

MEMORANDUM

April 13, 2023

TO: Angela Brooks
Director, External Funding

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

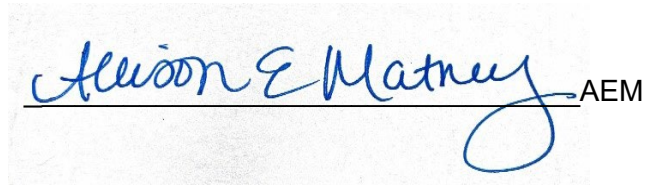
SUBJECT: **TITLE I, PART A: PARENT AND FAMILY ENGAGEMENT REPORT, 2021–2022**

Attached is a copy of the Title I, Part A Parent and Family Engagement Report for 2021–2022. This report describes the level of parent and family engagement (PFE) coded in School Information System at 246 Title I, Part A schoolwide (n=245) or targeted assistance (n=1) schools within the Houston Independent School District. This report also summarizes responses to the 2021–2022 HISD Title I, Part A Parent and Family Engagement Survey.

Key findings include:

- Active student enrollment data for the 2021–2022 school year revealed that 174,240 (99.7 percent) of the 174,833 students enrolled on 249 HISD Title I, Part A program campuses were Title I, Part A program participants.
- HISD's Title I schools disseminated Individual or School Compacts to 95.1 percent of families of program participants to list the responsibilities of schools and parents of Title I students in 2021–2022, a 32.1 percentage-point increase from 2020–2021.
- Active Title I program participants' parents'/guardians' overall, cumulative average engagement rate increased from 2020–2021 by 6.2 percentage points to reach 38.4 percent in 2021–2022.
- Parents and guardians of children enrolled in HISD's Title I schools who participated in PFE activities during the 2021–2022 school year were more likely to participate in Conferences and were least likely to volunteer or participate in family or parent learning- or curriculum-related activities when compared to other PFE opportunities at their child(ren)'s campus.
- The two primary barriers to supporting their child(ren) with school or participating in PFE activities identified by 2021–2022 HISD Title I, Part A Parent and Family Engagement Survey (Title I PFE Survey) respondents, overall, were conflicts with work or personal schedule (25.9%) and not having someone to care for their child(ren) or family member (14.9%).
- However, Title I PFE Survey respondents who reported having a disability were more likely to identify limitations caused by their or a family member's poor health or disability (26.8%) and survey respondents who did not complete high school or GED were more likely to report they did not have the ability to either communicate with or understand school staff because they speak a language other than English (20.5%) as their barriers or challenges than limitations caused by not having someone to care for their child(ren) or a family member in 2021–2022.
- In 2021–2022, the largest response rate regarding the extra support survey respondents would like their child(ren)'s Title I school to provide was to support their child(ren) with learning specific subjects/courses/skills in key content areas (36.2), followed by preparing their child(ren) for tests (ex. STAAR, AP/IB, district tests).

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



Attachment

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RESEARCH

Educational Program Report

**TITLE I, PART A: PARENT AND
FAMILY ENGAGEMENT REPORT,
2021-2022**



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Title I, Part A: Parent and Family Engagement Report, 2021–2022

Executive Summary

Program description

The Title I, Part A program legislation included in the Every Student Succeeds Act of 2015 (ESSA) is a formula grant program providing supplemental funding to state and local education agencies (LEAs) serving high concentrations of students from low-income families (TEA, 2022). Resources for the Title I, Part A program are used to enhance the quality of educational programs and bolster opportunities for low-income families' students to meet challenging state assessments. For the 2021–2022 academic year, the Houston Independent School District (HISD) received Title I, Part A (Title I) funds to supplement instructional programs at 246 campuses implemented on a schoolwide (n=245) or targeted-assistance (n=1) basis.

The HISD Department of External Funding diligently monitors campuses that receive Title I funds to support campus compliance with statutes detailed in ESSA, including those regarding parent and family engagement. Information collected at Title I schools in 2021–2022 included the following six types of activities in which parents/family members participated during the academic year: Conference, Education/Training, Family Literacy, Parent Literacy, Planning, and Volunteering (Appendix, **Table 1A**, p. 41). Title I coordinators at each campus are required to document the number of compacts that the school disseminates to parents and guardians. Specifically, Title I coordinators are to document the number of individual compacts the staff disseminates to families of students enrolled at campuses that implement a targeted-assistance Title I program and to document the number of school compacts the staff disseminates to families of students who attend campuses that implement schoolwide Title I programs.

Purpose

The purpose of this evaluation is to fulfill requirements detailed in ESSA Public Law 114-95, SEC. 1116 [20 U.S.C. 6318] PARENT AND FAMILY ENGAGEMENT. Specifically, this report uses PowerSchool, Student Information System and HISD Title I Parent and Family Engagement Survey data to evaluate parents' and family members' engagement and perceptions of their experiences on Title I campuses in HISD during the 2021–2022 and 2020–2021 school year.

Highlights

- Generally, the 2021–2022 PFE outcomes presented in this report show gains over the 2020–2021 outcomes and are indicative of important accomplishments produced by the highly committed stakeholders which include Title I students and their families, teachers, and program coordinators, staff, and school administrators at all levels.
- The active enrollment count of students at Title I-funded schools by the end of the 2021–2022 academic year was 174,833, with 174,240 (99.7%) of them identified as Title I program participants, a 0.8 percentage-point increase from 98.9% identified as Title I program participants in 2020–2021. (Please refer to the Methods section, pp. 6–10, of this report for details.)
- HISD's Title I schools disseminated Individual or School Compacts to 95.1 percent of families of program participants to list the responsibilities of schools and parents of Title I students in 2021–2022, a 32.1 percentage-point increase from 2020–2021.

- For the six Parent and Family Engagement activity categories, the overall cumulative family engagement rate increased from 2020–2021 by 6.2 percentage points to reach 38.4 percent in 2021–2022.
- In 2021–2022 and 2020–2021, the highest of the six engagement rates was for school Conferences with parents or guardians, school administrators and teachers, which increased by 0.7 percentage point from 2020–2021 to reach 21.4 percent in 2021–2022.
- The lowest engagement rate in both years was for Volunteering, with a 2.2 percentage-point increase from 2020–2021 to reach 3.2 percent in 2021–2022.
- The districtwide response rate to the HISD Title I Parent and Family Engagement Survey (Title I PFE Survey) dropped by 0.7 percentage point from 2020–2021 to reach 6.5 percent in 2021–2022.
- Of the 245 2021–2022 Title I schools with a Title I PFE Survey response rate in both years, 111 (45.3%) of schools showed a positive change, 125 (51.0%) of schools showed a negative change, and nine (3.7%) of schools showed no change in the survey response rate.
- In 2021–2022 and 2020–2021, Title I PFE Survey respondents were most likely to report they had been provided a copy of the Parent and Family Engagement Policy (70.0 and 55.7%, respectively), this was followed in 2021–2022 by having been provided a School-Parent Compact (63.0%).
- In 2021–2022 and 2020–2021, Title I PFE Survey respondents were least likely to report they were asked by school personnel to give input on the Parent and Family Engagement Policy and School-Parent Compact, with 13 percentage points more parents/families reporting this in 2021–2022 (53.7%).
- The 2021–2022 and 2020–2021 Title I PFE Survey respondents were most likely to report that they thought the meetings about their children with school educators, principals, etc. were helpful (65.0 and 60.2%, respectively), followed by Open House in 2021–2022 (56.3%).
- The 2021–2022 and 2020–2021 Title I PFE Survey respondents were least likely to report they thought the Parent University Meetings (25.3% and 21.0%, respectively) or Virtual curriculum Night(s) (22.6% and 21.1%, respectively) were helpful.
- In 2021–2022 and 2020–2021, the largest groups of Title I PFE Survey responses regarding barriers/ reasons respondents did not attend live virtual meetings, trainings, or events offered by their child(ren)'s school indicated they did not attend but they listened to a recording or looked at PowerPoint slides, with 4.2 percentage points more parents and families reporting this barrier in 2021–2022 (36.0%).
- The largest proportion of 2021–2022 and 2020–2021 Title I PFE Survey responses regarding barriers or challenges that limited their ability to support their child(ren) with school or participate in school activities indicated that respondents did not experience limitations, with 5.7 percentage points more parents and families reporting this challenge in 2021–2022 (51.1%).
- In 2021–2022 and 2020–2021, the largest groups of responses regarding extra support respondents would like from their child(ren)'s Title I school indicated they wanted extra support for their child(ren) to learn specific subjects, courses, or skills in key content areas, with 1.4 percentage points more parents and families reporting this desire in 2021–2022 (36.2%).

Recommendations

The extent to which the information coded into the Student Information System (SIS) was accurate in 2021–2022 and 2020–2021 impacted the precision of the results of the Title I student enrollment, School-Parent Compact dissemination, and engagement rates presented in this evaluation and that are otherwise provided to stakeholders. From 2020–2021 to 2021–2022, improvements in the accuracy of the PFE data are apparent. Therefore, it is advised that the Department of External Funding further enhance its training and ongoing oversight of campus-level Title I administrators, coordinators, and other relevant Title I personnel regarding data coding accuracy and timely data entry.

Based on districtwide Title I School-Parent Compact dissemination rates (Figure 2, p. 11), Campus dissemination of Compacts improved by 32.1 percentage-points from 63.0 percent in 2020–2021 to 95.1 percent in 2021–2022, which means campuses did not disseminate Compacts to more than one-third (37.0%) of Title I participants' parents and families in 2020–2021 and to 4.9 percent of Title I participants' parents and families in 2021–2022. Additionally, Title I parent and family engagement rates (Figure 2), also reveal that, in 2021–2022 and 2020–2021, more than 60 percent of parents and families at the district level did not engage in at least one of the six PFE activity categories at their child(ren)'s Title I school (61.6% and 67.8%, respectively). The 2021–2022 gains in the PFE results seem to reveal advancements in program implementation, documentation, and/or oversight, and may also 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 parent and family participation levels, barriers to participation in PFE activities, and the assistance parents and families need or would like from the Title I school to help with their child(ren)'s learning at home as indicated by PowerSchool SIS data and/or Title I PFE Survey respondents. Particular attention to the needs of vulnerable populations of HISD constituents is warranted (i.e., their school 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 in both years assessed for this report were for Family Literacy, Parental Literacy, Planning, and Volunteer activities, the Department of Research and Accountability continues to encourage the Department of External Funding to accelerate its efforts to: (a) explore 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) collaborate with the administrators of school offices and schools that have had success in exceeding district averages in various engagement activities, and (c) set benchmarks for each engagement category. Setting realistic and differentiated benchmarks for specific PFE expectations on each Title I campus will allow the Department of External Funding to better assess progress made towards goals for improvement, particularly among the vulnerable populations in all Title I schools. Additional information is needed to examine factors related to these PFE outcomes. Perhaps, some findings of this report are indicative of the typical types of impacts of systemic sociological, environmental, and economic challenges and disparities experienced by the more vulnerable participant groups typically served in larger proportions at Title I schools than at non-Title I schools. 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 engaging "minority," economically disadvantaged, and other vulnerable parents and families seems warranted.

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 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 schools, which have high percentages of students living in poverty.

Title I programs are implemented on either a schoolwide or targeted assistance basis. A schoolwide program permits a school with at least 40 percent of its students from families at or below the federal poverty threshold to use Title I funds and other federal education program funds and resources to supplement 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 2021–2022 school year, the majority of the 247 HISD Title I school programs were implemented on a schoolwide basis (n=246). Condit Elementary School was the only HISD Title I campuses implemented on a targeted assistance basis in 2021–2022.

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 to be 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](#). Each local education agency that receives Title I, Part A funds will “...(D) conduct, with the meaningful involvement of parents/family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying (i) barriers to greater participation by parents/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).

In 2021–2022, 154,078 of the district's 194,607 students were economically disadvantaged (HISD Fall PEIMS, 2021). Given that 89.8 percent (n=246) of HISD's 274 schools were Title I, Part A schools, it's clear that the results of this report are largely influenced by the district's parents and families of students who were economically disadvantaged (79.2%), limited English proficient (42.7%), and/or racial or ethnic minority background (Black or Hispanic - 84.2%) (HISD Fall PEIMS, 2021). The following questions guided the evaluation of parent and family engagement in HISD during the 2021–2022 school year:

1. How many Title I students were actively enrolled in HISD Title I schools by the end of the 2021–2022 and 2020–2021 academic year?
2. What were parent and family engagement rates for actively enrolled students in Title I schools by the end of the 2021–2022 and 2020–2021 academic year, overall and by activity category?
3. What was the level of response to the Title I, Part A Parent and Family Engagement (PFE) Survey during the 2021–2022 and 2020–2021 academic year?
4. What experiences and perceptions of Title I campuses were reported by parents and guardians of students who were actively enrolled at Title I campuses in 2021–2022 and 2020–2021?
5. What were the primary barriers reported by survey respondents 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 2021–2022 and 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 2021–2022 and 2020–2021 academic year?

Methods

Data Collection

- Multiple data sources were used for the evaluation process. The PowerSchool, Student Information System (PowerSchool SIS)'s active student list from the last school day was added to the PFE data from 6/4/2021 and 6/6/2022 to ensure all active students were captured for the respective school year. In addition, on 6/30/21 and 6/30/22 data was extracted from PowerSchool SIS to retrieve student records with delayed coding entered after 6/4/2021 and 6/6/2022 for the respective school year. Students from schoolwide Title I schools recoded "6" regardless of their Title I status in Public Education Information Management System (PEIMS) and/or PowerSchool SIS. A filter based on average daily attendance (ADA) was not applied. 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 SIS, a dynamic platform that is supported to capture both snapshot and cumulative data.

- Verification of HISD Title I schools was accomplished by obtaining the HISD Title I, Part A Campus List from the HISD External Funding Department for 2020–2021 and 2021–2022. There were 249 Title I-funded HISD campuses in 2020–2021 and 247 of them implemented schoolwide programs and two implemented a targeted assistance program for individual students. In 2021–2022, there were 246 Title I-funded HISD campuses and 245 of them implemented schoolwide programs. Condit Elementary School implemented a targeted assistance program.
- Active student enrollment data collected in PowerSchool SIS 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 Volunteering). 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 (Title I PFE Survey), in 2020–2021 and in 2021–2022. Versions of the PFE survey were created in three languages: English, Spanish, and Vietnamese.
- An academic memo was posted on 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 for parents and guardians on when, where, and 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 the current school year. 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 in 2020–2021 and from April 25, 2022 to June 3, 2022 in 2021–2022. In 2020–2021, a total of 9,556 surveys with item-level responses were submitted and retained for districtwide analyses, but 9,203 surveys included school information. In 2021–2022, a total of 8,344 surveys with item-level responses were submitted and retained for districtwide analyses and all the surveys included school information.

