (All Students)	93	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	88												
Hispanic/Latino	4	*	*	*	*	*	*	*	*	*	*	*	*
White	1	*	*	*	*	*	*	*	*	*	*	*	*

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
NORTH SCHOOL OFFICE	27,568	8,121	29.5	4,514	16.4	1,210	4.4	813	2.9	4,113	14.9	102	0.4
Atherton ES (All Students)	487	391	80.3	181	37.2	313	64.3	119	24.4	10	2.1	2	0.4
African American/Black	359	287	79.9	129	35.9	231	64.3	89	24.8	7	1.9	2	0.6
Hispanic/Latino	117	95	81.2	47	40.2	74	63.2	29	24.8	3	2.6		
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	6	5.0	83.3	4.0	66.7	5.0	83.3						
Barrick ES (All Students)	563	*	*	1	0.2	*	*	*	*	*	*	*	*
African American/Black	10												
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	521			1	0.2								
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	14												
Berry ES (All Students)	767	437	57.0	*	*	*	*	1	0.1	313	40.8	4	0.5
African American/Black	39	24	61.5							18	46.2		
Asian	4	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	705	399	56.6					1	0.1	281	39.9	4	0.6
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	18	11	61.1							11	61.1		0.0
Burbank ES (All Students)	853	26	3.0	106	12.4	*	*	*	*	*	*	*	*
African American/Black	102	2	2.0	1	1.0								
Asian	4	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	720	20	2.8	104	14.4								
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	20	4	20.0										
Burbank MS (All Students)	1,479	*	*	15	1.0	*	*	*	*	*	*	*	*
African American/Black	77												
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	1,375			15	1.1								
Native Hawaiian/Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*	*
White	21												

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
NORTH SCHOOL OFFICE (Continued)													
Burrus ES (All Students)	291	*	*	19	6.5	*	*	1	0.3	3	1.0	*	*
African American/Black	189			14	7.4					1	0.5		
Hispanic/Latino	88			5	5.7			1	1.1	2	2.3		
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	11												
Cook ES (All Students)	540	*	*	2	0.4	*	*	*	*	*	*	*	*
African American/Black	327			2	0.6								
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	188												
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	4	*	*	*	*	*	*	*	*	*	*	*	*
White	18												
Coop ES (All Students)	633	18	2.8	*	*	13	2.1	14	2.2	6	0.9	6	0.9
African American/Black	54							1	1.9	1	1.9		
Hispanic/Latino	534	18	3.4			13	2.4	13	2.4	5	0.9	6	1.1
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	27												
DeChaumes ES (All Students)	745	1	0.1	133	17.9			1	0.1				
African American/Black	8			1	12.5								
Hispanic/Latino	729	1	0.1	130	17.8			1	0.1				
White	6			2	33.3								
Durkee ES (All Students)	483	240	49.7	117	24.2	35	7.2	*	*	2	0.4	*	*
African American/Black	40	28	70.0	7	17.5								
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	425	201	47.3	107	25.2	34	8.0			2	0.5		
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	14	8	57.1	3	21.4	1	7.1						
Eliot ES (All Students)	576	231	40.1	335	58.2	169	29.3	26	4.5	245	42.5	*	*
African American/Black	3	*	*	*	*	*	*	*	*	*	*	*	*
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	549	227	41.3	330	60.1	165	30.1	26	4.7	240	43.7		
White	11	2	18.2	2	18.2	1	9.1			2	18.2		

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)

	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
NORTH SCHOOL OFFICE (Continued)													
Elmore ES (All Students)	615	3	0.5	1	0.2	2	0.3	1	0.2	*	*	*	*
African American/Black	273												
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	325	3	0.9	1	0.3	2	0.6	1	0.3				
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	14												
Farias ECC (All Students)	333	217	65.2	333	100.0	10	3.0	40	12.0	247	74.2	5	1.5
African American/Black	14	5	35.7	14	100.0	1	7.1	1	7.1	6	42.9		
Hispanic/Latino	311	206	66.2	311	100.0	9	2.9	37	11.9	236	75.9	5	1.6
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
White	7	5	71.4	7	100.0			1	14.3	5	71.4		
Fonville MS (All Students)	769	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	42												
Hispanic/Latino	681												
Native Hawaiian/Pacific Islander	4	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	27												
Fonwood ECC (All Students)	349	97	27.8	*	*	92	26.4	*	*	*	*	*	*
African American/Black	214	39	18.2			28	13.1						
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	130	57	43.8			64	49.2						
White	3	*	*	*	*	*	*	*	*	*	*	*	*
Forest Brook MS (All Students)	813	746	91.8	745	91.6	*	*	*	*	2	0.2	*	*
African American/Black	454	428	94.3	427	94.1					2	0.4		
Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	309	277	89.6	277	89.6								
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
White	21	19	90.5	19	90.5								
Garcia ES (All Students)	444	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	104												
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	324												
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	10												

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
NORTH SCHOOL OFFICE (Continued)													
Henderson NQ ES (All Students)	242	*	*	1	0.4	*	*	*	*	*	*	*	*
African American/Black	204			1	0.5								
Hispanic/Latino	35												
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	1	*	*	*	*	*	*	*	*	*	*	*	*
Herrera ES (All Students)	801	245	30.6	85	10.6	62	7.7	46	5.7	54	6.7	57	7.1
African American/Black	10	5	50.0	2	20.0	1	10.0	1	10.0	1	10.0	1	10.0
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	767	228	29.7	81	10.6	58	7.6	42	5.5	52	6.8	55	7.2
White	22	11	50.0	2	9.1	3	13.6	3	13.6	1	4.5	1	4.5
Houston MSTC HS (All Students)	2,601	2,593	99.7	*	*	*	*	*	*	2,593	99.7	*	*
African American/Black	167	165	98.8							165	98.8		
Asian	5	5	100.0							5	100.0		
Hispanic/Latino	2,371	2,365	99.7							2,365	99.7		
Native Hawaiian/Pacific Islander	4	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	6	6	100.0							6	100.0		
White	43	43	100.0							43	100.0		
Isaacs ES (All Students)	279	*	*	3	1.1	*	*	*	*	*	*	*	*
African American/Black	124												
Hispanic/Latino	150			3	2.0								
White	4	*	*	*	*	*	*	*	*	*	*	*	*
Janowski ES (All Students)	446	5	1.1	77	17.3	*	*	2	0.4	1	0.2	*	*
African American/Black	11			1	9.1								
Hispanic/Latino	419	5	1.2	75	17.9			2	0.5	1	0.2		
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	15			1	6.7								
Jefferson ES (All Students)	392	24	6.1	1	0.3	*	*	2	0.5	3	0.8	*	*
African American/Black	28	2	7.1										
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	352	21	6.0					1	0.3	2	0.6		
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
White	5												

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
NORTH SCHOOL OFFICE (Continued)													
Kashmere Gardens ES (All Students)	441	1	0.2	*	*	*	*	1	0.2	*	*	*	*
African American/Black	357												
Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	76	1	1.3					1	1.3				
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	2	*	*	*	*	*	*	*	*	*	*	*	*
Kennedy ES (All Students)	565	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	130												
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	423												
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	8												
Ketelsen ES (All Students)	492	36	7.3	144	29.3	*	*	*	*	15	3.0	2	0.4
African American/Black	13	1	7.7	6	46.2					2	15.4		
Hispanic/Latino	474	35	7.4	137	28.9					13	2.7	2	0.4
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	4	*	*	*	*	*	*	*	*	*	*	*	*
Looscan ES (All Students)	293	273	93.2	*	*	273	93.2	273	93.2	*	*	*	*
African American/Black	13	12	92.3			12	92.3	12	92.3				
Hispanic/Latino	272	254	93.4			254	93.4	254	93.4				
White	4	*	*	*	*	*	*	*	*	*	*	*	*
Lyons ES (All Students)	898	874	97.3	872	97.1	*	*	*	*	*	*	*	*
African American/Black	13	12	92.3	12	92.3								
Hispanic/Latino	871	850	97.6	848	97.4								
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	13	12	92.3	12	92.3								
Marshall MS (All Students)	709	15	2.1	19	2.7	7	1.0	2	0.3	2	0.3	*	*
African American/Black	106			2	1.9	1	0.9						
Hispanic/Latino	582	14	2.4	16	2.7	6	1.0	2	0.3	2	0.3		
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	18	1	5.6	1	5.6								

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
NORTH SCHOOL OFFICE (Continued)													
Martinez R ES (All Students)	473	453	95.8							1	0.2		
African American/Black	11	11	100.0										
Hispanic/Latino	449	433	96.4							1	0.2		
White	12	9	75.0										
McGowen ES (All Students)	410	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	253												
Hispanic/Latino	137												
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	16												
McReynolds MS (All Students)	500	*	*	*	*	1	0.2	*	*	1	0.2	*	*
African American/Black	123												
Hispanic/Latino	367					1	0.3			1	0.3		
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	6												
Moreno ES (All Students)	697	209	30.0	100	14.3	220	31.6	277	39.7	*	*	*	*
African American/Black	12	2	16.7					6	50.0				
Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	653	206	31.5	99	15.2	218	33.4	266	40.7				
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	10					1	10.0	2	20.0				
North Houston EC HS (All Students)	484	193	39.9	*	*	*	*	*	*	93	19.2	*	*
African American/Black	45	23	51.1							17	37.8		
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	431	165	38.3							73	16.9		
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	5	2	40.0							3	60.0		
Northline ES (All Students)	484	13	2.7	*	*	5	1.0	5	1.0	*	*	*	*
African American/Black	16												
Hispanic/Latino	442	13	2.9			5	1.1	5	1.1				
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	11												

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
NORTH SCHOOL OFFICE (Continued)													
Northside HS (All Students)	1,399	1	0.1	*	*	*	*	*	*	3	0.2	*	*
African American/Black	213												
Hispanic/Latino	1,170	1	0.1							3	0.3		
Native Hawaiian/Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	4	*	*	*	*	*	*	*	*	*	*	*	*
White	9												
Osborne ES (All Students)	269	62	23.0	2	0.7	3	1.1	2	0.7	44	16.4	14	5.2
African American/Black	138	41	29.7	1	0.7	1	0.7	1	0.7	28	20.3	7	5.1
Hispanic/Latino	118	20	16.9	1	0.8	2	1.7	1	0.8	15	12.7	6	5.1
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
White	7	1	14.3							1	14.3	1	14.3
Paige ES (All Students)	460	4	0.9	1	0.2	3	0.7			1	0.2		
African American/Black	137	3	2.2			2	1.5						
Hispanic/Latino	286			1	0.3	1	0.3			1	0.3		
White	16	1	6.3										
Pugh ES (All Students)	363	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	10												
Hispanic/Latino	343												
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	1	*	*	*	*	*	*	*	*	*	*	*	*
Roosevelt ES (All Students)	504	188	37.3	*	*	*	*	*	*	*	*	*	*
African American/Black	21	7	33.3										
Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	464	173	37.3										
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	13	6	46.2										
Ross ES (All Students)	290	*	*	*	*	1	0.3	*	*	1	0.3	*	*
African American/Black	147												
Hispanic/Latino	132					1	0.8			1	0.8		
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	3	*	*	*	*	*	*	*	*	*	*	*	*