Data Analyses

- By the end of the 2020–2021 school year, a total of 179,888 students were identified as actively enrolled in 249 HISD Title I schools and 177,919 students at 248 of the 249 schools were identified as Title I program participants. By the end of the 2021–2022 school year, a total of 174,833 students were identified as actively enrolled in 246 HISD Title I schools and 174,240 students were identified as Title I program participants. For targeted assistance and schoolwide campuses, student enrollment, School-Parent Compact dissemination, and cumulative PFE counts include all actively enrolled students.
- Cumulative School-Parent Compact dissemination and PFE activity rates, by category, overall, and by race/ethnicity, school office, and campus were calculated using the number of active 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 campus(es) (Appendix, **Table 1**, p. 42 and **Table 2**, pp. 43–52).
- At least one Title I PFE Survey was received from parents/families of students at 240 (96.4%) of the 249 Title I campuses while nine schools did not submit any surveys in 2020–2021 (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). At least one Title I PFE Survey was received from parents/families of students at 237 (96.3%) of the 246 Title I campuses while nine schools did not submit any surveys in 2021–2022 (Wesley ES – Achieve 180 School Office; Rodriguez ES and White M. ES – Elementary School Office 1; Henderson N.Q. ES – Elementary School Office 2; Blackshear ES – Elementary School Office 3; and E-STEM Central HS, Jones HS, Middle College HS-Gulfton, and Mount Carmel Academy HS – High School Office. Title I PFE Survey response rates are presented in Appendix, **Table 3** (pp. 53–58). For response rates, an estimated, minimum number of students whose parents/guardians completed and returned surveys was calculated and divided by the number of Title I students actively enrolled.
- All Title I PFE Surveys were retained for analysis. However, some results of the 8,344 surveys in 2021–2022 and of the 9,556 surveys in 2020–2021 were excluded due to missing data for the name of their children's school (n=353 surveys in 2020–2021), race/ethnicity (n=266 surveys in 2020–2021 and n=124 surveys in 2021–2022), disability (n=205 surveys in 2020–2021 and n=83 surveys in 2021–2022), highest level of education (n=341 surveys in 2020–2021 and n=169 surveys in 2021–2022), and primary home language (n=167 surveys in 2020–2021). An error on Question #8 of the Vietnamese language version in 2020–2021 resulted in missing data. Survey response rates were estimated in 2020–2021 for missing data for the number of children attending a Title I school and in 2020–2021 and 2021–2022 for those who reported having three or more children.
- 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?”). In 2020–2021, a total of 9,508 of the 9,556 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. In 2021–2022, all 8,344 survey respondents answered item Q2. Survey recoding and weighting/duplicating involved 1,993 surveys coded “2” (duplicated once), and 520 surveys coded “3” (duplicated twice) in the identified field. Using this strategy, the calculated count of returned surveys was 11,377 (including 5,831 surveys recoded “1” for one child (n=5,831), 1,993 surveys recoded “2”, (n=3,986), and 520 surveys recoded “3” (n=1,560). To verify, the calculated number of 11,377 equaled the total values in Q2 before being recoded/weighted. Title I PFE Survey response rates were derived by dividing the calculated/weighted survey count by the active Title I student enrollment. (Appendix, Table 3, pp. 53–58).

- Frequency analyses were used to determine response percentages/rates (i.e., the number of identified response type(s) divided by the total number of surveys (weighted count)) for Title I PFE Survey questions. Appendix, **Table 4** and **Table 5** (pp. 59–60 and pp. 61–62) show the percentage of affirmative or other specified survey responses by race/ethnicity and groups of the potentially vulnerable survey respondents. (See the 2020–2021 and 2021–2022 English survey versions in Appendix, **Document 1** and **Document 2**, pp. 63–67 and pp. 68–72, respectively).
- In 2020–2021, 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 (totaling 1,869 weighed response sets), 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. In 2021–2022, no Title I PFE Survey respondents provided contradictory responses to survey Question #10 due to an added logic system that was applied to the SurveyMonkey software to avoid what may have been viewed as contradictory responses. Respondents were instructed to select all responses that applied to them and, therefore, could select more than one, non-contradictory response option.
- In 2020–2021, 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. In 2021–2022, for Question #11 on the Title I PFE Survey, of the 3,311 respondents' survey response sets that indicated the respondent did not **need** extra support from their child(ren)'s school that year (item 11L), none 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) due to an added logic system that was applied to the SurveyMonkey software to avoid what may have been viewed as contradictory responses. All responses were retained.
- Respondents' race/ethnicity, non-English primary language and disability statuses, and educational attainment factors are reported. Consistent with PEIMS coding, the survey option for American Indian was reported as native Hawaiian/Pacific Islander and Asian/Pacific Islander was reported as Asian.

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 PFE data quality, and to Title I (External Funding Department) oversight and intervention for Title I campuses. Active student enrollment and cumulative PFE are documented in PowerSchool SIS at the campus-level and serve as the foundation for this report. To some extent, 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 leads to bias in the results (National Research Council [NRC], 2008, p. 107). Continuing COVID-

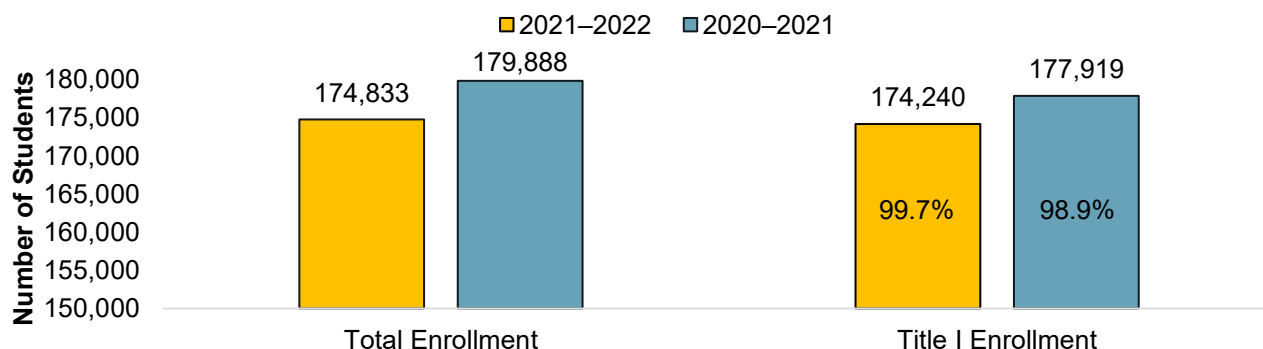
related social conditions have impacted PFE survey collection strategies and resulted in excluding hardcopy survey completion, which may account for some degree of nonresponse to the survey.

- The estimated Title I PFE Survey response rates estimated for this report were calculated due to missing data (including no response to the item and no specific number of children provided for those with three or more children). Improvements to the 2021–2022 survey’s design resulted in a reduction missing data due to no response since 2020–2021. Some 2020–2021 and 2021–2022 data for non-required questions were missing from analyses regarding survey respondents’ race/ethnicity, disability status, highest level of educational attainment, and the primary language spoken at home.

Results

How many Title I students were actively enrolled in HISD Title I schools by the end of the 2021–2022 and 2020–2021 academic year?

Figure 1. HISD Enrollment Rates of All Students and Title I Students on Title I Campuses, 2021–2022 (N=174,240) and 2020–2021 (N=177,919)



Source: HISD Power School, extracted June 4 & June 30, 2021 and extracted June 6 & June 30, 2022.

Note: Based on 248 of the 249 HISD Title I schools in 2020–2021 and 246 HISD Title I schools in 2021–2022. In 2020, 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).

- Unduplicated data retrieved from the PowerSchool SIS databases identified 174,240 actively enrolled Title I participants (or 99.7%) among the 174,833 students enrolled in HISD Title I schoolwide or targeted assistance campuses by the end of the 2021–2022 academic year, an increase in the proportion of Title I students but a decrease in the enrollment numbers from 177,919 Title I participants (or 98.9%) of the 179,888 total students enrolled on HISD Title I campuses by the end of the 2020–2021 academic year (Figure 1) (Appendix Table 1, p. 42).

What were parent and family engagement rates for actively enrolled students in Title I schools by the end of the 2021–2022 and 2020–2021 academic year, overall and by activity category?

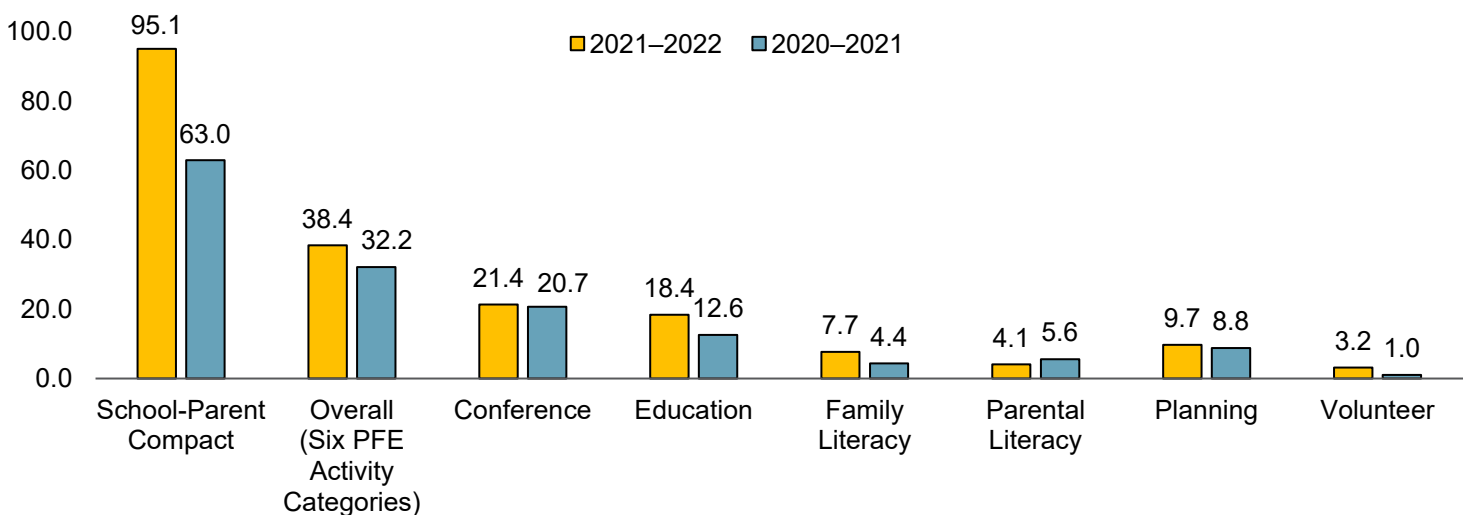
All Students Districtwide

- **Figure 2** (p. 11) shows the district’s 2021–2022 cumulative rates of Title I Parent and Family Engagement (PFE) School-Parent Compact dissemination, overall engagement (in at least one PFE activity), and engagement in each PFE activity were higher than the 2020–2021 rates except for

Parental Literacy (Appendix Table 1, p. 42, also shows cumulative 2021–2022 PFE rates by school office).

- School-Parent Compacts were distributed to 95.1 percent of families of program participants to list the responsibilities of schools and parents of Title I student participants in 2021–2022, a 32.1 percentage-point increase from 63.0 percent in 2020–2021 (Figure 2).
- The district's overall rate of engagement in at least one PFE activity across the six categories was 38.4 percent by the end of the 2021–2022 school year, a 6.2 percentage-point increase from 32.2 percent by the end of 2020–2021 (Figure 2).

Figure 2. Title I School-Parent Compact Dissemination and Parent and Family Engagement Rates, Overall and by Engagement Category, 2021–2022 and 2020–2021



Source: HISD Power School, extracted June 4 & June 30, 2021 and June 6 & June 30, 2022.

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 actively enrolled Title I students at Title I schools. The number of students whose family member(s) engaged in the activity category was divided by the number of Title I students enrolled in 2020–2021 and 2021–2022, respectively.

- In both years, the highest of the six engagement rates was for school Conferences with parents or guardians, school administrators and teachers, which increased 0.7 percentage-point from 20.7 percent in 2020–2021 to 21.4 percent in 2021–2022 (Figure 2).
- The rate for Conferences was followed by the rates for Education/Training and Planning activities in both years with 2020–2021 rates of 12.6 percent and 8.8 percent, respectively, which increased 5.8 percentage points and 0.9 percentage point, respectively, in 2021–2022 to 18.4 percent and 9.7 percent, respectively (Figure 2).
- The lowest rate of engagement in PFE activities in both years was 1.0 percent in 2020–2021 and 3.2 percent in 2021–2022 of parents/family members of Title I students who served as a Volunteer at their child's school, up 2.2 percent in 2021–2022 (Figure 2).

Schools

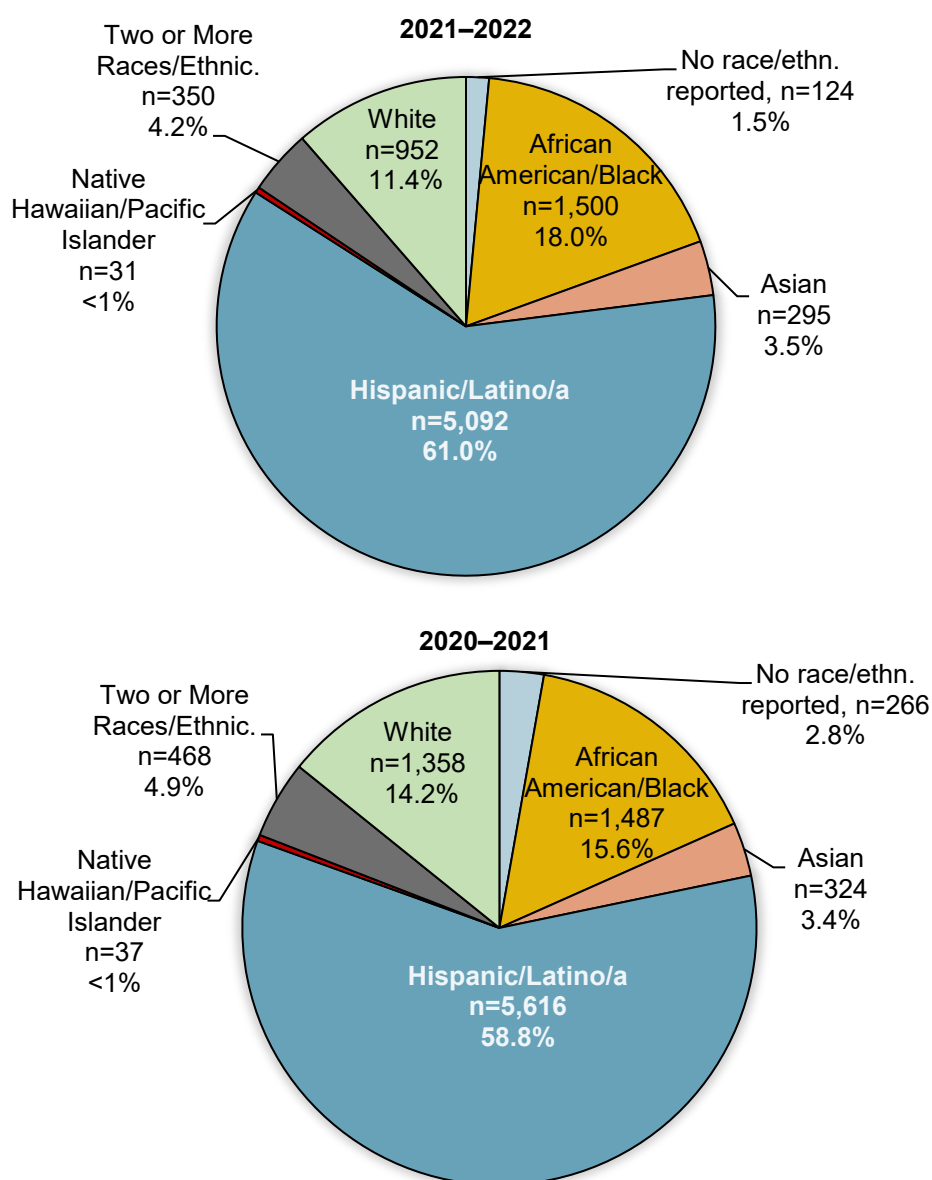
- By the end of June 2022, a total of 219 schools (89.4%) of the 245 schoolwide Title I campuses reported disseminating School-Parent Compacts to at least 90 percent of their students' families, an increase of 90 schools and 37.2 percentage points from 129 (or 52.2%) of the 247 schoolwide Title I campuses by the end of June 2021. (Appendix, **Table 2**, pp. 43–52, lists HISD's June 2022 PFE activity results by school, category, and Title I campus.)
- A total of five schools (2.0%) of the 245 schoolwide Title I campuses reported disseminating School-Parent Compacts to fewer than 25 percent of their students' families by the end of June 2022, a decrease of 69 schools and 28.0 percentage points from 74 schools (30.0%) of the 247 schoolwide Title I campuses at the end of June 2021 (Appendix, Table 2).
- Across all six engagement categories by the end of June 2022, 13 schools (5.3%) of all 246 campuses funded to implement Title I programs reported no PFE participation among their students' parents/family members, a decrease of 24 schools and 9.6 percentage points from 37 schools (14.9%) of all 249 Title I campuses to report no PFE participation among their students' parents/family members at the end June 2021 (Appendix, Table 2).

What was the level of response to the Title I, Part A Parent and Family Engagement (PFE) Survey during the 2021–2022 and 2020–2021 academic year?

Districtwide

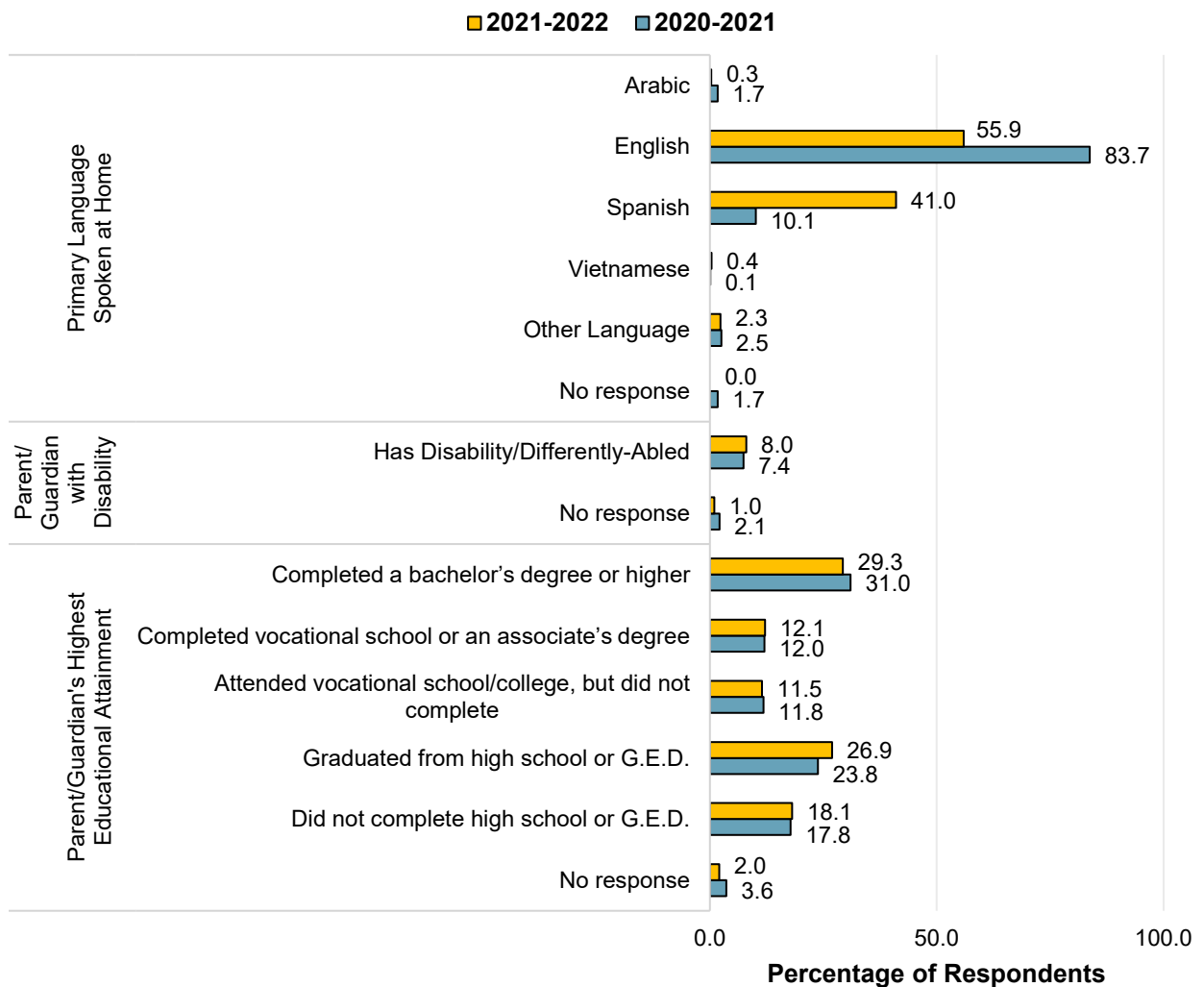
- In 2021–2022, 8,344 responses to the Title I PFE Survey were received from 237 (96.3%) of the 246 Title I Schools, a decrease of 1,212 (12.7%) of surveys received from a total of 9,556 surveys from 240 (96.4%) of the 249 Title I Schools in 2020–2021.
- **Figure 3** (p. 13) presents the proportion of Title I PFE Survey respondents by their race/ethnicity. In 2021–2022 and 2020–2021, respondents who identified as “Hispanic/Latino” comprised the largest group (61.0% and 58.8%, respectively), followed by “African American/Black” (18.0% and 15.6%, respectively) and “White” (11.4% and 14.2%, respectively) respondents. Each year, each of the other groups of respondents submitted fewer than five percent of the surveys received.
- In addition to race/ethnicity in 2021–2022 and 2020–2021, other self-reported Title I PFE Survey respondents' characteristics included their primary language spoken at home with rates ranging from speaking English (55.9% and 83.7%, respectively), Spanish (41.0% and 10.1%, respectively), or other languages (2.3% and 2.5%, respectively), to speaking Arabic (0.3% and 1.7%, respectively) or Vietnamese (0.4% and 0.1%, respectively) (**Figure 4**, p. 14).
- In 2021–2022 and 2020–2021, 8.0% and 7.4%, respectively, of the Title I PFE Survey respondents reported being differently-abled/having a disability (Figure 4).

Figure 3. HISD Title I, Part A Parent and Family Engagement Survey Responses by Respondents' Race/Ethnicity, 2021–2022 (N=8,344) and 2020–2021 (N=9,556)



Sources: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022 and 2020–2021.

Figure 4. HISD Title I, Part A Parent and Family Engagement Survey Responses by Respondents' Characteristics, 2021–2022 (N=8,344) and 2020–2021 (N=9,556)



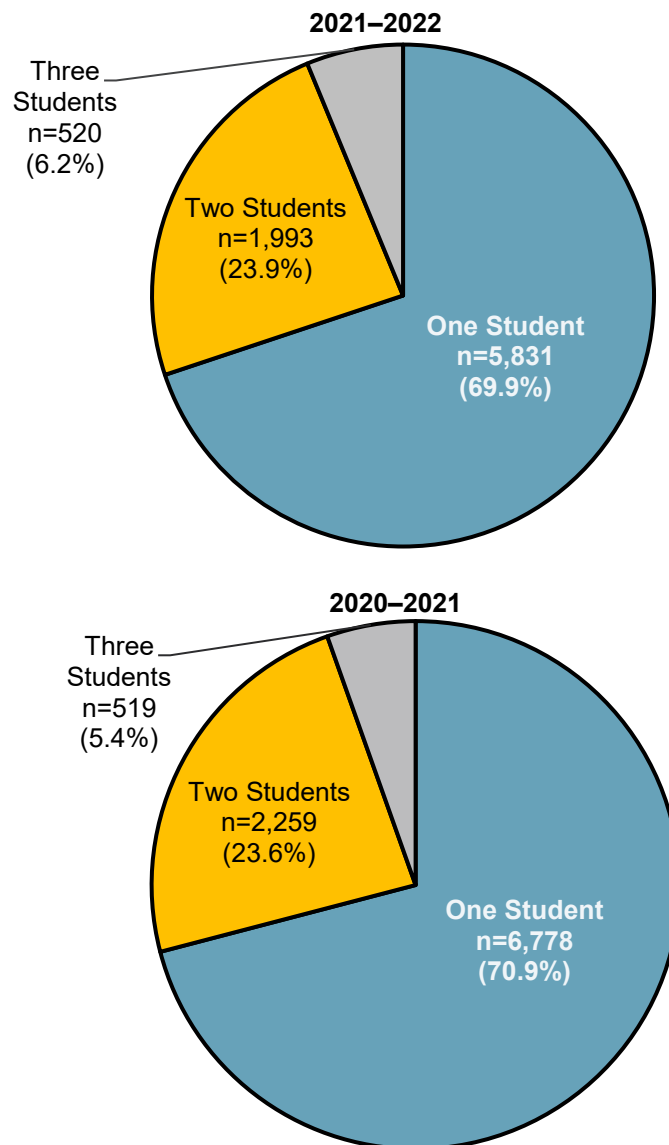
Sources: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022 and 2020–2021.

- In 2021–2022 and 2020–2021, about 30.0 percent of Title I PFE Survey respondents reported they completed a bachelor's degree or higher (29.3% and 31.0%, respectively), while the second largest groups of respondents reported they graduated from high school or GED (26.9% and 23.8%, respectively), followed by did not complete high school or GED (18.1% and 17.8%, respectively), completed vocational school or an associate's degree (12.1% and 12.0%, respectively), and attended but did not complete vocational school/college (11.5% and 11.8%, respectively) (Figure 4).

Figure 5 (p.15) shows the estimated, minimum number of students whose parents/guardians completed and returned Title I PFE surveys as 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?").

- Of the 2021–2022 and 2020–2021 respondents, about 70 percent had one child, nearly one-fourth had two children, and about five or six percent had three or more children attending the school (Figure 5).

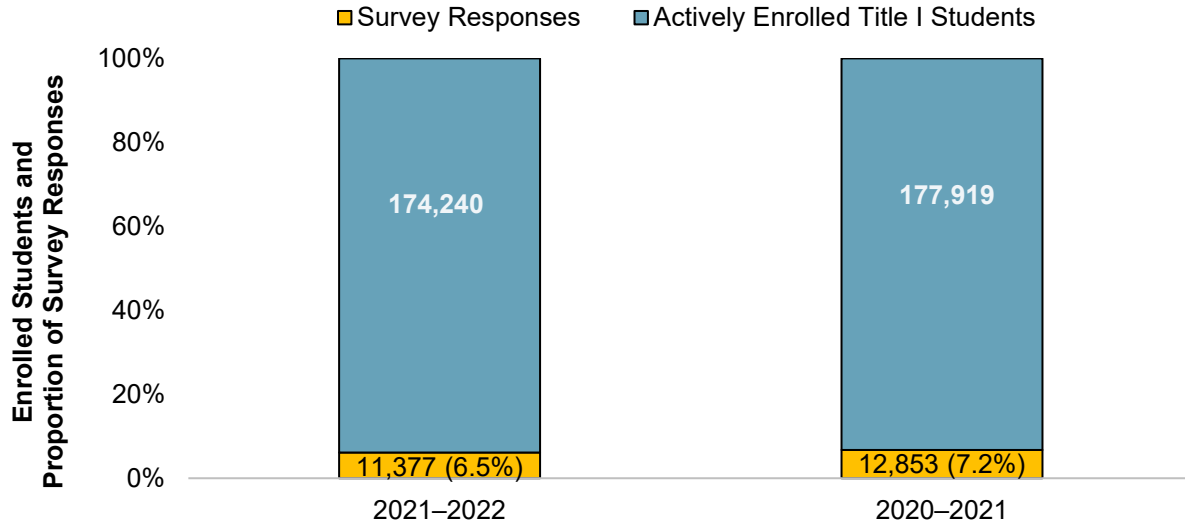
Figure 5. The Number of HISD Title I, Part A Parent and Family Engagement Survey Respondents by the Number of Their Children Who Attended Title I Schools, 2021–2022 (N=8,344) and 2020–2021 (N=9,556)



Sources: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022 and 2020–2021.

- The number of students (n=11,377) represented by the 2021–2022 Title I, PFE Survey respondents was divided by the number of actively Title I enrolled students (n=174,240), resulting in a districtwide Title I, PFE Survey response rate of 6.5 percent (**Figure 6**, p.16).
- The 2021–2022 Title I, PFE Survey response rate of 6.5 percent was 0.7 percentage-point lower than the 2020–2021 districtwide response rate of 7.2, (based on the 12,853 students represented by the Title I, PFE Survey respondents, divided by n=177,919 actively enrolled Title I students (Figure 6).