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
NORTH SCHOOL OFFICE (Continued)													
Scarborough ES (All Students)	607	2	0.3	276	45.5	*	*	*	*	*	*	*	*
African American/Black	10			8	80.0								
Hispanic/Latino	593	2	0.3	266	44.9								
White	4	*	*	*	*	*	*	*	*	*	*	*	*
Scroggins ES (All Students)	389			382	98.2								
African American/Black	6			5	83.3								
Hispanic/Latino	372			368	98.9								
White	11			9	81.8								
Shadydale ES (All Students)	785	30	3.8	73	9.3	1	0.1	*	*	9	1.1	*	*
African American/Black	486	14	2.9	28	5.8								
Hispanic/Latino	276	16	5.8	42	15.2	1	0.4			9	3.3		
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	9			2	22.2								
Sherman ES (All Students)	555	493	88.8	490	88.3	*	*	*	*	464	83.6	12	2.2
African American/Black	40	29	72.5	29	72.5					28	70.0		
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	484	441	91.1	438	90.5					416	86.0	11	2.3
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	27	20	74.1	20	74.1					17	63.0	1	3.7
NORTHWEST SCHOOL OFFICE	25,725	3,224	12.5	3,698	14.4	1,163	4.5	1,327	5.2	1,944	7.6	208	0.8
Arabic Immersion (All Students)	460												
African American/Black	103												
Asian	41												
Hispanic/Latino	104												
Two or More Races/Ethnic.	16												
White	196												
Benbrook ES (All Students)	494	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	20												
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	430												
Native Hawaiian/Pacific Islander	4	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	15												

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
NORTHWEST SCHOOL OFFICE (Continued)													
Black MS (All Students)	1,346	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	183												
Asian	12												
Hispanic/Latino	801												
Native Hawaiian/Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	34												
White	302												
Browning ES (All Students)	428	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	7												
Hispanic/Latino	407												
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
White	10												
Challenge EC HS (All Students)	468	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	62												
Asian	29												
Hispanic/Latino	331												
Native Hawaiian/Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	4	*	*	*	*	*	*	*	*	*	*	*	*
White	39												
Clifton MS (All Students)	573	54	9.4	*	*	1	0.2	*	*	544	94.9	*	*
African American/Black	96	9	9.4							95	99.0		
Asian	4	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	437	41	9.4			1	0.2			411	94.1		
Native Hawaiian/Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	6									6	100.0		
White	27	4	14.8							25	92.6		
Crockett ES (All Students)	558	1	0.2										
African American/Black	70												
Asian	22												
Hispanic/Latino	403	1	0.2										
Two or More Races/Ethnic.	17												
White	46												

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)

	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
NORTHWEST SCHOOL OFFICE (Continued)													
DeBakey HS (All Students)	916	64	7.0	186	20.3	10	1.1	119	13.0	130	14.2	1	0.1
African American/Black	156	9	5.8	29	18.6	1	0.6	23	14.7	24	15.4		
Asian	281	22	7.8	58	20.6	2	0.7	34	12.1	36	12.8		
Hispanic/Latino	334	25	7.5	56	16.8	5	1.5	29	8.7	35	10.5	1	0.3
Native Hawaiian/Pacific Islander	5												
Two or More Races/Ethnic.	19			6	31.6			6	31.6	6	31.6		
White	121	8	6.6	37	30.6	2	1.7	27	22.3	29	24.0		
Durham ES (All Students)	554	208	37.5	74	13.4	*	*	*	*	18	3.2	*	*
African American/Black	61	19	31.1	5	8.2								
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	349	105	30.1	43	12.3					6	1.7		
Two or More Races/Ethnic.	7	1	14.3										
White	135	81	60.0	26	19.3					12	8.9		
Field ES (All Students)	430	423	98.4	422	98.1			2	0.5	420	97.7		
African American/Black	18	17	94.4	16	88.9					16	88.9		
Asian	12	11	91.7	11	91.7					11	91.7		
Hispanic/Latino	323	319	98.8	319	98.8					319	98.8		
Two or More Races/Ethnic.	6	6	100.0	6	100.0					6	100.0		
White	71	70	98.6	70	98.6			2	2.8	68	95.8		
Garden Oaks (All Students)	818	*	*	1	0.1	1	0.1	1	0.1	*	*	*	*
African American/Black	50												
Asian	35												
Hispanic/Latino	426			1	0.2	1	0.2	1	0.2				
Native Hawaiian/Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	41												
White	242												
HAIS (All Students)	490	145	29.6	304	62.0	67	13.7	68	13.9	191	39.0	2	0.4
African American/Black	190	53	27.9	119	62.6	31	16.3	31	16.3	79	41.6		
Asian	9	1	11.1	4	44.4	2	22.2	2	22.2	3	33.3		
Hispanic/Latino	256	82	32.0	160	62.5	26	10.2	27	10.5	97	37.9	1	0.4
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	31	9	29.0	18	58.1	8	25.8	8	25.8	10	32.3	1	3.2

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
NORTHWEST SCHOOL OFFICE (Continued)													
Hamilton MS (All Students)	1,041	*	*	17	1.6	2	0.2	66	6.3	198	19.0	*	*
African American/Black	79			2	2.5			4	5.1	9	11.4		
Asian	5									2	40.0		
Hispanic/Latino	917			15	1.6	2	0.2	58	6.3	180	19.6		
Two or More Races/Ethnic.	4	*	*	*	*	*	*	*	*	*	*	*	*
White	33							3	9.1	7	21.2		
Heights HS (All Students)	2,411	135	5.6	71	2.9	37	1.5	36	1.5	91	3.8	28	1.2
African American/Black	290	16	5.5	11	3.8	5	1.7	4	1.4	11	3.8	1	0.3
Asian	29	1	3.4										
Hispanic/Latino	1,802	98	5.4	54	3.0	29	1.6	29	1.6	63	3.5	19	1.1
Native Hawaiian/Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	29		3.9							2	6.9	2	6.9
White	257	17	6.6	6	2.3	3	1.2	3	1.2	15	5.8	6	2.3
Helms ES (All Students)	477									148	31.0	1	0.2
African American/Black	40									10	25.0		
Asian	9									4	44.4		
Hispanic/Latino	351									95	27.1	1	0.3
Two or More Races/Ethnic.	11												
White	60									39	65.0		
Hogg MS (All Students)	1,022	73	7.1	994	97.3	994	97.3	994	97.3	8	0.8	12	1.2
African American/Black	52	6	11.5	52	100.0	52	100.0	52	100.0	3	5.8	2	3.8
Asian	21	1	4.8	19	90.5	19	90.5	19	90.5				
Hispanic/Latino	695	57	8.2	679	97.7	679	97.7	679	97.7	4	0.6		
Native Hawaiian/Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	28			28	100.0	28	100.0	28	100.0				
White	218	9	4.1	211	96.8	211	96.8	211	96.8	1	0.5	10	4.6
Lamar HS (All Students)	2,806	58	2.1	815	29.0					116	4.1	14	0.5
African American/Black	739	15	2.0	197	26.7					29	3.9		
Asian	152	2	1.3	56	36.8					3	2.0		
Hispanic/Latino	1,099	35	3.2	261	23.7					59	5.4		
Native Hawaiian/Pacific Islander	9			3	33.3								
Two or More Races/Ethnic.	72			26	36.1					2	2.8		
White	723	6	0.8	272	37.6					23	3.2	14	1.9

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
NORTHWEST SCHOOL OFFICE (Continued)													
Leland YMCPA (All Students)	454	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	238												
Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	199												
Two or More Races/Ethnic.	4	*	*	*	*	*	*	*	*	*	*	*	*
White	9												
Love ES (All Students)	308	*	*	*	*	18	5.8	28	9.1	*	*	*	*
African American/Black	22					2	9.1	1	4.5				
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	257					15	5.8	22	8.6				
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	24					1	4.2	3	12.5				
MacGregor ES (All Students)	481	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	344												
Asian	5												
Hispanic/Latino	104												
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	13												
White	14												
Memorial ES (All Students)	339	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	22												
Asian	22												
Hispanic/Latino	219												
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	14												
White	56												
Pershing MS (All Students)	1,720	18	1.0	336	19.5	*	*	*	*	6	0.3	77	4.5
African American/Black	553	9	1.6	68	12.3							30	5.4
Asian	119	1	0.8	38	31.9							8	6.7
Hispanic/Latino	677	5	0.7	124	18.3					1	0.1	27	4.0
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	34	1	2.9	10	29.4							2	5.9
White	323	2	0.6	95	29.4					5	1.5	10	3.1

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
NORTHWEST SCHOOL OFFICE (Continued)													
Pin Oak MS (TA) (All Students)													
Rice School (All Students)	1,111	266	23.9	138	12.4							1	0.1
African American/Black	492	131	26.6	51	10.4								
Asian	45	6	13.3	6	13.3								
Hispanic/Latino	536	116	21.6	75	14.0							1	0.2
Two or More Races/Ethnic.	15	5	33.3	3	20.0								
White	23	8	34.8	3	13.0								
Scarborough HS (All Students)	730	699	95.8	*	*	*	*	*	*	1	0.1	*	*
African American/Black	132	129	97.7										
Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	551	527	95.6							1	0.2		
Native Hawaiian/Pacific Islander	6	5	83.3										
Two or More Races/Ethnic.	6	6	100.0										
White	30	27	90.0										
Sinclair ES (All Students)	598	77	12.9	*	*	32	5.4	*	*	*	*	12	2.0
African American/Black	54	6	11.1			2	3.7						
Asian	31	1	3.2										
Hispanic/Latino	241	43	17.8			8	3.3					2	0.8
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	18					1	5.6						
White	250	27	10.8			21	8.4					10	4.0
Smith ES (All Students)	809	*	*	*	*	*	*	13	1.6	*	*	5	0.6
African American/Black	102							2	2.0			1	1.0
Hispanic/Latino	671							11	1.6			4	0.6
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	6												
White	28												
Stevens ES (All Students)	558	520	93.2	*	*	*	*	*	*	*	*	*	*
African American/Black	65	56	86.2										
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	434	413	95.2										
Two or More Races/Ethnic.	9	8	88.9										
White	48	41	85.4										

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)

	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
NORTHWEST SCHOOL OFFICE (Continued)													
Wainwright ES (All Students)	406	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	73												
Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	293												
Two or More Races/Ethnic.	4	*	*	*	*	*	*	*	*	*	*	*	*
White	31												
Waltrip HS (All Students)	1,801	236	13.1	160	8.9	*	*	*	*	56	3.1	3	0.2
African American/Black	252	39	15.5	29	11.5					5	2.0		
Asian	4	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	1,403	178	12.7	121	8.6					46	3.3		
Native Hawaiian/Pacific Islander	4	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	16	1	6.3	2	12.5								
White	115	14	12.2	7	6.1					4	3.5	3	2.6
Wharton K-8 (All Students)	604	236	39.1	121	20.0							42	7.0
African American/Black	64	27	42.2	11	17.2							6	9.4
Asian	14	5	35.7	1	7.1							2	14.3
Hispanic/Latino	414	167	40.3	93	22.5							26	6.3
Two or More Races/Ethnic.	13	3	23.1	1	7.7								
White	98	33	33.7	15	15.3							8	8.2
YWCPA (All Students)	514	11	2.1	59	11.5	1	0.2	*	*	17	3.3	10	1.9
African American/Black	261	5	1.9	39	14.9	1	0.4			14	5.4	7	2.7
Asian	7												
Hispanic/Latino	218	6	2.8	15	6.9					2	0.9	3	1.4
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	12			1	8.3								
White	14			4	28.6					1	7.1		
SOUTH SCHOOL OFFICE	31,203	7,341	23.5	1,732	5.6	1,425	4.6	2,711	8.7	644	2.1	891	2.9
Alcott ES (All Students)	197	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	115												
Hispanic/Latino	64												
Two or More Races/Ethnic.	5												
White	3	*	*	*	*	*	*	*	*	*	*	*	*

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
SOUTH SCHOOL OFFICE (Continued)													
Almeda ES (All Students)	818	183	22.4	162	19.8	*	*	*	*	*	*	*	*
African American/Black	189	20	10.6	26	13.8								
Asian	4	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	593	160	27.0	133	22.4								
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	10	3	30.0	1	10.0								
Anderson ES (All Students)	711	3	0.4	3	0.4	*	*	4	0.6	*	*	*	*
African American/Black	156	2	1.3	2	1.3			4	2.6				
Asian	14												
Hispanic/Latino	517	1	0.2	1	0.2								
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	21												
Bastian ES (All Students)	613	592	96.6	119	19.4	431	70.3	45	7.3	*	*	*	*
African American/Black	397	384	96.7	75	18.9	272	68.5	38	9.6				
Hispanic/Latino	195	188	96.4	42	21.5	145	74.4	3	1.5				
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	12	12	100.0	1	8.3	7	58.3	3	25.0				
White	5	4	80.0			4	80.0						
Baylor College MS (All Students)	606	214	35.3	*	*	*	*	31	5.1	3	0.5	*	*
African American/Black	290	115	39.7					22	7.6	2	0.7		
Asian	33	8	24.2					2	6.1	1	3.0		
Hispanic/Latino	253	85	33.6					5	2.0				
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	5							1	20.0				
White	24	6	25.0					1	4.2				
Bell ES (All Students)	603	416	69.0	88	14.6	*	*	*	*	*	*	*	*
African American/Black	161	101	62.7	11	6.8								
Asian	8	5	62.5	2	25.0								
Hispanic/Latino	393	292	74.3	69	17.6								
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	7	6	85.7	2	28.6								
White	26	10	38.5	3	11.5								

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
SOUTH SCHOOL OFFICE (Continued)													
Bellfort ECC (All Students)	333	1	0.3	29	8.7	100	30.0	*	*	*	*	*	*
African American/Black	61	1	1.6	7	11.5	5	8.2						
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	258			21	8.1	93	36.0						
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	11					2	18.2						
Brookline ES (All Students)	777	33	4.2	*	*	*	*	*	*	*	*	*	*
African American/Black	26	1	3.8										
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	722	30	4.2										
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
White	25	2	8.0										
Codwell ES (All Students)	367	217	59.1	1	0.3	*	*	*	*	24	6.5	19	5.2
African American/Black	320	190	59.4	1	0.3					24	7.5	19	5.9
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	31	19	61.3										
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	4	*	*	*	*	*	*	*	*	*	*	*	*
White	9	4	44.4										
Cornelius ES (All Students)	798	3	0.4	57	7.1	*	*	1	0.1	11	1.4	1	0.1
African American/Black	113			14	12.4					2	1.8		
Asian	5				0.0								
Hispanic/Latino	662	3	0.5	41	6.2			1	0.2	9	1.4	1	0.2
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	7			1	14.3								
White	10			1	10.0								
DeAnda ES (All Students)	577	108	18.7	*	*	*	*	*	*	108	18.7	*	*
African American/Black	20	4	20.0							4	20.0		
Asian	13	1	7.7							1	7.7		
Hispanic/Latino	530	101	19.1							101	19.1		
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	10	2	20.0							2	20.0		

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
SOUTH SCHOOL OFFICE (Continued)													
Energy Inst HS (All Students)	742	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	198												
Asian	25												
Hispanic/Latino	354												
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	16												
White	147												
Foerster ES (All Students)	644	605	93.9	3	0.5	1	0.2	7	1.1	6	0.9	5	0.8
African American/Black	391	369	94.4	1	0.3	1	0.3	4	1.0	4	1.0	3	0.8
Asian	17	17	100.0										
Hispanic/Latino	211	199	94.3	2	0.9			3	1.4	1	0.5	1	0.5
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	7	6	85.7										
White	16	14	87.5							1	6.3	1	6.3
Fondren MS (All Students)	1,078	910	84.4	9	0.8	11	1.0	445	41.3	80	7.4	745	69.1
African American/Black	334	283	84.7	5	1.5	2	0.6	131	39.2	21	6.3	235	70.4
Asian	23	19	82.6					9	39.1	1	4.3	17	73.9
Hispanic/Latino	685	584	85.3	4	0.6	9	1.3	291	42.5	57	8.3	472	68.9
Native Hawaiian/Pacific Islander	4	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	8	4	50.0					3	37.5			4	50.0
White	23	16	69.6					9	39.1			15	65.2
Frost ES (All Students)	526	8	1.5	8	1.5	*	*	*	*	*	*	*	*
African American/Black	376	8	2.1	8	2.1								
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	138												
Two or More Races/Ethnic.	5												
White	3	*	*	*	*	*	*	*	*	*	*	*	*
Garden Villas ES (All Students)	505	1	0.2	1	0.2	1	0.2	1	0.2	*	*	*	*
African American/Black	128					1	0.8	1	0.8				
Hispanic/Latino	368	1	0.3	1	0.3								
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	5												

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
SOUTH SCHOOL OFFICE (Continued)													
Golfcrest ES (All Students)	472	215	45.6	12	2.5	1	0.2	60	12.7	*	*	1	0.2
African American/Black	20	3	15.0	5	25.0								
Hispanic/Latino	434	207	47.7	5	1.2	1	0.2	59	13.6			1	0.2
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	16	4	25.0	2	12.5			1	6.3				
Gregg ES (All Students)	388	8	2.1	17	4.4	*	*	*	*	*	*	*	*
African American/Black	70			2	2.9								
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	304	8	2.6	15	4.9								
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	11												
Grissom ES (All Students)	511	485	94.9	485	94.9	2	0.4	*	*	*	*	*	*
African American/Black	128	118	92.2	118	92.2								
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	365	357	97.8	357	97.8								
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	4	*	*	*	*	*	*	*	*	*	*	*	*
White	9	5	55.6	5	55.6								
Gross ES (All Students)	549	34	6.2	*	*	*	*	*	*	*	*	*	*
African American/Black	248	20	8.1										
Asian	7	1	14.3										
Hispanic/Latino	271	11	4.1										
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	15	2	13.3										
Halpin ECC (All Students)	334	14	4.2	13	3.9	*	*	*	*	*	*	27	8.1
African American/Black	100	4	4.0	4	4.0							6	6.0
Asian	7												
Hispanic/Latino	212	7	3.3	7	3.3							21	9.9
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	10	3	30.0	2	20.0								

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)

	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
SOUTH SCHOOL OFFICE (Continued)													
Hartman MS (All Students)	1,176	736	62.6	*	*	*	*	*	*	*	*	*	*
African American/Black	275	179	65.1										
Hispanic/Latino	876	544	62.1										
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	21	12	57.1										
Hines-Caldwell ES (All Students)	721	37	5.1	24	3.3	*	*	1	0.1	13	1.8	*	*
African American/Black	123	20	16.3	9	7.3					7	5.7		
Asian	6												
Hispanic/Latino	584	15	2.6	14	2.4			1	0.2	6	1.0		
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	7	1	14.3	1	14.3								
Hobby ES (All Students)	619	580	93.7	220	35.5	*	*	*	*	36	5.8	*	*
African American/Black	222	200	90.1	52	23.4					9	4.1		
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	376	364	96.8	161	42.8					25	6.6		
Two or More Races/Ethnic.	10	8	80.0	4	40.0								
White	10	7	70.0	3	30.0					2	20.0		
Jones HS (All Students)	331	57	17.2	*	*	*	*	*	*	*	*	*	*
African American/Black	124	35	28.2										
Hispanic/Latino	201	22	10.9										
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	3	*	*	*	*	*	*	*	*	*	*	*	*
Kelso ES (All Students)	421	*	*	*	*	*	*	1	0.2	59	14.0	59	14.0
African American/Black	150									14	9.3	14	9.3
Hispanic/Latino	263							1	0.4	44	16.7	44	16.7
Two or More Races/Ethnic.	4	*	*	*	*	*	*	*	*	*	*	*	*
White	4	*	*	*	*	*	*	*	*	*	*	*	*
Law ES (All Students)	638	2	0.3	2	0.3	*	*	*	*	1	0.2	*	*
African American/Black	438	1	0.2	1	0.2					1	0.2		
Asian	6												
Hispanic/Latino	168	1	0.6	1	0.6								
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	8												
White	16												

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)

	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
SOUTH SCHOOL OFFICE (Continued)													
Lawson MS (All Students)	1,434	*	*	*	*	1	0.1	*	*	*	*	*	*
African American/Black	539					1	0.2						
Asian	5												
Hispanic/Latino	848												
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	12												
White	28												
MLK ECC (All Students)	263	23	8.7	*	*	*	*	1	0.4	1	0.4	*	*
African American/Black	143	11	7.7										
Hispanic/Latino	117	11	9.4					1	0.9	1	0.9		
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	2	*	*	*	*	*	*	*	*	*	*	*	*
Mading ES (All Students)	378	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	259												
Hispanic/Latino	114												
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	1	*	*	*	*	*	*	*	*	*	*	*	*
Madison HS (All Students)	1,771	*	*	*	*	*	*	2	0.1	*	*	*	*
African American/Black	632							1	0.2				
Asian	5												
Hispanic/Latino	1,091							1	0.1				
Native Hawaiian/Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	9												
White	19												
Mitchell ES (All Students)	429	1	0.2	*	*	*	*	*	*	1	0.2	*	*
African American/Black	112												
Asian	8												
Hispanic/Latino	287	1	0.3							1	0.3		
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	14												
Montgomery ES (All Students)	465	*	*	1	0.2	1	0.2	1	0.2	1	0.2	*	*
African American/Black	174												
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	278												
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	5												

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
SOUTH SCHOOL OFFICE (Continued)													
Parker ES (All Students)	865	854	98.7	5	0.6	*	*	*	*	5	0.6	6	0.7
African American/Black	130	130	100.0	1	0.8					1	0.8	1	0.8
Asian	34	34	100.0										
Hispanic/Latino	391	388	99.2	1	0.3					1	0.3	1	0.3
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	41	41	100.0										
White	266	259	97.4	3	1.1					3	1.1	4	1.5
Petersen ES (All Students)	405	243	60.0	106	26.2	32	7.9	13	3.2	49	12.1	3	0.7
African American/Black	73	46	63.0	10	13.7	4	5.5	1	1.4	7	9.6		
Asian	5	5	100.0										
Hispanic/Latino	291	186	63.9	94	32.3	26	8.9	12	4.1	42	14.4	3	1.0
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	14	4	28.6	2	14.3	1	7.1						
Reagan Ed Ctr PK-8 (All Students)	871	*	*	*	*	1	0.1	*	*	*	*	*	*
African American/Black	245					1	0.4						
Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	599												
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	8												
Red ES (All Students)	607	57	9.4	180	29.7	2	0.3	*	*	43	7.1	*	*
African American/Black	108	9	8.3	35	32.4	1	0.9			8	7.4		
Asian	21	3	14.3	7	33.3					4	19.0		
Hispanic/Latino	366	36	9.8	95	26.0	1	0.3			21	5.7		
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	14	1	7.1	6	42.9					2	14.3		
White	86	7	8.1	37	43.0					8	9.3		
Reynolds ES (All Students)	378	8	2.1	2	0.5	10	2.6	8	2.1	*	*	3	0.8
African American/Black	326	8	2.5	1	0.3	8	2.5	7	2.1			3	0.9
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	40			1	2.5	2	5.0	1	2.5				
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	5												