Figure 6. HISD Title I, Part A Parent and Family Engagement Survey Response Rate, 2021–2022 (N=11,377) and 2020–2021 (N=12,853)



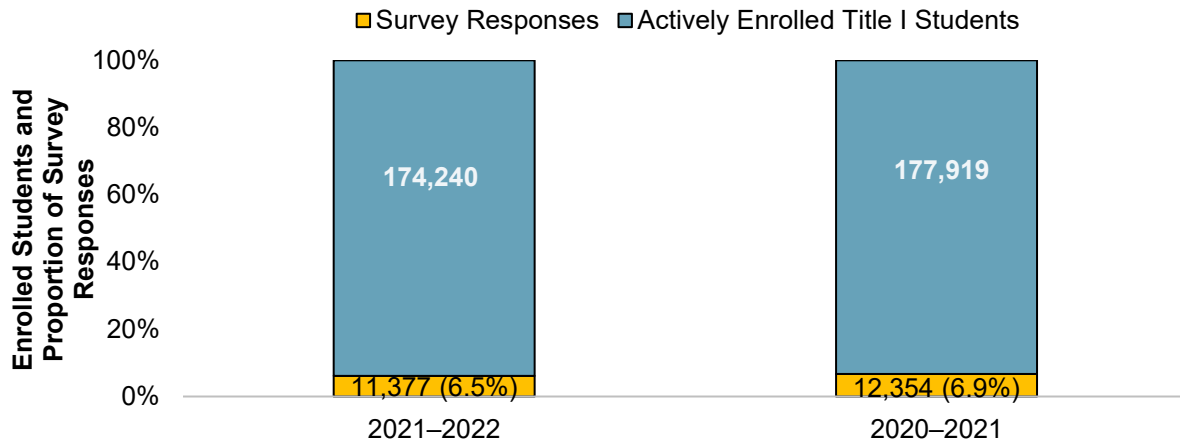
Source: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022 and 2020–2021.

Note: An estimated, minimum number of students whose parents/guardians completed and returned surveys was calculated by weighting each survey response by the number of students it represented (using the survey's Question #2: "How many children do you have at this school?"). In 2020–2021, one student represented each survey for 48 respondents who did not provide the number of their children.

Schools

HISD's Title I, PFE Survey response rates for respondents who included their child's school name are presented by school office and school (i.e., n=239 for 2020–2021 schools and n=246 for 2021–2022 schools) (Appendix, Table 3, pp. 53–58). All 2021–2022 Title I, PFE Survey respondents included their child's school name (n=11,377 students represented). However, in 2020–2021, 499 respondents did not provide their child's school name and their surveys were excluded from these school-level results (n=12,354 vs n=12,853 students represented), which lowered the 2020–2021 districtwide response rate from 7.2 percent to a 6.9 percent average response rate at the school-level.

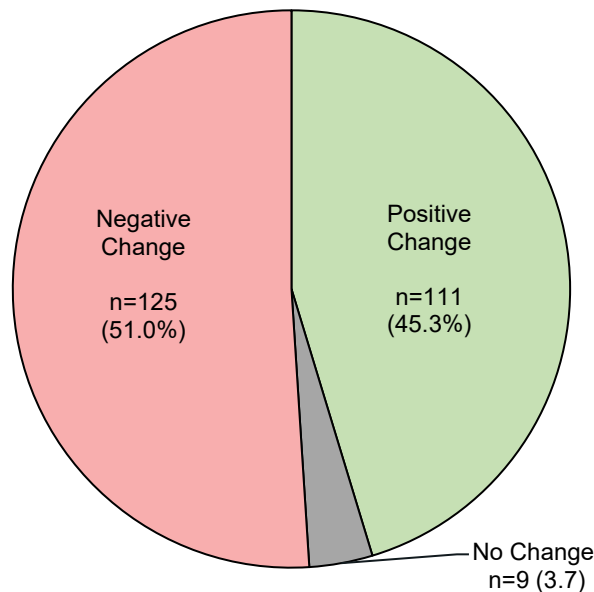
Figure 7. HISD Title I, Part A Parent and Family Engagement Survey, Average School-Level Response Rate, 2021–2022 (11,377) and 2020–2021 (N=12,354)



Source: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022 and 2020–2021.

- The difference between the 2021–2022 (6.5 percent) average school-level survey response and the prior year's 2020–2021 rate (6.9 percent) showed a 0.4 percentage-point decline from the prior year (**Figure 7**, p. 16).
- In 2021–2022, districtwide, 36.2% (n=89) of the 246 Title I schools had PFE survey response rates that equaled or exceeded the average school-level PFE survey response rate of 6.5 percent, a decrease of 5.6 percentage-points from 2020–2021 when 41.8% (n=104) of the 249 Title I schools had PFE survey response rates that equaled or exceeded the average school-level PFE survey response rate of 6.9 percent (Appendix, Table 3, pp. 53–58).
- Positive rate changes (ranging between 0.1 percentage point and 44.0 percentage points) were found between the 2021–2022 and 2020–2021 school-level response rates of 111 (or 45.3%) of the 245 2021–2022 Title I schools with a rate in both years (**Figure 8**).

Figure 8. Change in HISD Title I, Part A Parent and Family Engagement Survey, School-Level Response Rates, from 2020–2021 to 2021–2022 (N=245 Schools)



Source: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022 and 2020–2021.

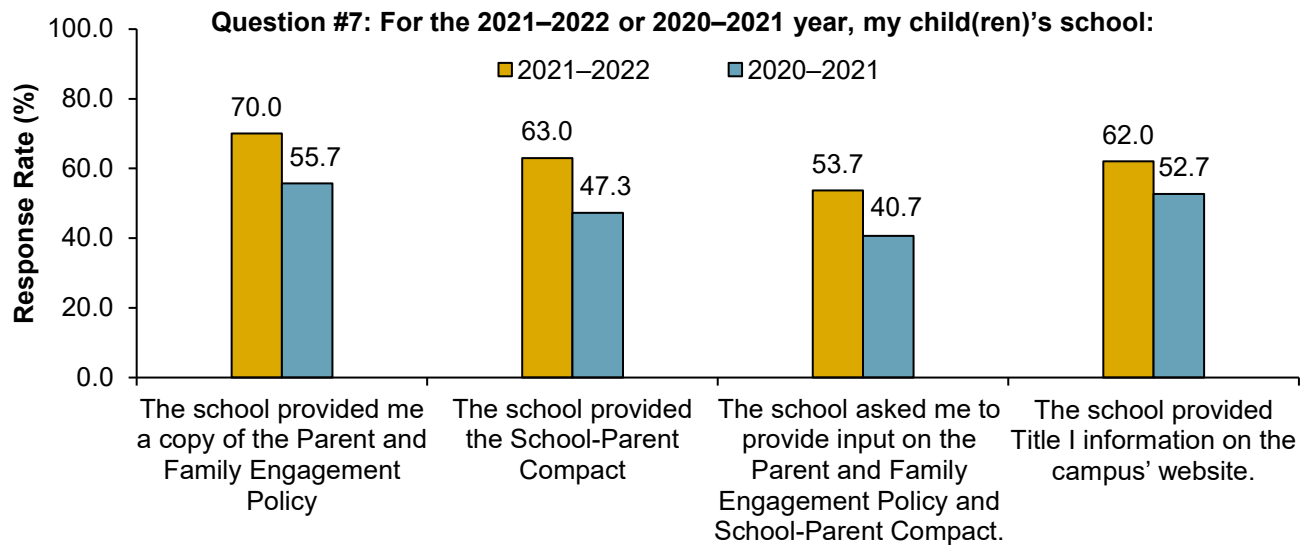
Note: Results are based on active Title I student enrollment in 2021–2022 and 2020–2021 regardless of Average Daily Attendance (ADA) membership status. Rate/percentage of returned surveys is calculated by dividing the number of returned surveys (weighted count) by the Title I Student Enrollment. Rate of Change is calculated by subtracting the 2020–2021 return rate from the 2021–2022 return rate. (See Appendix, Table 3, pp. 53–58).

- No change was found between the 2021–2022 and 2020–2021 school-level response rates of nine (or 3.7%) of the 245 2021–2022 Title I schools with a rate in both years (with rates remaining at 0.0% to 18.0%) (Figure 8).
- Negative rate changes (ranging from -0.1 percentage point to -35.6 percentage points) were found between the 2021–2022 and 2020–2021 school-level response rates of 125 (or 51.0%) of the 245 2021–2022 Title I schools with a rate in both years (Figure 8).

What experiences and perceptions of Title I campuses were reported by parents and guardians of students who were actively enrolled at Title I campuses in 2021–2022 and 2020–2021?

Figure 9 shows the districtwide percentages of Title I PFE Survey respondents who indicated “Yes” to receiving the specified documents and/or opportunities in 2021–2022 or 2020–2021 (Question responses #7A–7D).

Figure 9. 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, 2021–2022 (n=11,377) and 2020–2021 (n=12,853)



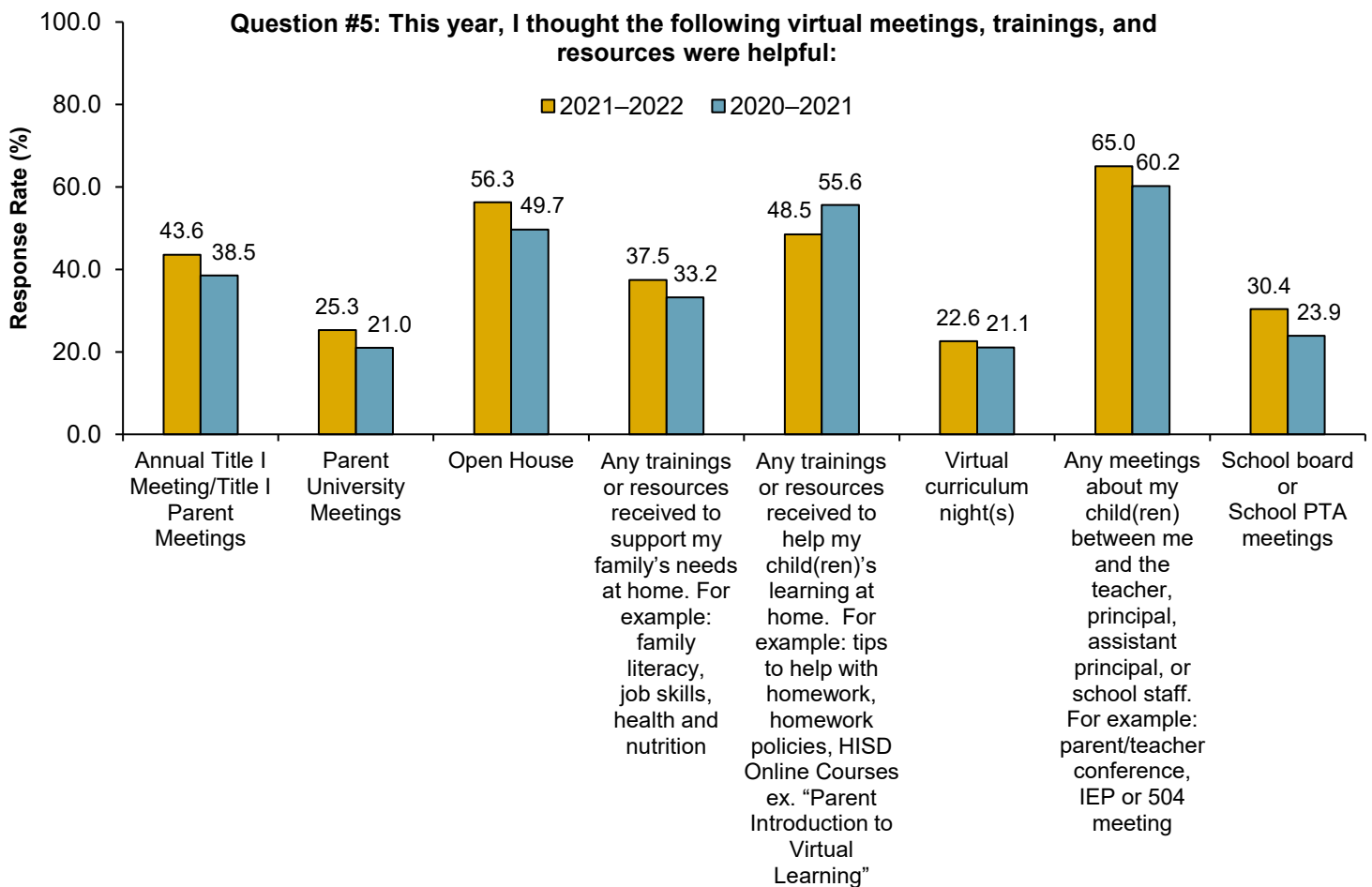
Source: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022 and 2020–2021.

Note: Percentages are based on the number of “Yes” responses divided by the total number of surveys (weighted).

- In 2021–2022 and 2020–2021 Title I PFE Survey respondents were most likely to report they were provided a copy of the Parent and Family Engagement Policy (70.0 and 55.7%, respectively), in 2021–2022 followed by having been provided a School-Parent Compact (63.0%) and in 2020–2021 followed by having been provided Title I information on the campus website (52.7%) (Figure 9).
- In 2021–2022 and 2020–2021 Title I PFE Survey respondents were least likely to report they were asked by school personnel to give input on the Parent and Family Engagement Policy and School-Parent Compact (53.7% and 40.7%, respectively) (Figure 9).
- A higher rate of respondents in 2021–2022 than in 2020–2021 reported having been provided each type of communication or opportunity identified in Question #7, with increases ranging from 9.3 percentage points for Title I information provided to them via the campus website to 15.7 percentage-points for the school having provided them with a School-Parent Compact (Figure 9).

Figure 10 (p. 19) shows the districtwide percentages of Title I PFE Survey respondents who indicated “Yes” to whether they thought the identified virtual meetings, trainings, and resources were helpful during the 2021–2022 or 2020–2021 academic year (Question responses #5A–5H).

Figure 10. Percentages of “Yes” Title I PFE Survey Responses Regarding Whether The Respondent Thought the Identified Virtual Meetings, Trainings, and Resources Were Helpful, 2021–2022 (n=11,377) and 2020–2021 (n=12,853)



Source: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022 and 2020–2021.