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
SOUTH SCHOOL OFFICE (Continued)													
Shearn ES (All Students)	468	1	0.2	*	*	*	*	*	*	*	*	*	*
African American/Black	100												
Asian	19												
Hispanic/Latino	328	1	0.3										
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	19												
South EC HS (All Students)	417	141	33.8	73	17.5			21	5.0	12	2.9	22	5.3
African American/Black	191	71	37.2	36	18.8			7	3.7	11	5.8	17	8.9
Asian	11	6	54.5	4	36.4			2	18.2			2	18.2
Hispanic/Latino	207	59	28.5	32	15.5			12	5.8	1	0.5	3	1.4
White	8	5	62.5	1	12.5								
Sterling HS (All Students)	1,576	29	1.8	*	*	*	*	6	0.4	167	10.6	*	*
African American/Black	761	17	2.2					4	0.5	90	11.8		
Asian	9									1	11.1		
Hispanic/Latino	773	9	1.2					2	0.3	73	9.4		
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	8									2	25.0		
White	18	2	11.1							1	5.6		
Tinsley ES (All Students)	591	4	0.7	4	0.7	*	*	*	*	*	*	*	*
African American/Black	56	1	1.8	1	1.8								
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	506	3	0.6	3	0.6								
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	14												
Welch MS (All Students)	686	27	3.9	18	2.6	5	0.7	1	0.1	1	0.1	*	*
African American/Black	274	15	5.5	9	3.3	2	0.7			1	0.4		
Asian	10												
Hispanic/Latino	383	10	2.6	8	2.1	2	0.5	1	0.3				
Two or More Races/Ethnic.	4	*	*	*	*	*	*	*	*	*	*	*	*
White	14	2	14.3	1	7.1	1	7.1						
White	5												

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)

	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
SOUTH SCHOOL OFFICE (Continued)													
Westbury HS (All Students)	2,290	55	2.4	*	*	211	9.2	2,057	89.8	5	0.2	*	*
African American/Black	739	10	1.4			74	10.0	664	89.9	2	0.3		
Asian	25					4	16.0	24	96.0				
Hispanic/Latino	1,427	42	2.9			123	8.6	1,309	91.7	3	0.2		
Native Hawaiian/Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	16	1	6.3			1	6.3	15	93.8				
White	78	2	2.6			9	11.5	42	53.8				
Windsor Village ES (All Students)	686	370	53.9	32	4.7	615	89.7	5	0.7	18	2.6	*	*
African American/Black	221	136	61.5	10	4.5	194	87.8	1	0.5	13	5.9		
Asian	4	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	442	221	50.0	21	4.8	402	91.0	4	0.9	5	1.1		
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	9	5	55.6			9	100.0						
Woodson School (All Students)	568	66	11.6	58	10.2	*	*	*	*	*	*	*	*
African American/Black	496	64	12.9	46	9.3								
Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	62	2	3.2	12	19.4								
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	1	*	*	*	*	*	*	*	*	*	*	*	*
WEST SCHOOL OFFICE	46,631	8,905	19.1	6,252	13.4	1,911	4.1	1,060	2.3	2,764	5.9	317	0.7
Askew ES (All Students)	832	786	94.5	285	34.3	49	5.9	*	*	734	88.2	32	3.8
African American/Black	332	299	90.1	125	37.7	30	9.0			268	80.7	5	1.5
Asian	112	108	96.4	32	28.6	10	8.9			98	87.5	2	1.8
Hispanic/Latino	259	253	97.7	81	31.3	3	1.2			249	96.1	3	1.2
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	26	25	96.2	8	30.8	1	3.8			24	92.3		
White	100	98	98.0	37	37.0	3	3.0			94	94.0	22	22.0
Bellaire HS (All Students)	3,167												
African American/Black	669												
Asian	418												
Hispanic/Latino	1,265												
Native Hawaiian/Pacific Islander	6												
Two or More Races/Ethnic.	80												
White	722												

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
WEST SCHOOL OFFICE (Continued)													
Bonham ES (All Students)	864	737	85.3	65	7.5	*	*	27	3.1	*	*	*	*
African American/Black	113	88	77.9	6	5.3								
Asian	12	10	83.3										
Hispanic/Latino	694	605	87.2	59	8.5			27	3.9				
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	27	20	74.1										
Braeburn ES (All Students)	762	88	11.5	82	10.8	77	10.1	8	1.0	3	0.4	1	0.1
African American/Black	80	6	7.5	4	5.0	4	5.0	1	1.3			1	1.3
Asian	12												
Hispanic/Latino	634	78	12.3	75	11.8	70	11.0	7	1.1	3	0.5		
Two or More Races/Ethnic.	11	3	27.3	2	18.2	2	18.2						
White	25	1	4.0	1	4.0	1	4.0						
Briar Meadow (All Students)	566	92	16.3	85	15.0	*	*	*	*	16	2.8	17	3.0
African American/Black	52	7	13.5	8	15.4								
Asian	143	8	5.6	30	21.0					3	2.1	3	2.1
Hispanic/Latino	166	37	22.3	17	10.2					1	0.6	1	0.6
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	27	2	7.4	4	14.8					1	3.7	1	3.7
White	177	38	21.5	26	14.7					11	6.2	12	6.8
Condit ES (TA) (Targeted Stude	4	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	1	*	*	*	*	*	*	*	*	*	*	*	*
White	1	*	*	*	*	*	*	*	*	*	*	*	*
Cunningham ES (All Students)	590	414	70.2	388	65.8	237	40.2	256	43.4	20	3.4	*	*
African American/Black	89	52	58.4	48	53.9	29	32.6	33	37.1				
Asian	14	13	92.9	12	85.7	11	78.6	10	71.4				
Hispanic/Latino	458	328	71.6	307	67.0	186	40.6	202	44.1	18	3.9		
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	26	19	73.1	19	73.1	11	42.3	11	42.3	2	7.7		

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
WEST SCHOOL OFFICE (Continued)													
Daily ES (All Students)	715	168	23.5	168	23.5					2	0.3	1	0.1
African American/Black	214	56	26.2	56	26.2							1	0.5
Asian	115	27	23.5	27	23.5								
Hispanic/Latino	250	61	24.4	61	24.4								
Native Hawaiian/Pacific Islander	5	1	20.0	1	20.0								
Two or More Races/Ethnic.	22	3	13.6	3	13.6								
White	108	20	18.5	20	18.5					2	1.9		
E-STEM Central HS (All Students)	604	34	5.6	*	*	*	*	*	*	*	*	*	*
African American/Black	20	1	5.0										
Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	578	33	5.7										
White	3	*	*	*	*	*	*	*	*	*	*	*	*
E-STEM Central MS (All Students)	429	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	50												
Asian	10												
Hispanic/Latino	357												
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	11												
Elrod ES (All Students)	701	685	97.7	685	97.7	15	2.1	10	1.4	*	*	1	0.1
African American/Black	155	149	96.1	148	95.5			1	0.6				
Asian	24	24	100.0	24	100.0	1	4.2						
Hispanic/Latino	508	499	98.2	500	98.4	13	2.6	9	1.8			1	0.2
Native Hawaiian/Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*	*
White	11	10	90.9	10	90.9	1	9.1						
Emerson ES (All Students)	914	192	21.0	72	7.9	*	*	1	0.1	5	0.5	*	*
African American/Black	148	29	19.6	19	12.8								
Asian	77	8	10.4	8	10.4								
Hispanic/Latino	581	140	24.1	32	5.5					4	0.7		
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	5	1	20.0	1	20.0								
White	101	14	13.9	12	11.9			1	1.0	1	1.0		
Energized ECC (All Students)	272	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	101												
Asian	12												
Hispanic/Latino	152												
White	4	*	*	*	*	*	*	*	*	*	*	*	*

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
WEST SCHOOL OFFICE (Continued)													
Energized ES (All Students)	1,435	1	0.1	552	38.5	2	0.1	*	*	*	*	*	*
African American/Black	193			60	31.1								
Asian	7			5	71.4								
Hispanic/Latino	1,218	1	0.1	481	39.5	2	0.2						
Native Hawaiian/Pacific Islander	5			1	20.0								
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	10			3	30.0								
Energized MS (All Students)	618	410	66.3	265	42.9	*	*	*	*	283	45.8	*	*
African American/Black	27	15	55.6	9	33.3					11	40.7		
Asian	7	4	57.1	3	42.9					1	14.3		
Hispanic/Latino	581	389	67.0	253	43.5					269	46.3		
White	3	*	*	*	*	*	*	*	*	*	*	*	*
Fondren ES (All Students)	317	168	53.0	*	*	21	6.6	*	*	*	*	*	*
African American/Black	81	45	55.6			1	1.2						
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	231	121	52.4			20	8.7						
White	3	*	*	*	*	*	*	*	*	*	*	*	*
Herod ES (All Students)	773	76	9.8	*	*	93	12.0	8	1.0	12	1.6	31	4.0
African American/Black	214	28	13.1			7	3.3			1	0.5	4	1.9
Asian	55	6	10.9			5	9.1						
Hispanic/Latino	312	21	6.7			27	8.7	2	0.6	2	0.6	4	1.3
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	25	5	20.0			6	24.0						
White	159	16	10.1			48	30.2	6	3.8	9	5.7	23	14.5
Las Americas MS (All Students)	244	20	8.2	150	61.5	200	82.0	28	11.5	10	4.1	175	71.7
African American/Black	5	2	40.0	2	40.0	3	60.0	2	40.0	1	20.0	2	40.0
Asian	16	1	6.3	9	56.3	13	81.3	1	6.3	1	6.3	9	56.3
Hispanic/Latino	159	17	10.7	127	79.9	145	91.2	22	13.8	7	4.4	142	89.3
White	50			10	20.0	36	72.0	3	6.0	1	2.0	20	40.0
Liberty HS (All Students)	258	*	*	*	*	107	41.5	107	41.5	*	*	*	*
African American/Black	12					5	41.7	5	41.7				
Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	222					100	45.0	100	45.0				
White	14					2	14.3	2	14.3				

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
WEST SCHOOL OFFICE (Continued)													
Long Academy (All Students)	940	111	11.8	46	4.9	2	0.2	15	1.6	106	11.3	*	*
African American/Black	130	12	9.2	5	3.8			3	2.3	10	7.7		
Asian	73	7	9.6	1	1.4			4	5.5	9	12.3		
Hispanic/Latino	671	78	11.6	35	5.2	1	0.1	7	1.0	75	11.2		
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	43	10	23.3	4	9.3			1	2.3	9	20.9		
Longfellow ES (All Students)	672	323	48.1	284	42.3	*	*	1	0.1	352	52.4	5	0.7
African American/Black	386	213	55.2	192	49.7			1	0.3	218	56.5	1	0.3
Asian	59	15	25.4	12	20.3					31	52.5	1	1.7
Hispanic/Latino	166	75	45.2	66	39.8					79	47.6	3	1.8
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	8	4	50.0	3	37.5					3	37.5		
White	42	11	26.2	9	21.4					18	42.9		
McNamara ES (All Students)	892	522	58.5	99	11.1	*	*	*	*	11	1.2	*	*
African American/Black	112	74	66.1	8	7.1					2	1.8		
Asian	110	75	68.2	12	10.9					2	1.8		
Hispanic/Latino	593	342	57.7	72	12.1					6	1.0		
Native Hawaiian/Pacific Islander	10	1	10.0										
Two or More Races/Ethnic.	4	*	*	*	*	*	*	*	*	*	*	*	*
White	60	28	46.7	7	11.7					1	1.7		
Meyerland MS (All Students)	1,345	*	*	*	*	*	*	*	*	1	0.1	*	*
African American/Black	404												
Asian	23												
Hispanic/Latino	748									1	0.1		
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	19												
White	150												
Middle College HS (All Students)	142	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	23												
Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	113												
White	4	*	*	*	*	*	*	*	*	*	*	*	*

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
WEST SCHOOL OFFICE (Continued)													
Milne ES (All Students)	471	299	63.5	76	16.1	5	1.1	1	0.2	3	0.6	*	*
African American/Black	217	137	63.1	42	19.4	4	1.8			2	0.9		
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	226	143	63.3	33	14.6			1	0.4	1	0.4		
Two or More Races/Ethnic.	2	*	*	*	*	*	*	*	*	*	*	*	*
White	25	17	68.0	1	4.0	1	4.0						
Mistral ECC (All Students)	255	252	98.8	235	92.2	*	*	*	*	2	0.8	*	*
African American/Black	31	31	100.0	28	90.3								
Asian	12	12	100.0	12	100.0								
Hispanic/Latino	197	194	98.5	185	93.9					2	1.0		
Native Hawaiian/Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	10	10	100.0	7	70.0								
Neff ECC (All Students)	554	26	4.7	149	26.9					264	47.7		
African American/Black	48			2	4.2					16	33.3		
Asian	24			8	33.3					6	25.0		
Hispanic/Latino	461	26	5.6	135	29.3					235	51.0		
White	18			4	22.2					7	38.9		
Neff ES (All Students)	750	8	1.1	57	7.6	*	*	53	7.1	157	20.9	*	*
African American/Black	54	2	3.7	4	7.4			6	11.1	11	20.4		
Asian	50			4	8.0					13	26.0		
Hispanic/Latino	612	6	1.0	47	7.7			47	7.7	131	21.4		
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	22			2	9.1					2	9.1		
Pilgrim Academy (All Students)	1,144	1	0.1	2	0.2	*	*	*	*	*	*	*	*
African American/Black	76			1	1.3								
Asian	6												
Hispanic/Latino	1,029	1	0.1	1	0.1								
Native Hawaiian/Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	3	*	*	*	*	*	*	*	*	*	*	*	*
White	26												

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
WEST SCHOOL OFFICE (Continued)													
Piney Point ES (All Students)	1,162	937	80.6	739	63.6	3	0.3	106	9.1	401	34.5	8	0.7
African American/Black	135	97	71.9	59	43.7	1	0.7	3	2.2	17	12.6		
Asian	40	31	77.5	24	60.0			3	7.5	15	37.5		
Hispanic/Latino	920	754	82.0	625	67.9	2	0.2	98	10.7	354	38.5	7	0.8
Native Hawaiian/Pacific Islander	5	4	80.0	3	60.0					1	20.0		
Two or More Races/Ethnic.	7	7	100.0	5	71.4			1	14.3	3	42.9		
White	46	39	84.8	23	50.0			1	2.2	11	23.9	1	2.2
Revere MS (All Students)	1,166	2	0.2			1	0.1						
African American/Black	310	1	0.3										
Asian	49												
Hispanic/Latino	640					1	0.2						
Two or More Races/Ethnic.	9												
White	91												
Rodriguez ES (All Students)	947	99	10.5	*	*	32	3.4	72	7.6	*	*	*	*
African American/Black	73	9	12.3			3	4.1	1	1.4				
Asian	37	7	18.9			2	5.4	2	5.4				
Hispanic/Latino	817	81	9.9			26	3.2	69	8.4				
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	18	2	11.1			1	5.6						
School at St George Place ES (All Students)	755	2	0.3	*	*	*	*	*	*	2	0.3	1	0.1
African American/Black	131												
Asian	139												
Hispanic/Latino	270	2	0.7							2	0.7	1	0.4
Native Hawaiian/Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	35												
White	151												
Shadowbriar ES (All Students)	480	406	84.6	1	0.2	*	*	*	*	*	*	4	0.8
African American/Black	274	236	86.1										
Asian	25	18	72.0									1	4.0
Hispanic/Latino	116	111	95.7	1	0.9							2	1.7
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	10	5	50.0										
White	44	34	77.3									1	2.3

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)													
	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
WEST SCHOOL OFFICE (Continued)													
Sharpstown HS (All Students)	1,714	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	*	*
African American/Black	307			1	0.3					1	0.3		
Asian	47												
Hispanic/Latino	1,287	1	0.1			1	0.1						
Native Hawaiian/Pacific Islander	4	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	9												
White	60							1	1.7				
Sharpstown Intl (All Students)	1,252	*	*	169	13.5	*	*	*	*	*	*	*	*
African American/Black	81			8	9.9								
Asian	110			7	6.4								
Hispanic/Latino	1,029			150	14.6								
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	4	*	*	*	*	*	*	*	*	*	*	*	*
White	26			3	11.5								
Sutton ES (All Students)	1,046	189	18.1	463	44.3	*	*	21	2.0	329	31.5	5	0.5
African American/Black	86	15	17.4	25	29.1					10	11.6		
Asian	121	24	19.8	44	36.4					16	13.2		
Hispanic/Latino	746	137	18.4	372	49.9			21	2.8	282	37.8	5	0.7
Native Hawaiian/Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	9	1	11.1	5	55.6					2	22.2		
White	81	11	13.6	15	18.5					17	21.0		
TCAH (All Students)	7,871												
African American/Black	1,027												
Asian	407												
Hispanic/Latino	2,144												
Native Hawaiian/Pacific Islander	60												
Two or More Races/Ethnic.	398												
White	3,775												
Tanglewood MS (All Students)	898	*	*	*	*	*	*	*	*	*	*	*	*
African American/Black	141												
Asian	70												
Hispanic/Latino	456												
Native Hawaiian/Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	27												
White	187												

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)

	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
WEST SCHOOL OFFICE (Continued)													
Valley West ES (All Students)	768	730	95.1	19	2.5	3	0.4	*	*	*	*	6	0.8
African American/Black	316	302	95.6	7	2.2	2	0.6					2	0.6
Asian	21	21	100.0									1	4.8
Hispanic/Latino	392	373	95.2	11	2.8	1	0.3					3	0.8
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	5	5	100.0										
White	32	27	84.4	1	3.1								
Walnut Bend ES (All Students)	630	192	30.5	369	58.6	*	*	154	24.4	13	2.1	13	2.1
African American/Black	220	72	32.7	122	55.5			42	19.1			2	0.9
Asian	18	5	27.8	13	72.2			5	27.8	1	5.6	1	5.6
Hispanic/Latino	298	93	31.2	178	59.7			79	26.5	5	1.7	8	2.7
Native Hawaiian/Pacific Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	27	7	25.9	16	59.3			9	33.3			1	3.7
White	65	15	23.1	39	60.0			18	27.7	7	10.8	1	1.5
West Briar MS (All Students)	1,139	259	22.7			1,043	91.6	152	13.3	1	0.1	5	0.4
African American/Black	391	85	21.7			357	91.3	57	14.6				
Asian	85	24	28.2			76	89.4	10	11.8				
Hispanic/Latino	420	89	21.2			392	93.3	50	11.9			3	0.7
Native Hawaiian/Pacific Islander	5	1	20.0			4	80.0	1	20.0				
Two or More Races/Ethnic.	35	11	31.4			30	85.7	5	14.3				
White	201	49	24.4			182	90.5	29	14.4	1	0.5	2	1.0
Westside HS (All Students)	2,828	1	0.0	1	0.0								
African American/Black	831	1	0.1	1	0.1								
Asian	213												
Hispanic/Latino	1,247												
Native Hawaiian/Pacific Islander	14												
Two or More Races/Ethnic.	54												
White	439												
White E ES (All Students)	699	606	86.7	328	46.9	18	2.6	39	5.6	8	1.1	4	0.6
African American/Black	24	23	95.8	11	45.8	1	4.2	1	4.2	2	8.3	2	8.3
Asian	86	70	81.4	44	51.2	1	1.2	2	2.3	2	2.3		
Hispanic/Latino	558	494	88.5	263	47.1	16	2.9	35	6.3	3	0.5	2	0.4
Native Hawaiian/Pacific Islander	3	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	1	*	*	*	*	*	*	*	*	*	*	*	*
White	25	17	68.0	9	36.0			1	4.0	1	4.0		

Table 4. 2020–2021 Title I, Part A Parent and Family Engagement Activities by School, Race/Ethnicity and Category, June 2021 (Continued)

	TITLE I STUDENT ENROLLMENT	CONFERENCE		EDUCATION/ PLANNING		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	%	#	%	#	%	#	%	#	%	#	%
WEST SCHOOL OFFICE (Continued)													
White M ES (All Students)	638	63	9.9	412	64.6	1	0.2	*	*	26	4.1	*	*
African American/Black	126	13	10.3	83	65.9	1	0.8			3	2.4		
Asian	94	4	4.3	56	59.6					3	3.2		
Hispanic/Latino	250	33	13.2	153	61.2					6	2.4		
Native Hawaiian/Pacific Islander	4	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	15			13	86.7					3	20.0		
White	138	12	8.7	99	71.7					11	8.0		
Young Learners (All Students)	483	1	0.2	1	0.2	1	0.2	*	*	1	0.2	*	*
African American/Black	136												
Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	316	1	0.3	1	0.3	1	0.3			1	0.3		
Native Hawaiian/Pacific Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races/Ethnic.	7												
White	15												

Sources: HISD Power School, extracted June 4 & June 30, 2021 and Fall PEIMS 2020.

Notes: Cumulative PFE activity counts are based on active student enrollment regardless of Average Daily Attendance (ADA) membership status, and cumulative parent and family engagement data recorded during 2021–2022. Race/ethnicity data were primarily extracted from PEIMS where available and from SIS if the information was not found in PEIMS. The number of students whose family member(s) engaged in the activity category was divided by the number of the Title I student group enrolled. An asterisk (*) is used to mask results for fewer than five students.