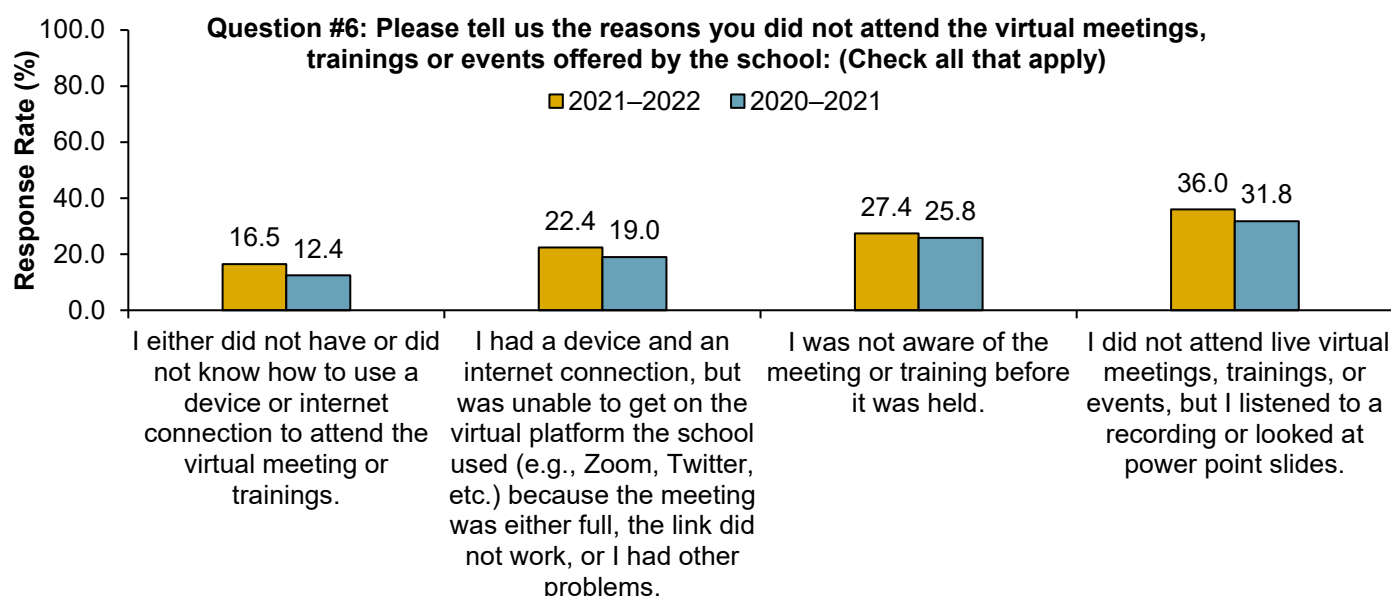
Note: Percentages are based on the number of “Yes” responses divided by the total number of surveys (weighted).

- The 2021–2022 and 2020–2021 Title I PFE Survey respondents were most likely to report that they thought the meetings about their children with school educators, principals, etc. were helpful (65.0 and 60.2%, respectively), followed by Open House in 2021–2022 (56.3%) and trainings or resources received to help their child(ren)'s learning at home in 2020–2021 (55.6%) (Figure 10).
- The 2021–2022 and 2020–2021 Title I PFE Survey respondents were least likely to report they thought the Parent University Meetings (25.3% and 21.0%, respectively) and/or Virtual curriculum Night(s) (22.6% and 21.1%, respectively) were helpful (Figure 10).
- Except for trainings or resources received to help their child(ren)'s learning at home (-7.1 percentage-points), a higher rate of respondents in 2021–2022 than in 2020–2021 reported having been provided each type of communication or opportunity identified in Question #5, with increases ranging from 1.5 percentage-points for Virtual curriculum Night(s) to 6.6 percentage points for Open house (Figure 10).

Figure 11 shows the districtwide percentages of Title I PFE Survey respondents who identified the barrier(s) or reason(s) they did not attend the identified virtual meetings, trainings, or events during the 2021–2022 or 2020–2021 academic year by the reason or barrier identified (Question responses #6A–6D).

- In 2021–2022 and 2020–2021, 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 (36.0% and 31.8%, respectively), followed by responses indicating they were not aware of the meeting or training before it was held (27.4% and 25.8%, respectively), while the smallest groups of responses to this item indicated they either did not have or did not know how to use a device or internet connection (16.5% and 12.4%, respectively) (Figure 11).

Figure 11. Percentage of Title I PFE Survey Responses Regarding the Reason(s) Respondents Did Not Attend the Identified Virtual Meetings, Trainings, or Events, 2021–2022 (n=11,377) and 2020–2021 (n=12,853)



Source: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022 and 2020–2021.

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

- For Question #6, a higher rate of respondents in 2021–2022 than in 2020–2021 identified reason(s) they did not attend virtual meetings, trainings, or events during the 2021–2022 or 2020–2021 academic year, with increases from year to year ranging from 1.6 percentage points for not being aware of the meeting or training before it was held to 4.2 percentage points for not attending live virtual meetings, trainings, or events, but they listened to a recording or looked at PowerPoint slides (Figure 11).

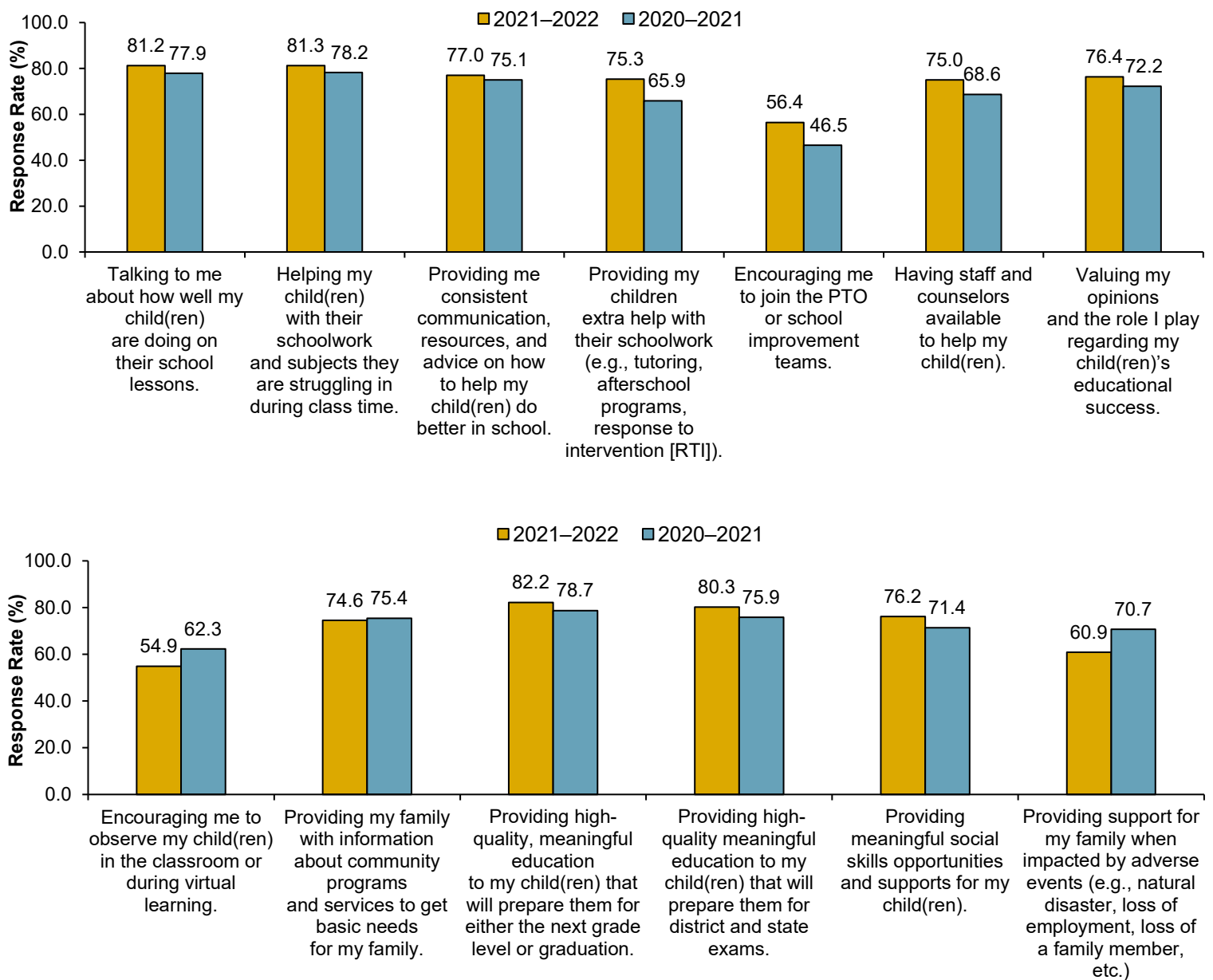
Figure 12 (p. 21) shows the districtwide percentages of Title I PFE Survey respondents' who agreed that teachers, administrators, and staff supported their child(ren)'s individual needs during the 2021–2022 or 2020–2021 academic year by providing the identified types of support (Question responses #8A–8M).

- In 2021–2022 and in 2020–2021, the largest groups of Title I PFE Survey responses to this item indicated their child(ren)'s learning needs were supported by school educators providing their child(ren) with high-quality, meaningful education that will prepare them for either the next grade

level or graduation (82.2% and 78.7%, respectively), followed by helping their child(ren) with schoolwork and subjects they were struggling with during class (81.3% and 78.2%, respectively) (Figure 12).

Figure 12. 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, 2021–2022 (n=11,377) and 2020–2021 (n=12,853)

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



Source: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022 and 2020–2021.

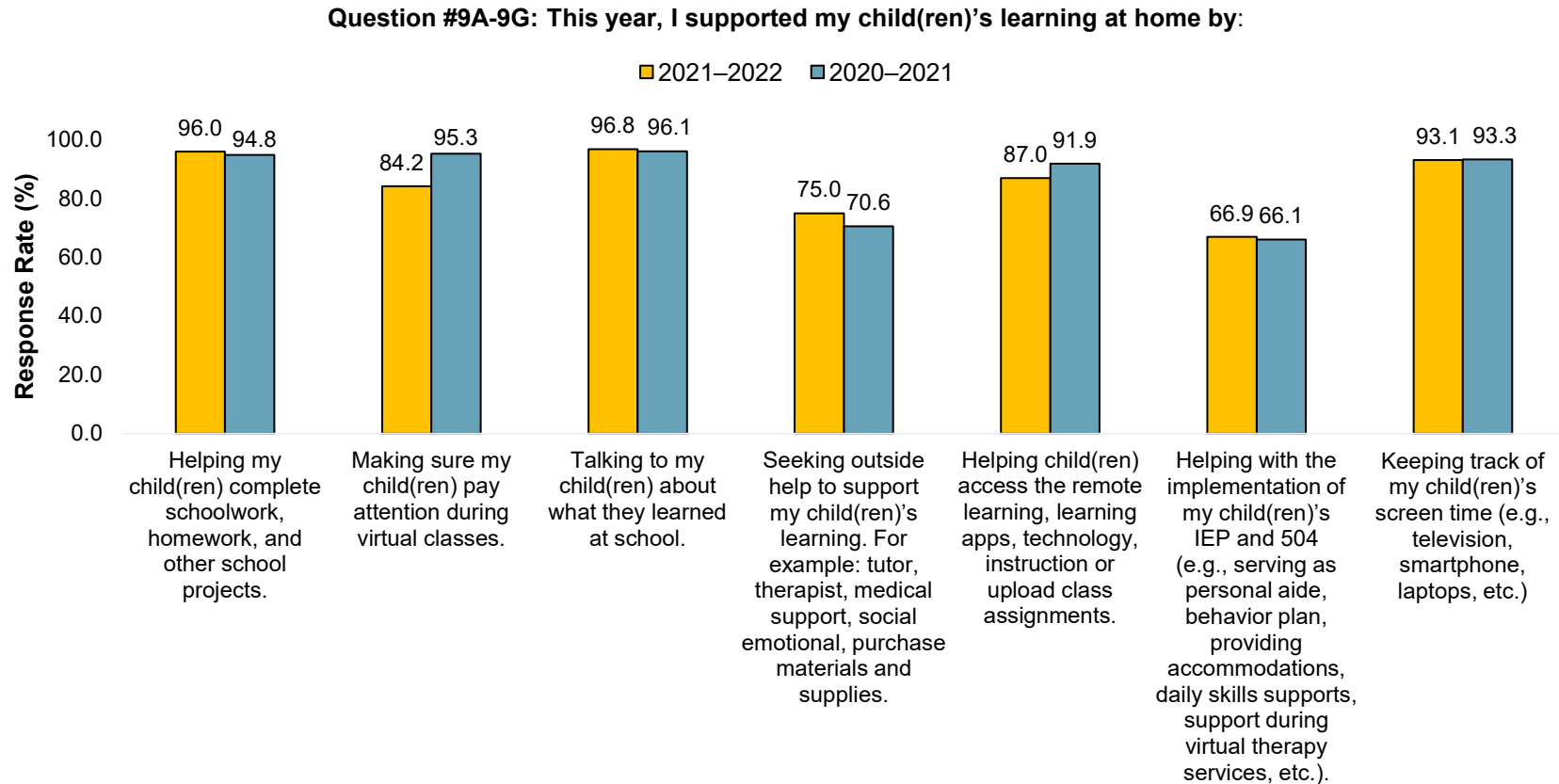
Note: Percentages are based on the number of “Agree” responses divided by the total number of surveys (weighted).

- The 2021–2022 Title I PFE Survey respondents were least likely to report they felt their child(ren)'s learning needs were supported by teachers, administrators, and staff encouraging them to observe their child(ren) in the classroom or during virtual learning (54.9%), in contrast to 2020–2021 when Title I PFE Survey respondents were least likely to report that school educators encouraged them to join the PTO or school improvement teams (46.5%) (Figure 12, p. 21).
- A higher rate of 2021–2022 respondents than 2020–2021 respondents reported having been supported in each way identified in Question #8, except for encouraging them to observe their child(ren) in the classroom or during virtual learning (-7.4 percentage points), providing their family with information about community programs and services to get basic needs for their family (-0.9 percentage point), and providing support for their family when impacted by adverse events (e.g., natural disaster, loss of employment, loss of a family member, etc.) (-9.8 percentage points) (Figure 12).
- From 2020–2021 to 2021–2022, increases in the rates of respondents who reported their child(ren) had been supported by school educators in the identified ways ranged from 2.0 percentage points for providing them with consistent communication, resources, and advice on how to help their child(ren) do better in school to 9.9 percentage points for encouraging the parent/family member to join the PTO or school improvement teams) (Figure 12).

Figure 13 (p. 23) shows the districtwide percentages of Title I PFE Survey responses of parents/family members who reported they “Often” or “Sometimes” supported their child(ren)'s learning at home in the identified way(s) during the 2021–2022 or 2020–2021 academic year (Question responses #9A-9G).

- The largest groups of Title I PFE Survey responses to this item in 2021–2022 and 2020–2021 showed that respondents “Often” or “Sometimes” supported their child(ren)'s learning at home by talking with them about what they learned at school (96.8 and 96.1%, respectively), followed by helping them complete schoolwork, homework, and other school projects in 2021–2022 (96.0%) and followed by making sure their child(ren) paid attention during virtual classes in 2020–2021 (95.3%) (Figure 13).
- The smallest groups of Title I PFE Survey responses to this item were well over 50 percent and 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 in 2021–2022 (66.9%) and in 2020–2021 (66.1%), followed by seeking outside help to support their child(ren)'s learning in 2021–2022 (75.0%) and in 2020–2021 (70.6%) (Figure 13).
- A higher rate of 2021–2022 respondents than 2020–2021 respondents reported having been provided each type of support identified in Question #8, except for making sure my child(ren) pay attention during virtual classes (-11.1 percentage points), helping child(ren) access the remote learning, learning apps, technology, instruction, or upload class assignments (-4.9 percentage points), and keeping track of their child(ren)'s screen time (e.g., television, smartphone, laptops, etc.) (-0.2 percentage point) (Figure 13).