Table 5. Title I, Part A 2020–2021 Parent and Family Engagement Returned Surveys by School Office and Respondents' Race/Ethnicity, June 2021																
SCHOOL OFFICE	HOUSTON ISD (All Surveys)		HOUSTON ISD (Surveys with School Info)		ACHIEVE 180 (4.8% of 9,203)		EAST (15.0% of 9,203)		NORTH (18.1% of 9,203)		NORTHWEST (17.2% of 9,203)		SOUTH (14.3% of 9,203)		WEST (30.6% of 9,203)	
RESPONDENTS' RACE/ETHNICITY	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total	9,556	100.0	9,203	100.0	440	100.0	1,381	100.0	1,668	100.0	1,583	100.0	1,317	100.0	2,814	100.0
African American/Black	1,487	15.6	1,450	15.8	153	34.8	187	13.5	155	9.3	209	13.2	377	28.6	369	13.1
Asian	324	3.4	318	3.5	9	2.0	10	0.7	7	0.4	70	4.4	18	1.4	204	7.2
Hispanic/Latino	5,616	58.8	5,398	58.7	194	44.1	1,079	78.1	1,359	81.5	640	40.4	790	60.0	1,336	47.5
Native Hawaiian /Pacific Islander	37	0.4	35	0.4	1	0.2	5	0.4	6	0.4	4	0.3	2	0.2	17	0.6
Two or More Races/Ethnic.	468	4.9	447	4.9	16	3.6	38	2.8	45	2.7	134	8.5	53	4.0	161	5.7
White	1,358	14.2	1,315	14.3	20	4.5	31	2.2	56	3.4	493	31.1	45	3.4	670	23.8
Unknown	266	2.8	240	2.6	47	10.7	31	2.2	40	2.4	33	2.1	32	2.4	57	2.0

Sources: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021 and Fall PEIMS 2020.

Note: Surveys for 353 respondents did not include their child's school and were excluded from this analysis.

Table 6. Houston ISD Title I, Part A 2020–2021 Parent and Family Engagement Survey Response Rate by School Office, June 2021			
School Office	June 2021 Enrollment (N)	Returned Surveys (N)	Response Rate (%)
HOUSTON ISD (All Students)	177,919	12,853	7.2
HOUSTON ISD (Surveys with School Information)	177,919	12,354	6.9
ACHIEVE 180	17,817	583	3.3
EAST	28,975	1,837	6.3
NORTH	27,568	2,270	8.2
NORTHWEST	25,725	1,974	7.7
SOUTH	31,203	1,857	6.0
WEST	46,631	3,833	8.2

Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

Note: Surveys for 353 respondents did not include their child's school and were excluded from this analysis. An estimated, minimum number of students for whom their parents/guardians completed and returned surveys was calculated by weighting each survey response by the number of students it represented using the survey item: "How many children do you have at this school?").

Table 7. 2020–2021 Title I, Part A Parent and Family Engagement Survey Response Rate by School Office and Campus, June 2021

CAMPUS NUMBER	SCHOOL OFFICE/CAMPUS	TITLE I STUDENT ENROLLMENT (N)	RETURNED SURVEYS (N)	CALCULATED SURVEY COUNT	<div> <div>>=6.9% Above HISD's Rate</div> <div><=6.9% Below HISD's Rate</div> </div>
					MEAN RESPONSE RATE (%)
	Houston ISD	177,919	9,203	12,354	6.9
	ACHIEVE 180 SCHOOL OFFICE	17,817	440	583	3.3
273	Ashford ES	554	57	77	13.9
41	Attucks MS+*	429	4	6	1.4
121	Bruce ES+*	394	7	11	2.8
44	Cullen MS	373	34	39	10.5
45	Deady MS	638	25	27	4.2
140	Dogan ES	532	12	17	3.2
78	Fleming MS+	425	2	2	0.5
58	Gregory-Lincoln PK-8	679	20	36	5.3
52	Henry MS	795	31	37	4.7
456	High School Ahead Acad MS+*	149	6	6	4.0
174	Highland Heights ES	458	32	45	9.8
473	Hilliard ES	538	15	28	5.2
7	Kashmere HS+	806	18	23	2.9
79	Key MS+	669	5	5	0.7
480	Marshall ES+	770	22	37	4.8
289	Martinez C ES	315	3	6	1.9
477	North Forest HS	956	12	15	1.6
373	Seguin ES	454	4	5	1.1
163	Sugar Grove MS	703	42	52	7.4
77	Thomas MS+*	622	28	30	4.8
16	Washington HS	730	8	10	1.4
254	Wesley ES+*	253	1	1	0.4
18	Wheatley HS+	747	3	5	0.7
257	Whidby ES	449	4	5	1.1
82	Williams MS	509	10	12	2.4
9	Wisdom HS+	1,878	9	12	0.6
19	Worthing HS+*	801			0.0
20	Yates HS+	822	11	12	1.5
247	Young ES	369	15	22	6.0
	EAST SCHOOL OFFICE	28,975	1,381	1,837	6.3
1	Austin HS	1,514	66	83	5.5
234	BCM Biotech Acad at Rusk	423	72	78	18.4
110	Blackshear ES+	326	1	1	0.3
112	Bonner ES	687	70	106	15.4

Table 7. 2020–2021 Title I, Part A Parent and Family Engagement Survey Response Rate by School Office and Campus, June 2021 (Continued)

CAMPUS NUMBER	SCHOOL OFFICE/CAMPUS	TITLE I STUDENT ENROLLMENT (N)	RETURNED SURVEYS (N)	CALCULATED SURVEY COUNT	<div> <div>>=6.9%</div> <div>Above HISD's Rate</div> </div> <div> <div><=6.9%</div> <div>Below HISD's Rate</div> </div>
					MEAN RESPONSE RATE (%)
	EAST SCHOOL OFFICE (Continued)				
117	Briscoe ES*	233	22	28	12.0
124	Burnet ES	417	33	47	11.3
287	Cage ES	458	55	78	17.0
292	Carrillo ES	452	14	25	5.5
27	Chavez HS	2,433	17	20	0.8
71	Chrysalis MS	283	45	51	18.0
290	Crespo ES	630	37	50	7.9
297	Davila ES	394	17	25	6.3
138	DeZavala ES*	528	2	3	0.6
345	East EC HS+*	442	65	70	15.8
301	Eastwood Acad HS	436	4	4	0.9
46	Edison MS	610	15	19	3.1
154	Foster ES+	334	10	15	4.5
155	Franklin ES	326	4	7	2.1
4	Furr HS	1095	115	140	12.8
291	Gallegos ES	321	37	55	17.1
34	HSLJ	469	76	81	17.3
166	Harris JR ES	345	21	30	8.7
167	Harris RP ES	529	18	24	4.5
168	Hartsfield ES	351	12	19	5.4
171	Henderson JP ES	639	22	34	5.3
50	Holland MS	652	30	40	6.1
192	Lantrip ES+	628	26	35	5.6
357	Laurenzo ECC+*	198			0.0
194	Lewis ES	706	5	8	1.1
195	Lockhart ES	487	58	88	18.1
485	Middle College HS Fraga	105	4	5	4.8
11	Milby HS+*	2,108	18	22	1.0
311	Mount Carmel Acad HS	284	8	8	2.8
54	Navarro MS	645	1	1	0.2
212	Oates ES+	355	38	53	14.9
338	Ortiz MS	1,045	7	7	0.7

Table 7. 2020–2021 Title I, Part A Parent and Family Engagement Survey Response Rate by School Office and Campus, June 2021 (Continued)					
CAMPUS NUMBER	SCHOOL OFFICE/CAMPUS	TITLE I STUDENT ENROLLMENT (N)	RETURNED SURVEYS (N)	CALCULATED SURVEY COUNT	<div> <div>>=6.9%</div> <div>Above HISD's Rate</div> </div> <div> <div><=6.9%</div> <div>Below HISD's Rate</div> </div>
					MEAN RESPONSE RATE (%)
	EAST SCHOOL OFFICE (Continued)				
214	Park Place ES+	823	47	74	9.0
216	Patterson ES	878	29	41	4.7
217	Peck ES	392	22	33	8.4
220	Pleasantville ES	241	24	32	13.3
222	Port Houston ES	261	67	104	39.8
186	Robinson ES+	539	28	37	6.9
233	Rucker ES	393	18	25	6.4
281	Sanchez ES	536	31	44	8.2
244	Southmayd ES	450	4	4	0.9
98	Stevenson MS	1,390	41	47	3.4
243	Thompson ES	372	7	7	1.9
279	Tijerina ES	300	15	25	8.3
258	Whittier ES+*	419	3	4	1.0
371	Young Scholars+*	93			0.0
	NORTH SCHOOL OFFICE	27,568	1,668	2,270	8.2
106	Atherton ES	487	47	70	14.4
107	Barrick ES	563	28	38	6.7
109	Berry ES	767	90	137	17.9
122	Burbank ES	853	93	154	18.1
43	Burbank MS	1,479	153	172	11.6
125	Burrus ES	291	20	26	8.9
358	Cook ES+	540	10	14	2.6
132	Coop ES+	633	34	53	8.4
137	De Chaumes ES	745	51	71	9.5
144	Durkee ES	483	8	12	2.5
147	Eliot ES	576	24	36	6.3
475	Elmore ES+	615	11	18	2.9
352	Farias ECC	333	151	170	51.1
47	Fonville MS*	769	6	6	0.8
470	Fonwood ECC	349	21	26	7.4
476	Forest Brook MS	813	4	5	0.6
283	Garcia ES+*	444	56	89	20.0

Table 7. 2020–2021 Title I, Part A Parent and Family Engagement Survey Response Rate by School Office and Campus, June 2021 (Continued)

CAMPUS NUMBER	SCHOOL OFFICE/CAMPUS	TITLE I STUDENT ENROLLMENT (N)	RETURNED SURVEYS (N)	CALCULATED SURVEY COUNT	<div><div>>=6.9% Above HISD's Rate</div><div><=6.9% Below HISD's Rate</div></div>
					MEAN RESPONSE RATE (%)
	NORTH SCHOOL OFFICE (Continued)				
172	Henderson NQ ES+	242	2	2	0.8
286	Herrera ES	801	9	13	1.6
310	Houston MSTC HS	2,601	127	143	5.5
180	Isaacs ES+	279	4	8	2.9
181	Janowski ES	446	33	48	10.8
182	Jefferson ES	392	43	60	15.3
185	Kashmere Gardens ES+	441	2	2	0.5
188	Kennedy ES*	565	29	39	6.9
389	Ketelsen ES	492	33	51	10.4
197	Looscan ES	293	7	11	3.8
128	Lyons ES	898	29	45	5.0
61	Marshall MS	709	53	63	8.9
298	Martinez R ES	473	46	76	16.1
179	McGowen ES+*	410	15	24	5.9
62	McReynolds MS+	500	2	2	0.4
359	Moreno ES	697	125	166	23.8
308	North Houston EC HS	484	28	32	6.6
210	Northline ES	484	28	44	9.1
3	Northside HS	1,399	3	3	0.2
213	Osborne ES	269	7	9	3.3
113	Paige ES+	460	6	8	1.7
223	Pugh ES+*	363			0.0
231	Roosevelt ES	504	71	96	19.0
232	Ross ES+	290	20	25	8.6
237	Scarborough ES	607	95	139	22.9
269	Scroggins ES	389	21	33	8.5
479	Shadydale ES+	785	13	19	2.4
240	Sherman ES	555	10	12	2.2
	NORTHWEST SCHOOL OFFICE	25,725	1,583	1,974	7.7
478	Arabic Immersion+*	460	75	102	22.2
268	Benbrook ES+*	494	30	49	9.9
42	Black MS*	1,346	87	97	7.2
120	Browning ES+*	428	27	39	9.1
323	Challenge EC HS+*	468	8	10	2.1

Table 7. 2020–2021 Title I, Part A Parent and Family Engagement Survey Response Rate by School Office and Campus, June 2021 (Continued)

CAMPUS NUMBER	SCHOOL OFFICE/CAMPUS	TITLE I STUDENT ENROLLMENT (N)	RETURNED SURVEYS (N)	CALCULATED SURVEY COUNT	<div><div>>=6.9%</div>Above HISD's Rate</div>
					<div><=6.9%</div> Below HISD's Rate
					MEAN RESPONSE RATE (%)
	NORTHWEST SCHOOL OFFICE (Continued)				
48	Clifton MS	573	21	25	4.4
135	Crockett ES	558	90	116	20.8
26	DeBakey HS+	916	25	28	3.1
115	Durham ES	554	26	39	7.0
152	Field ES	430	25	31	7.2
157	Garden Oaks+	818	78	111	13.6
348	HAIS	490	84	97	19.8
49	Hamilton MS	1,041	40	44	4.2
12	Heights HS	2,411	29	39	1.6
170	Helms ES	477	102	137	28.7
53	Hogg MS	1,022	144	158	15.5
8	Lamar HS	2,806	19	23	0.8
458	Leland YMCPA+*	454	14	16	3.5
198	Love ES+	308	15	18	5.8
201	MacGregor ES*	481	47	53	11.0
204	Memorial ES+*	339			0.0
64	Pershing MS	1,720	230	255	14.8
337	Pin Oak MS (TA)+*	0	7	9	-
80	Rice School	1,111	7	8	0.7
24	Scarborough HS	730	13	15	2.1
241	Sinclair ES	598	79	108	18.1
242	Smith ES	809	17	24	3.0
245	Stevens ES	558	25	34	6.1
252	Wainwright ES*	406	32	40	9.9
15	Waltrip HS	1,801	24	27	1.5
256	Wharton K-8	604	121	174	28.8
463	YWCPA	514	42	48	9.3
	SOUTH SCHOOL OFFICE	31,203	1,317	1,857	6.0
102	Alcott ES+*	197	14	24	12.2
104	Almeda ES	818	19	30	3.7
105	Anderson ES+	711	37	54	7.6
108	Bastian ES	613	25	35	5.7
467	Baylor College MS	606	25	27	4.5

Table 7. 2020–2021 Title I, Part A Parent and Family Engagement Survey Response Rate by School Office and Campus, June 2021 (Continued)

CAMPUS NUMBER	SCHOOL OFFICE/CAMPUS	TITLE I STUDENT ENROLLMENT (N)	RETURNED SURVEYS (N)	CALCULATED SURVEY COUNT	<div> <div>>=6.9% Above HISD's Rate</div> <div><=6.9% Below HISD's Rate</div> </div>
					MEAN RESPONSE RATE (%)
	SOUTH SCHOOL OFFICE (Continued)				
151	Bell ES	603	14	21	3.5
360	Bellfort ECC	333	17	18	5.4
119	Brookline ES	777	16	24	3.1
123	Codwell ES	367	29	36	9.8
133	Cornelius ES	798	73	106	13.3
383	DeAnda ES+	577	64	87	15.1
468	Energy Inst HS+*	742	34	41	5.5
271	Foerster ES	644	3	4	0.6
72	Fondren MS	1,078	9	15	1.4
156	Frost ES+	526	5	7	1.3
158	Garden Villas ES	505	7	10	2.0
159	Golfcrest ES	472	1	2	0.4
162	Gregg ES	388	41	72	18.6
262	Grissom ES	511	71	110	21.5
369	Gross ES	549	33	48	8.7
131	Halpin ECC	334	97	109	32.6
51	Hartman MS	1,176	5	6	0.5
395	Hines-Caldwell ES	721	43	57	7.9
175	Hobby ES	619	54	84	13.6
6	Jones HS	331			0.0
187	Kelso ES+	421	13	16	3.8
263	Law ES+	638	58	85	13.3
75	Lawson MS+	1,434	14	16	1.1
355	MLK ECC+	263	22	22	8.4
203	Mading ES+*	378	52	79	20.9
10	Madison HS+	1,771	6	6	0.3
264	Mitchell ES+	429	41	61	14.2
207	Montgomery ES	465	65	96	20.6
215	Parker ES	865	21	27	3.1
265	Petersen ES	405	1	2	0.5
382	Reagan Ed Ctr PK-8	871	28	47	5.4

Table 7. 2020–2021 Title I, Part A Parent and Family Engagement Survey Response Rate by School Office and Campus, June 2021 (Continued)					
CAMPUS NUMBER	SCHOOL OFFICE/CAMPUS	TITLE I STUDENT ENROLLMENT (N)	RETURNED SURVEYS (N)	CALCULATED SURVEY COUNT	MEAN RESPONSE RATE
					(%)
	SOUTH SCHOOL OFFICE (Continued)				
224	Red ES	607	34	50	8.2
225	Reynolds ES	378	2	3	0.8
239	Shearn ES	468	46	73	15.6
486	South EC HS	417	32	37	8.9
14	Sterling HS	1,576	19	25	1.6
374	Tinsley ES+	591	2	2	0.3
56	Welch MS+	686	12	14	2.0
17	Westbury HS	2,290	18	22	1.0
260	Windsor Village ES	686	81	125	18.2
127	Woodson School	568	14	22	3.9
	WEST SCHOOL OFFICE	46,631	2,814	3,833	8.2
274	Askew ES	832	100	132	15.9
2	Bellaire HS+*	3,167	47	58	1.8
295	Benavidez ES+	925	48	82	8.9
111	Bonham ES	864	45	70	8.1
114	Braeburn ES+	762	40	58	7.6
344	Briarmeadow	566	65	100	17.7
130	Condit ES (TA)+	4	105	153	100+
136	Cunningham ES	590	13	17	2.9
396	Daily ES+	715	40	54	7.6
321	E-STEM Central HS	604			0.0
390	E-STEM West MS*	429	22	42	9.8
148	Elrod ES	701	16	19	2.7
149	Emerson ES	914	24	34	3.7
350	Energized ECC*	272	76	119	43.8
364	Energized ES	1,435	212	352	24.5
342	Energized MS	618	20	32	5.2
153	Fondren ES	317	14	19	6.0
173	Herod ES	773	87	127	16.4
340	Las Americas MS	244	1	3	1.2
324	Liberty HS	258	19	20	7.8
59	Long Acad	940	5	7	0.7

Table 7. 2020–2021 Title I, Part A Parent and Family Engagement Survey Response Rate by School Office and Campus, June 2021 (Continued)					
CAMPUS NUMBER	SCHOOL OFFICE/CAMPUS	TITLE I STUDENT ENROLLMENT (N)	RETURNED SURVEYS (N)	CALCULATED SURVEY COUNT	MEAN RESPONSE RATE (%)
					<div> <div>>=6.9% Above HISD's Rate</div> <div><=6.9% Below HISD's Rate</div> </div>
	WEST SCHOOL OFFICE (Continued)				
196	Longfellow ES	672	19	21	3.1
227	McNamara ES	892	25	29	3.3
55	Meyerland MS+	1,345	9	9	0.7
484	Middle College HS Gulfton+*	142			0.0
299	Milne ES	471	13	18	3.8
354	Mistral ECC	255	21	24	9.4
209	Neff ECC	554	1	1	0.2
394	Neff ES	750			0.0
218	Pilgrim Academy+	1,144	16	22	1.9
219	Piney Point ES	1,162	136	195	16.8
60	Revere MS+	1,166	74	84	7.2
372	Rodriguez ES+	947	111	163	17.2
353	School at St. George ES+	755	33	44	5.8
276	Shadowbriar ES	480	21	28	5.8
23	Sharpstown HS+	1,714	13	14	0.8
81	Sharpstown Intl+	1,252	2	3	0.2
248	Sutton ES	1,046	166	234	22.4
100	TCAH+*	7,871	804	996	12.7
68	Tanglewood MS+*	898	11	12	1.3
285	Valley West ES	768	36	51	6.6
253	Walnut Bend ES	630	64	85	13.5
99	West Briar MS	1,139	22	23	2.0
36	Westside HS	2,828	150	180	6.4
267	White E ES	699	63	91	13.0
483	White M ES	638	4	7	1.1
392	Young Learners	483	1	1	0.2

Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

Note: Surveys for 353 respondents did not include their child's school and were excluded from this analysis. Enrollment is based on active student enrollment. Only students coded as receiving Title I assistance are included. (TA) refers to Targeted Assistance campuses (in bold print). Based on cumulative parent and family engagement data recorded during 2021–2022, schools that have a cross (+) indicate that these Title I campuses disseminated less than 25 percent of School Compacts (G column) and schools that have an asterisk (*) reported no participation among parents and family members within any of the six engagement categories (See Appendix, Table 2).

Table 8. Houston ISD Title I, Part A 2020–2021 Parent and Family Engagement Survey School-Level Response Rates Greater than Their School Office's Rate (Summary), June 2021											
	June 2021 Enrollment (N)	Returned Surveys with School Information (N)	Response Rate (%)	Total Schools	TA School Included	Schools with No Surveys	Schools with a Response Rate	Schools with Response Rate >=6.9% (HISD Rate)		Schools with Response Rate >= Their School Office Rate	
	#	#	%	#	#	#	#	#	%	#	%
Houston ISD	177,919	12,354	6.9	249	1	9	239	104	43.5	104	43.5
ACHIEVE 180	17,817	583	3.3	29	–	1	28	4	14.3	12	42.9
EAST	28,975	1,837	6.3	50	–	2	48	21	43.8	23	47.9
NORTH	27,568	2,270	8.2	45	–	1	44	22	50.0	20	45.5
NORTHWEST	25,725	1,974	7.7	32	No	1	30	17	56.7	14	46.7
SOUTH	31,203	1,857	6.0	46	–	1	45	20	44.4	20	44.4
WEST	46,631	3,833	8.2	47	Yes	3	44	20	45.5	15	34.1

Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

Note: Surveys for 353 respondents did not include their child's school and were excluded from this analysis. *A refers to the one Targeted Assistance campus in the Northwest and one in the West school offices. – Indicates no TA campuses were in the school office.