Figure 13. 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), 2021–2022 (n=11,377) and 2020–2021 (n=12,853)



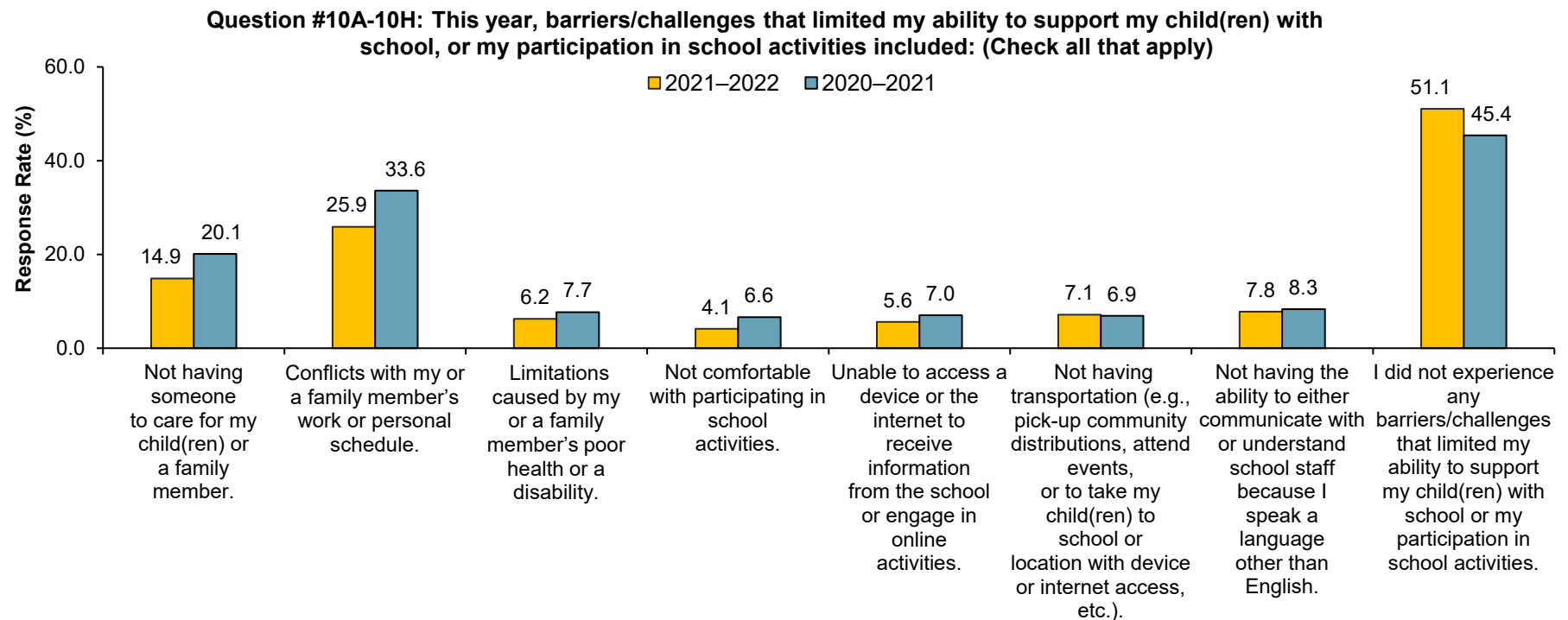
Source: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022 and 2020–2021.

Note: Percentages are based on the number of “Often” and “Sometimes” responses divided by the total number of surveys (weighted).

What were the primary barriers reported by survey respondents 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 2021–2022 and 2020–2021 academic year?

Figure 14 shows the districtwide percentages of Title I PFE Survey responses for those 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 2021–2022 or 2020–2021 academic year. Response rates for those who did not experience any barriers/challenges are also provided (Question #10A-10H) (Appendix **Table 4**, pp. 59–60).

Figure 14. 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), 2021–2022 (n=11,377) and 2020–2021 (n=10,984)



Source: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022 and 2020–2021.

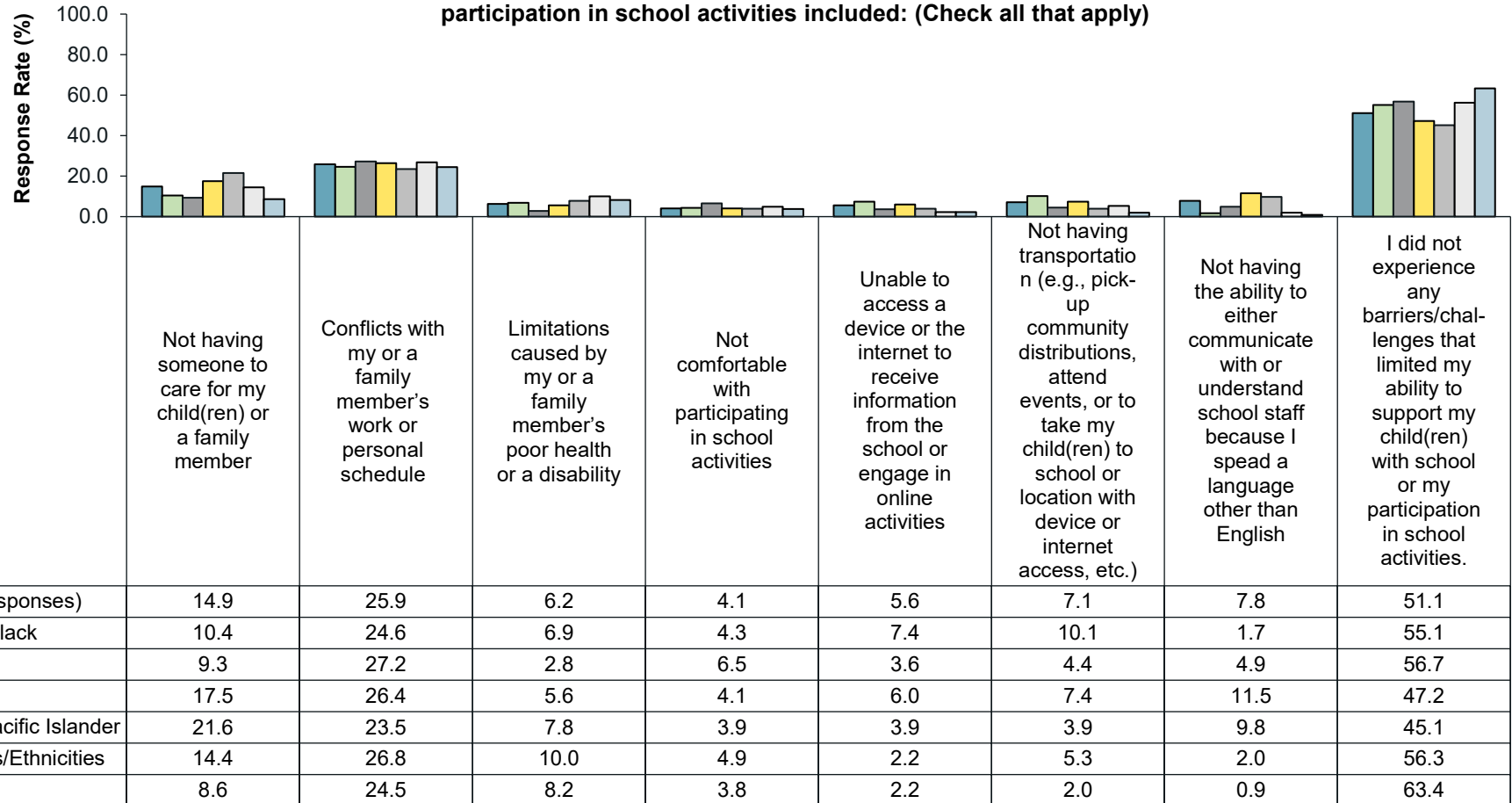
Note: Percentages are based on the number of “Often” and “Sometimes” responses divided by the total number of surveys (weighted). The 1,869 2020–2021 response sets that included contradictory (i.e., both reported no barriers and identified barriers) or provided no information were excluded from this analysis. With no contradictory response sets, all responses were retained in 2021–2022.

- The largest proportion of 2021–2022 and 2020–2021 Title I PFE Survey responses to this item (51.1% and 45.4%, respectively) indicated that respondents did not experience barriers/challenges that limited their ability to support their child(ren) with school or participate in school activities (Figure 14, p. 24).
- The second and third largest Title I PFE Survey response rates to this item in 2021–2022 and 2020–2021 revealed respondents had conflicts with their or a family member's work or personal schedule (25.9 % and 33.6%, respectively) and/or not having someone to care for their child(ren) and/or a family member (14.9 % and 20.1%, respectively) that limited their ability to support their child(ren) with school or participate in their child(ren)'s Title I school activities (Figure 14).
- The 2021–2022 and 2020–2021 Title I PFE Survey responses regarding barriers indicated parents/families were least likely to report not being comfortable with participating in school activities (4.1% and 6.6%, respectively). The second-lowest response in 2021–2022 was being unable to access a device or the internet (5.6%) and, in 2020–2021, not having transportation (6.9%) (Figure 14).
- Trends similar to the districtwide 2021–2022 and 2020–2021 Title I PFE Survey results, were noted when the barriers to supporting their child(ren) with school or to participating in their child(ren)'s Title I school's activities were considered by respondents' race/ethnicity (**Figure 15**, p. 26 and **Figure 16**, p. 27, respectively) and other characteristics of potentially vulnerable survey respondents (i.e., those who speak a non-English primary language, have a disability, have not completed high school or a GED, or have not completed vocational school or college) (**Figure 17**, p. 28 and **Figure 18**, p. 29, respectively).
- Parallel with district-level all students outcomes for respondents of all characteristics, except for those with a disability in 2020–2021, their largest Title I PFE Survey response regarding barriers indicated they did not experience limitations in supporting of their child(ren) with school or participating in school activities in 2021–2022 or 2020–2021) (Figure 15 through Figure 18).
- The largest response rate in 2020–2021 for those with a disability was for having conflicts with work or personal schedules (34.0%), followed by not experiencing barriers/challenges that limited their ability to support of their child(ren) (30.6%) (Figure 18).
- For 2021–2022 and 2020–2021 Title I PFE Survey respondents of all characteristics, except those with a disability and Native Hawaiian/Pacific Islanders (American Indians) in 2020–2021, their second-largest survey response rates regarding barriers indicated having conflicts with their own or a family member's work or personal schedule which limited their ability to support their child(ren) with school or participate in school activities (Figure 15 through Figure 18).
- The third-largest survey response rate regarding barriers for Title I PFE Survey respondents of all characteristics, except those with a disability in 2021–2022 and 2020–2021, those in 2021–2022 who did not complete high school or a GED, and Native Hawaiian/Pacific Islanders (American Indians) in 2020–2021, indicated that not having someone to care for my child(ren) or a family member limited their ability to support their child(ren) with school or participate in school activities (Figure 15 through Figure 18), which was the second-largest response rate for 2020–2021 Native Hawaiian/Pacific Islander (American Indian) Title I PFE Survey respondents (Figure 16).
- The third-largest response rate regarding barriers limiting their ability to support their child(ren) or participate in school activities reported by 2021–2022 Title I PFE Survey respondents with disabilities was for limitations caused by their own or a family member's poor health or a disability, while the third-

largest response rate for 2021–2022 respondents who did not complete high school or a GED was for not having the ability to either communicate with or understand school staff (Figure 17, p. 28).

Figure 15. 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, 2021–2022 (n=11,377)

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)

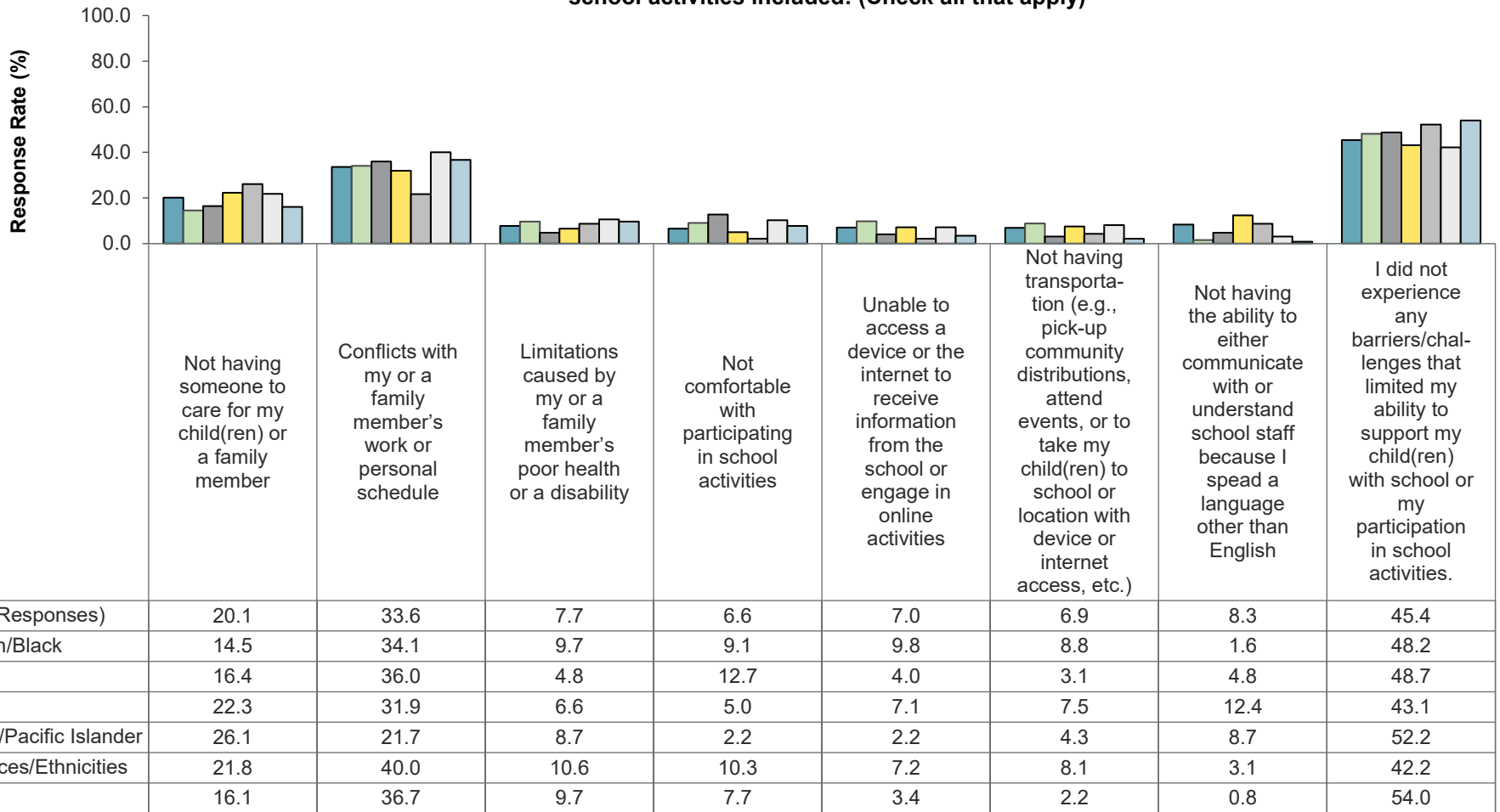


Source: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022.