Table 9. Houston ISD Title I, Part A Survey Responses Regarding the Barriers/Challenges That Limited Respondents' Ability to Support Their Child(ren) with School or Participate in School Activities by Respondents' Characteristics, 2020–2021 (n=10,984)										
			Not having someone to care for my child(ren) or a family member		Conflicts with my or a family member's work or personal schedule		Limitations caused by my or a family member's poor health or a disability		Not comfortable with participating in school activities	
Parent/Family (Survey Respondent's) Characteristics		N	n	%	n	%	n	%	n	%
HISD Title I Schools Districtwide		10,984	2,204	20.1	3,686	33.6	842	7.7	726	6.6
Race/Ethnicity	Unknown	142	35	24.6	59	41.5	10	7.0	20	14.1
	African American /Black	1,712	248	14.5	584	34.1	166	9.7	156	9.1
	Asian	353	58	16.4	127	36.0	17	4.8	45	12.7
	Hispanic/Latino	6,649	1,484	22.3	2,123	31.9	438	6.6	330	5.0
	Native Hawaiian /Pacific Islander	46	12	26.1	10	21.7	4	8.7	1	2.2
	Two or More Races /Ethnicities	555	121	21.8	222	40.0	59	10.6	57	10.3
	White	1,527	246	16.1	561	36.7	148	9.7	117	7.7
Non-English Primary Language	Yes	1,570	302	19.2	437	27.8	87	5.5	103	6.6
Disability	Yes	798	149	18.7	271	34.0	217	27.2	99	12.4
Education	Did Not Complete High School or GED	2,034	442	21.7	541	26.6	138	6.8	83	4.1
	Attended Vocational School/College, But Did Not Complete	1,309	295	22.5	486	37.1	136	10.4	89	6.8
			Unable to access a device or the internet to receive information from the school or engage in online activities		Not having transportation (e.g., pick-up community distributions, attend events, or to take my child(ren) to school or location with device or internet access, etc.)		Not having the ability to either communicate with or understand school staff because I speak a language other than English		I did not experience any barriers/challenges that limited my ability to support my child(ren) with school or my participation in school activities.	
Parent/Family (Survey Respondent's) Characteristics		N	n	%	n	%	n	%	n	%
HISD Title I Schools Districtwide		10,984	772	7.0	754	6.9	912	8.3	4,988	45.4
Race/Ethnicity	Unknown	142	22	15.5	15	10.6	11	7.7	42	29.6
	African American /Black	1,712	168	9.8	150	8.8	28	1.6	825	48.2
	Asian	353	14	4.0	11	3.1	17	4.8	172	48.7
	Hispanic/Latino	6,649	475	7.1	497	7.5	823	12.4	2,866	43.1
	Native Hawaiian /Pacific Islander	46	1	2.2	2	4.3	4	8.7	24	52.2
	Two or More Races /Ethnicities	555	40	7.2	45	8.1	17	3.1	234	42.2
	White	1,527	52	3.4	34	2.2	12	0.8	825	54.0
Non-English Primary Language	Yes	1,570	99	6.3	95	6.1	118	7.5	787	50.1
Disability	Yes	798	94	11.8	96	12.0	44	5.5	244	30.6
Education	Did Not Complete High School or GED	2,034	192	9.4	171	8.4	421	20.7	793	39.0
	Attended Vocational School/College, But Did Not Complete	1,309	118	9.0	118	9.0	75	5.7	531	40.6

Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

Table 10. Houston ISD Title I, Part A Survey Responses Regarding the Type of Extra Support from the School Respondents Would Like to Help Their Child(ren) by Respondents' Characteristics, 2020–2021 (n=12,853)														
			Learning specific subjects/courses /skills (ex. reading, math, etc.)		IEP or 504 plan		Social skills development (including how to handle peer pressure)		Helping my child to pay attention during class time (in person and/or virtual learning)		Finding a healthy balance between schoolwork and wellness during the pandemic		Vocation or college readiness	
Parent/Family (Survey Respondent's) Characteristics		N	n	%	n	%	n	%	n	%	n	%	n	%
HISD Title I Schools Districtwide		12,853	4,473	34.8	990	7.7	2,265	17.6	4,044	31.5	2,891	22.5	1,475	11.5
Race/Ethnicity	Unknown	340	79	23.2	14	4.1	32	9.4	63	18.5	47	13.8	29	8.5
	African American/Black	1,933	775	40.1	247	12.8	468	24.2	675	34.9	437	22.6	297	15.4
	Asian	414	139	33.6	32	7.7	113	27.3	124	30.0	116	28.0	51	12.3
	Hispanic/Latino	7,733	2,843	36.8	421	5.4	1,136	14.7	2,537	32.8	1,770	22.9	832	10.8
	Native Hawaiian/Pacific Islander	54	20	37.0	3	5.6	4	7.4	14	25.9	6	11.1	3	5.6
	Two or More Races/Ethnic.	642	222	34.6	83	12.9	185	28.8	235	36.6	185	28.8	96	15.0
	White	1,737	395	22.7	190	10.9	327	18.8	396	22.8	330	19.0	167	9.6
Non-English Primary Language	Yes	1,903	674	35.4	102	5.4	367	19.3	588	30.9	419	22.0	175	9.2
Disability	Yes	948	405	42.7	151	15.9	259	27.3	359	37.9	291	30.7	158	16.7
Education	Did Not Complete High School or GED	2,470	999	40.4	126	5.1	305	12.3	895	36.2	589	23.8	224	9.1
	Attended Vocational School/College, But Did Not Complete	1,496	565	37.8	156	10.4	337	22.5	506	33.8	385	25.7	228	15.2
		</												

Source: SurveyMonkey, HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

Document 1: HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021, English Version



HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021

HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021

Thank you for taking the time to complete the 2020–2021, HISD Title I, Part A Parent and Family Engagement Survey. The purpose of this annual survey is to see how well your child's school partners with you and encourages your family's engagement in your child's education. The survey should take approximately 10 minutes to complete. Your feedback is anonymous. For your voice to be heard, you must submit this survey on or before June 11, 2021 for your child's school. If you need assistance in completing this survey, please reach out to the Title I campus contact person at your child's school. Please remember: If all your children attend the same school, you only have to complete one survey. If you have children that attend different schools, you must complete a new survey for each different school.

1. Which school are you filling out this survey for:

2. How many children do you have at this school (Choose one)?

- ☐ One child
- ☐ Two children
- ☐ Three or more children

3. Are any of your child(ren) enrolled at this school identified as: (Check all that apply)

- ☐ English Learner (EL)
- ☐ Homeless
- ☐ Student With a Disability (SWD)

4. Since October 19, 2020, my child(ren) attended this school: (Choose one)

- ☐ Virtually
- ☐ In person
- ☐ Both virtually and in person

Document 1: HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021, English Version (Continued)

5. This year, I thought the following virtual meetings, trainings, and resources were helpful:

	No	Yes	I did not attend
A. Annual Title I Meeting/Title I Parent Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Parent University Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Open House	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Any trainings or resources received to support my family's needs at home. <i>For example: family literacy, job skills, health and nutrition</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Any trainings or resources received to help my child(ren)'s learning at home. <i>For example: tips to help with homework, homework policies, HISD Online Courses ex. "Parent Introduction to Virtual Learning"</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Virtual curriculum night(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Any meetings about my child(ren) between me and the teacher, principal, assistant principal, or school staff. <i>For example: parent/teacher conference, IEP or 504 meeting</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. School board or School PTA meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please tell us the reasons you did not attend the virtual meetings, trainings or events offered by the school: (Check all that apply)

- ☐ A. I either did not have or did not know how to use a device or internet connection to attend the virtual meeting or trainings.
- ☐ B. I had a device and an internet connection, but was unable to get on the virtual platform the school used (e.g., Zoom, Twitter, etc.) because the meeting was either full, the link did not work, or I had other problems.
- ☐ C. I was not aware of the meeting or training before it was held.
- ☐ D. I did not attend live virtual meetings, trainings, or events, but I listened to a recording or looked at power point slides.

7. For the 2020–2021 year, my child(ren)'s school:

	No	Yes	I am not sure
A. Provided me the Parent and Family Engagement Policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Provided me the School-Parent Compact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Asked me to provide input on the Parent and Family Engagement Policy and School-Parent Compact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Provided Title I information on the campus' website.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Document 1: HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021, English
Version (Continued)**

8. In my opinion, I feel that teachers, administrators, and staff supported my child(ren)'s individual needs and me by:

	Disagree	Agree	No Opinion
A. Talking to me about how well my child(ren) are doing on their school lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Helping my child(ren) with their schoolwork and subjects they are struggling in during class time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Providing me consistent communication, resources, and advice on how to help my child(ren)'s do better in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Providing my children extra help with their schoolwork (e.g., tutoring, afterschool programs, response to intervention [RTI]).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Encouraging me to join the PTO or school improvement teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Having staff and counselors available to help my child(ren).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Valuing my opinions and the role I play regarding my child(ren)'s educational success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Encouraging me to observe my child(ren) in the classroom or during virtual learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. Providing my family with information about community programs and services to get basic needs for my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. Providing high-quality, meaningful education to my child(ren) that will prepare them for either the next grade level or graduation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. Providing high-quality meaningful education to my child(ren) that will prepare them for district and state exams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L. Providing meaningful social skills opportunities and supports for my child(ren).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M. Providing support for my family when impacted by adverse events (e.g., natural disaster, loss of employment, loss of a family member, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. This year, I supported my child(ren)'s learning at home by:

	Never	Sometimes	Often
A. Helping my child(ren) complete schoolwork, homework, and other school projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Making sure my child(ren) pay attention during virtual classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Talking to my child(ren) about what they learned at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Seeking outside help to support my child(ren)'s learning. <i>For example: tutor, therapist, medical support, social emotional, purchase materials and supplies.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Helping my child(ren) access the remote learning, learning apps, technology, instruction or upload class assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Helping with the implementation of my child(ren)'s IEP and 504 (e.g., serving as personal aide, behavior plan, providing accommodations, daily skills supports, support during virtual therapy services, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Keeping track of my child(ren)'s screen time (e.g., television, smartphone, laptops, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Document 1: HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021, English Version (Continued)

10. This year, barriers/challenges that limited my ability to support my child(ren) with school, or my participation in school activities included: (Check all that apply)

- ☐ A. Not having someone to care for my child(ren) or a family member.
- ☐ B. Conflicts with my or a family member's work or personal schedule.
- ☐ C. Limitations caused by my or a family member's poor health or a disability.
- ☐ D. Not comfortable with participating in school activities.
- ☐ E. Unable to access a device or the internet to receive information from the school or engage in online activities.
- ☐ F. Not having transportation (e.g., pick-up community distributions, attend events, or to take my child(ren) to school or location with device or internet access, etc.).
- ☐ G. Not having the ability to either communicate with or understand school staff because I speak a language other than English.
- ☐ H. I did not experience any barriers/challenges that limited my ability to support my child(ren) with school or my participation in school activities.

11. I would like extra support from the school to help my child(ren) with: (Check all that apply)

- ☐ A. Learning specific subjects/courses/skills (ex. reading, math, etc.).
- ☐ B. IEP or 504 plan
- ☐ C. Social skills development (including how to handle peer pressure).
- ☐ D. Helping my child to pay attention during class time (in person and/or virtual learning).
- ☐ E. Finding a healthy balance between schoolwork and wellness during the pandemic.
- ☐ F. Vocation or college readiness.
- ☐ G. Preparing for tests (ex. STAAR, AP/IB, district tests)
- ☐ H. Learning at home by having access to child(ren)'s textbooks, educational apps, and hard copy materials.
- ☐ I. Technical issues to access and complete online assignments.
- ☐ J. Providing learning resources in a manner my child(ren) and I can understand (ex. a language other than English, audio and visual supports, etc.).
- ☐ K. Preventing and responding to bullying (ex. physical, emotional, cyber, etc.).
- ☐ L. I do not need extra support from my child(ren)'s school this year.

12. The racial/ethnic background I primarily identify with is: (Choose one)

- ☐ American Indian
- ☐ Asian / Pacific Islander
- ☐ Black or African American
- ☐ Hispanic / Latino
- ☐ Two or More Races or Ethnicities
- ☐ White

Document 1: HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021, English Version (Continued)

13. In our home, the primary language spoken is: (Choose one)

- ☐ Arabic
- ☐ English
- ☐ Spanish
- ☐ Vietnamese
- ☐ Other

14. In our home at least one parent or guardian has a disability.

- ☐ No
- ☐ Yes

15. In our home the highest level of education of a parent or guardian: (Choose one)

- ☐ Did not complete high school or G.E.D.
- ☐ Graduated from high school or G.E.D.
- ☐ Attended vocational school/college, but did not complete
- ☐ Completed vocational school or an associate's degree
- ☐ Completed a bachelor's degree or higher