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

Figure 16. 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)

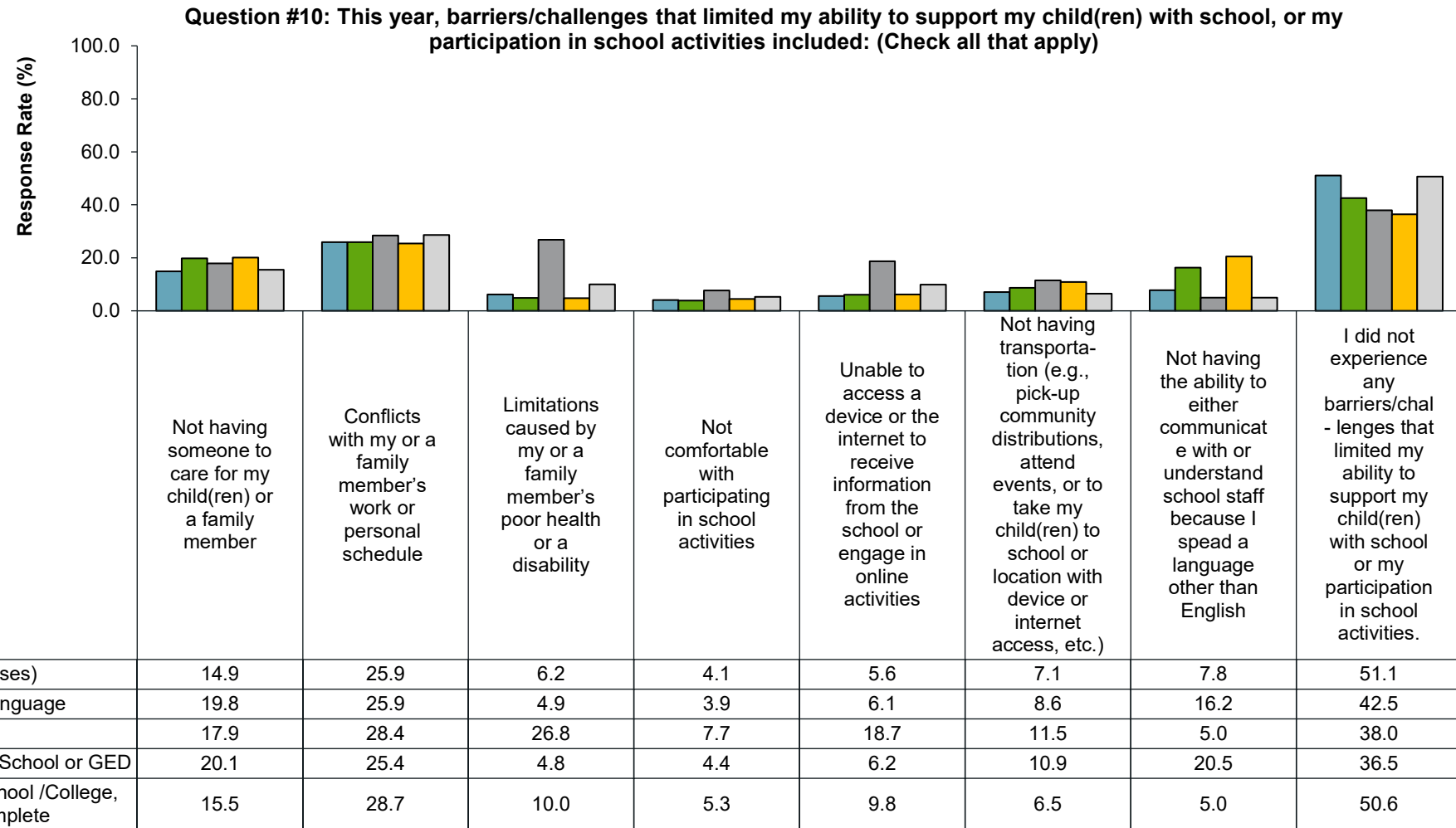
Question #10: This year, barriers/challenges that limited my ability to support my child(ren) with school, or my participation in school activities included: (Check all that apply)



Source: 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 surveys (weighted).

Figure 17. 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, 2021–2022 (n=11,377)

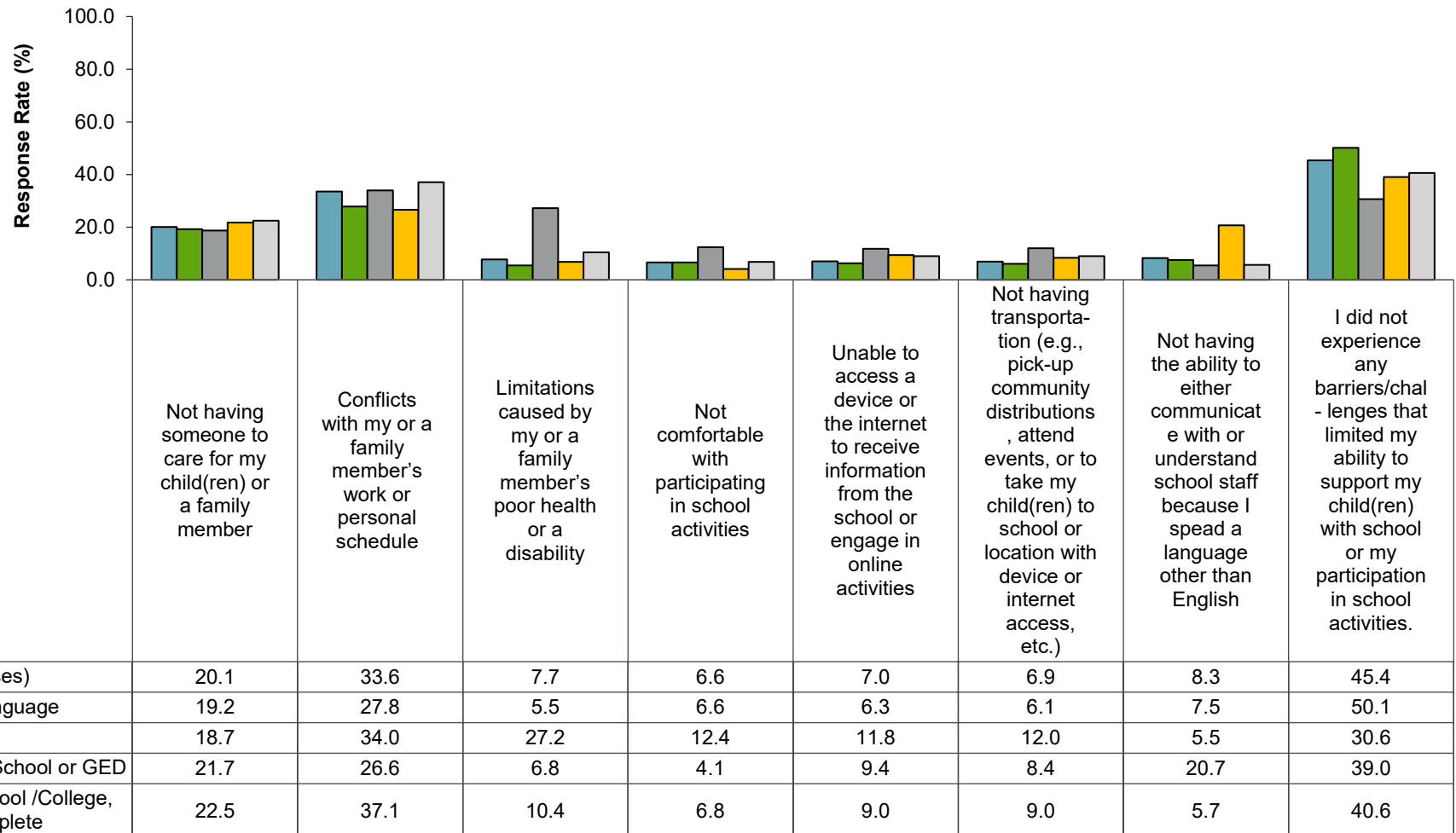


Source: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022.

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

Figure 18. 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)



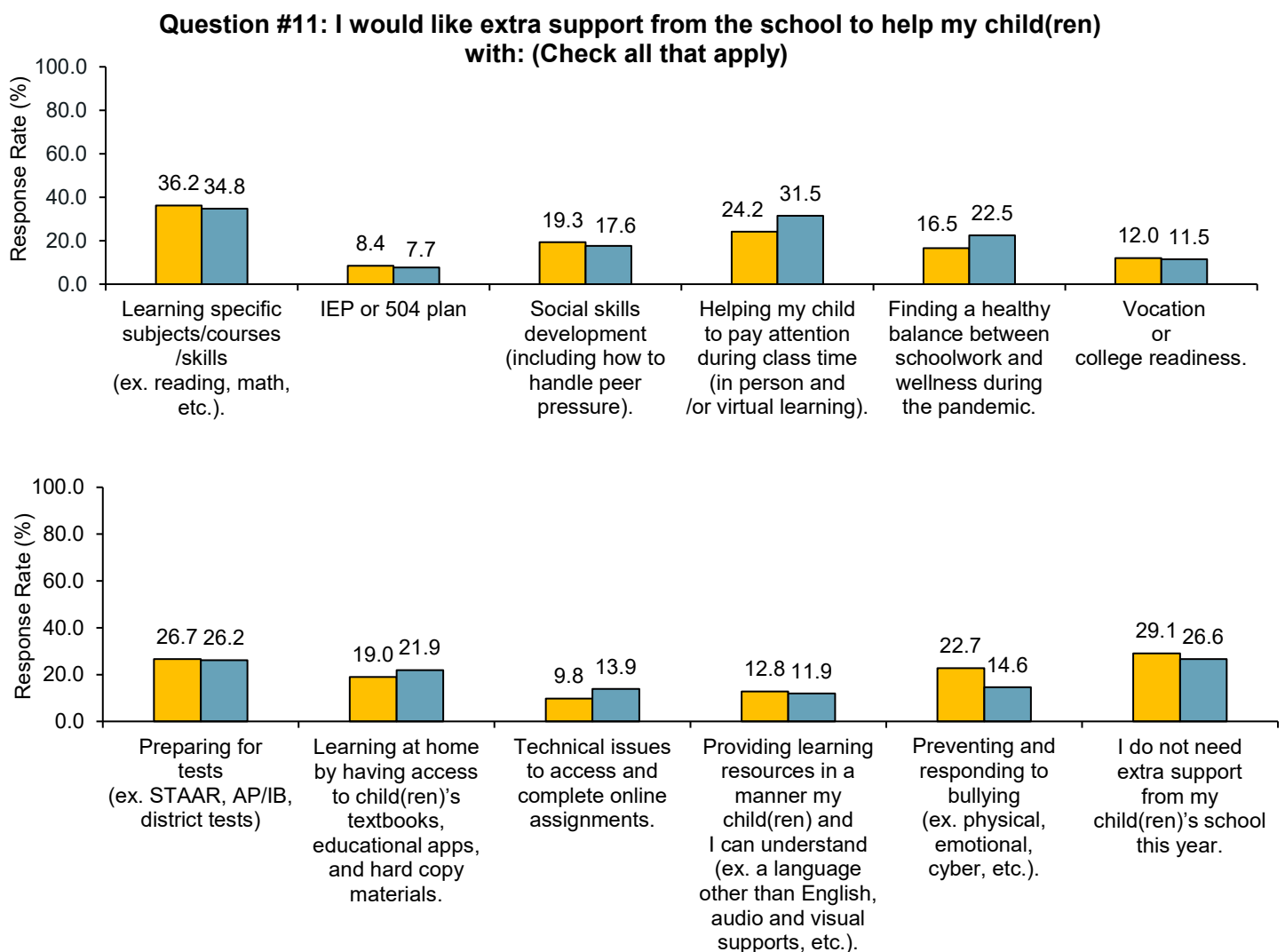
Source: HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

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

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 2021–2022 and 2020–2021 academic year?

Figure 19 shows the districtwide 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 2021–2022 or 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) (Appendix **Table 5**, pp. 61–62).

Figure 19. Percentage of Title I PFE Survey Responses Regarding the Type of Extra Support from the School Respondents Would Like to Help Their Child(ren), 2021–2022 (n=11,377) and 2020–2021 (n=12,853)



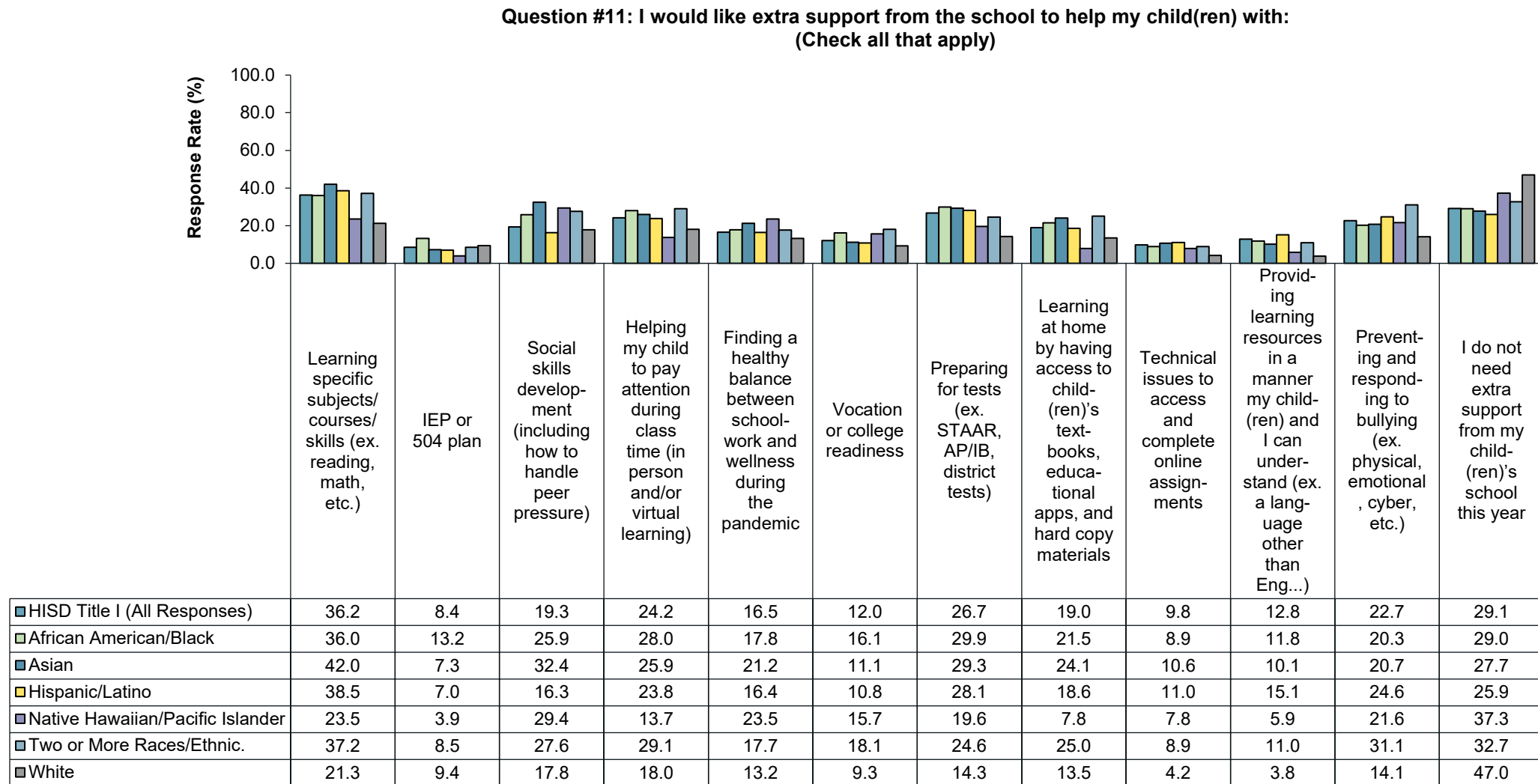
Source: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022 and 2020–2021.

Note: Percentages are based on the number of responses identifying each support divided by the total number of surveys (weighted).

- Of the 2021–2022 and 2020–2021 Title I PFE Survey respondents, 29.1 percent and 26.6 percent, respectively, indicated they did not need extra support from the Title I school to help their child(ren) (Figure 19, p. 30).
- Figure 19 also shows in both years assessed the largest response rate of more than one-third of the survey responses indicated respondents would like their child(ren)'s Title I school to provide extra support their child(ren) with learning specific subjects/courses/skills in key content areas (36.2% and 34.8%, respectively).
- The second-largest group of responses to this item revealed the 2021–2022 Title I PFE Survey respondents desired help preparing their child(ren) for tests (ex. STAAR, AP/IB, district tests) (26.7%) and the 2020–2021 respondents reported they desired help with their child(ren) to pay attention during class (31.5%) (Figure 19).
- The smallest group of Title I PFE Survey responses to this item in 2021–2022 and in 2020–2021 indicated respondents would like extra support from the Title I school with their child(ren)'s IEP (Individual Education Plan) or 504 plan (i.e., 504-service plan for students with disabilities based on Section 504 of the Rehabilitation Act of 1973) (8.4% and 7.7%, respectively) (Figure 19).
- The largest response rate increase of 8.1 percentage points regarding the extra support parents wanted was to prevent and respond to bullying in 2020–2021 (14.6%) and in 2021–2022 (22.7%) (Figure 19).
- Some trends similar to the districtwide results were noted when 202–2021 and 2020–2021 survey responses regarding the primary areas of assistance parents and guardians would like from the Title I campus to help with their child(ren)'s learning at home during the academic year were considered by respondents' race/ethnicity (**Figure 20**, p. 33 and **Figure 21**, p. 34) and other characteristics of the potentially vulnerable survey respondents (i.e., those who speak a non-English primary language, have a disability, have not completed high school or GED, or have attended but not completed vocational school or college) (**Figure 22**, p. 35 and **Figure 23**, p. 36).
- Figure 20 to Figure 23 show results that are parallel to district-level all students outcomes, regardless of respondents' characteristics, except for Native Hawaiian/Pacific Islander (American Indian) and White respondents in 2021–2022 and 2021–2022 and Two or More Races/Ethnicities in 2020–2021.
- The largest response rates (which comprised 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. These response rates in 2021–2022 ranged from 35.1 percent (for respondents who attended but did not complete vocational school or college) to 42.0 percent (for Asian respondents) and in 2020–2021 rates ranged from 33.6 percent (for Asian respondents) to 42.7 percent (respondents with a disability) (Figure 20 through Figure 23).
- The largest 2021–2022 and 2020–2021 response rate for Native Hawaiian/Pacific Islander (American Indian) (37.3% and 46.3%, respectively) and White (47.0% and 41.5%, respectively) respondents comprised more than one-third of the survey responses to this item and indicated no extra support from their child(ren)'s Title I school was needed to help their child(ren) (Figure 20 and Figure 21).
- For respondents of two or more races/ethnicities, their largest response rate in 2020–2021 also comprised more than one-third of their survey responses to this item and indicated their desire for their child(ren)'s Title I school to help their child(ren) to pay attention during class (36.6%) (Figure 21).

- In 2021–2022, the second-largest response rates to this item for those of two or more races/ethnicities (32.7%) and for respondents who attended but did not complete vocational school or college (28.5%) indicated they did not need extra support from their child(ren)'s Title I school to help their child(ren), while the second-largest response rates for African American/Black (29.9%), Hispanic/Latino (28.1%) respondents, respondents whose primary language is not English (29.5%), those with a disability (30.0%), and respondents who did not complete high school or a GED (29.5%) indicated they wanted help to prepare their child(ren) for tests like Advanced Placement/ International Baccalaureate (AP/IB) exams and state and district tests (Figure 20, p. 33 and Figure 22, p. 35).
- The second-largest response rates in 2021–2022 for Asian (32.4%) and Native Hawaiian/Pacific Islander (American Indian) (29.4%) respondents showed they wanted help from the school with their child(ren)'s social skills development (including how to handle peer pressure), while White respondents' second-largest response rate indicated they wanted help with their child(ren) to learn specific subjects/courses/skills in key content areas (Figure 20).
- When comparing the immediately preceding rates to 2020–2021 rates when the second-largest response rates to this item for all groups, except Native Hawaiian/Pacific Islanders (American Indians) and respondents of two or more races/ethnicities, indicated parents and guardians wanted help with their child(ren) to pay attention during class (with rates ranging from 22.8 for White respondents to 37.9% for respondents with disabilities), while the second-largest response rates to this item for Native Hawaiian/Pacific Islanders (American Indians) (37.0%) and respondents of two or more races/ethnicities (34.6%) indicated they wanted help with their child(ren) to learn specific subjects/courses/skills in key content areas (Figure 20, p. 33; Figure 21, p. 34; and Figure 23, p. 36).

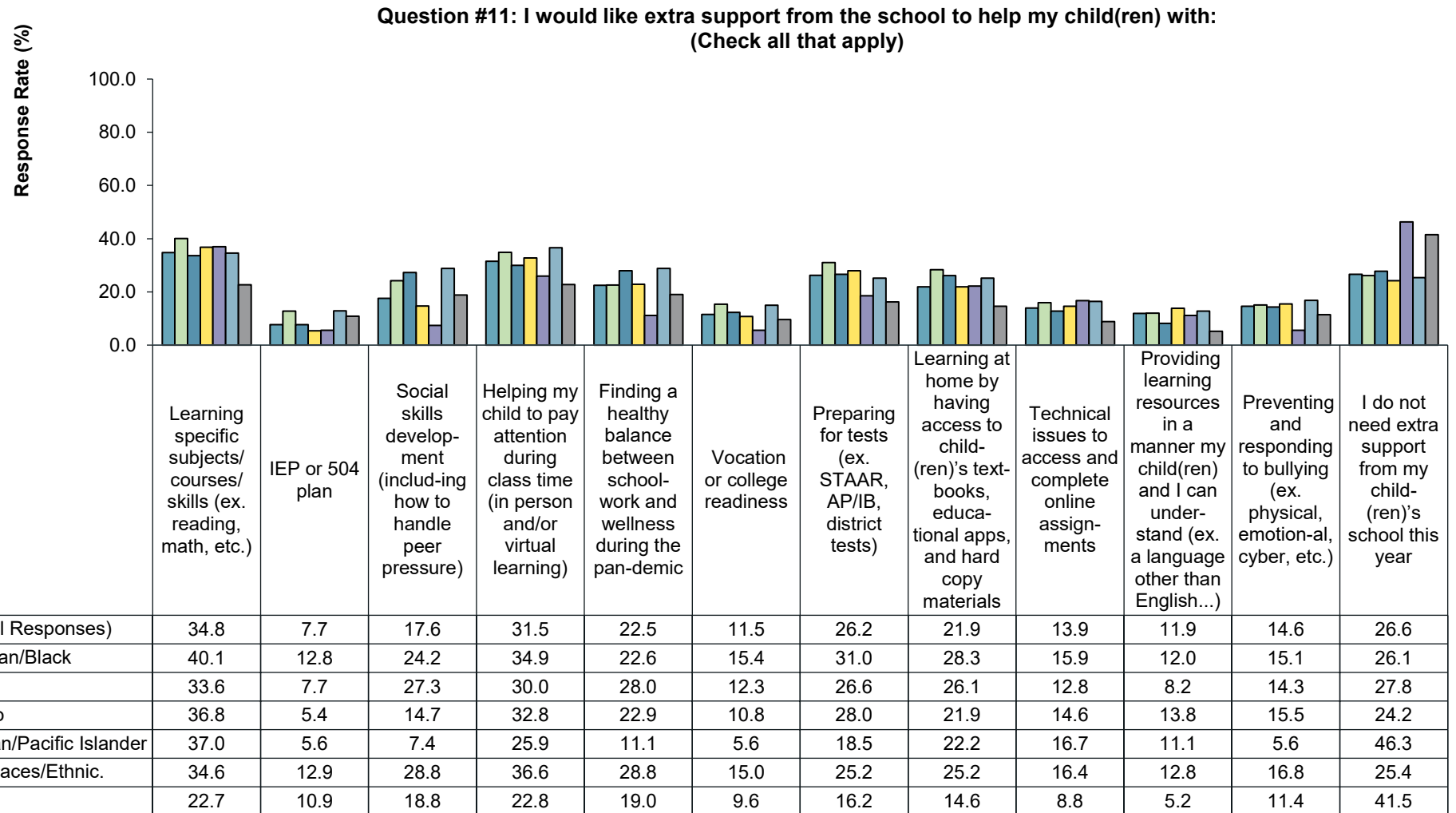
Figure 20. Percentage of Title I PFE Survey Responses Regarding the Extra Support From the School Respondents Would Like to Help Their Child(ren) by Race/Ethnicity, 2021–2022 (n=11,377)



Source: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022.

Note: Percentages are based on the number of responses identifying each support divided by the total number of surveys (weighted).

Figure 21. 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)

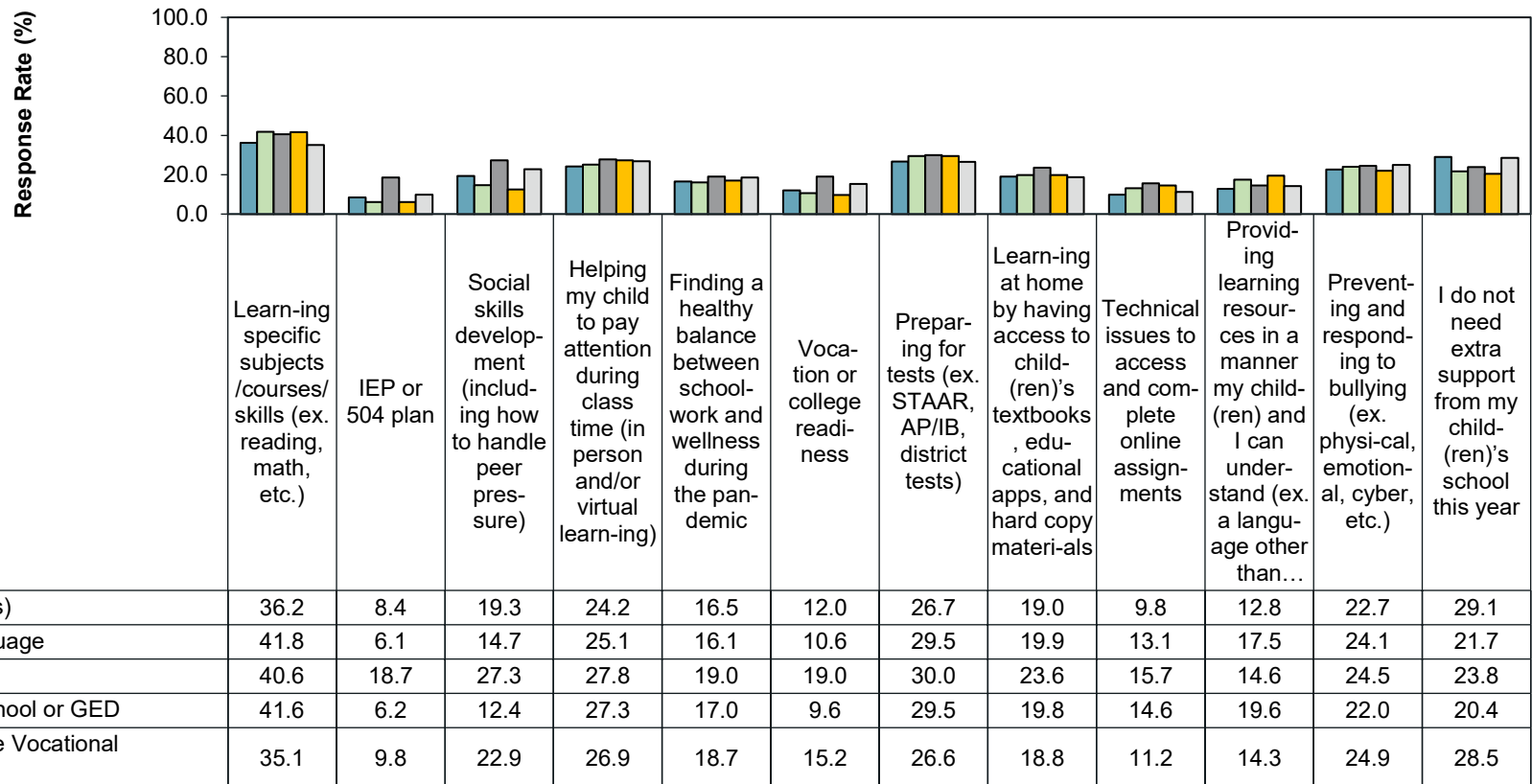


Source: HISD Title I, Part A Parent and Family Engagement Survey, 2020–2021.

Note: Percentages are based on the number of responses identifying each support divided by the total number of surveys (weighted).

Figure 22. 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, 2021–2022 (n=11,377)

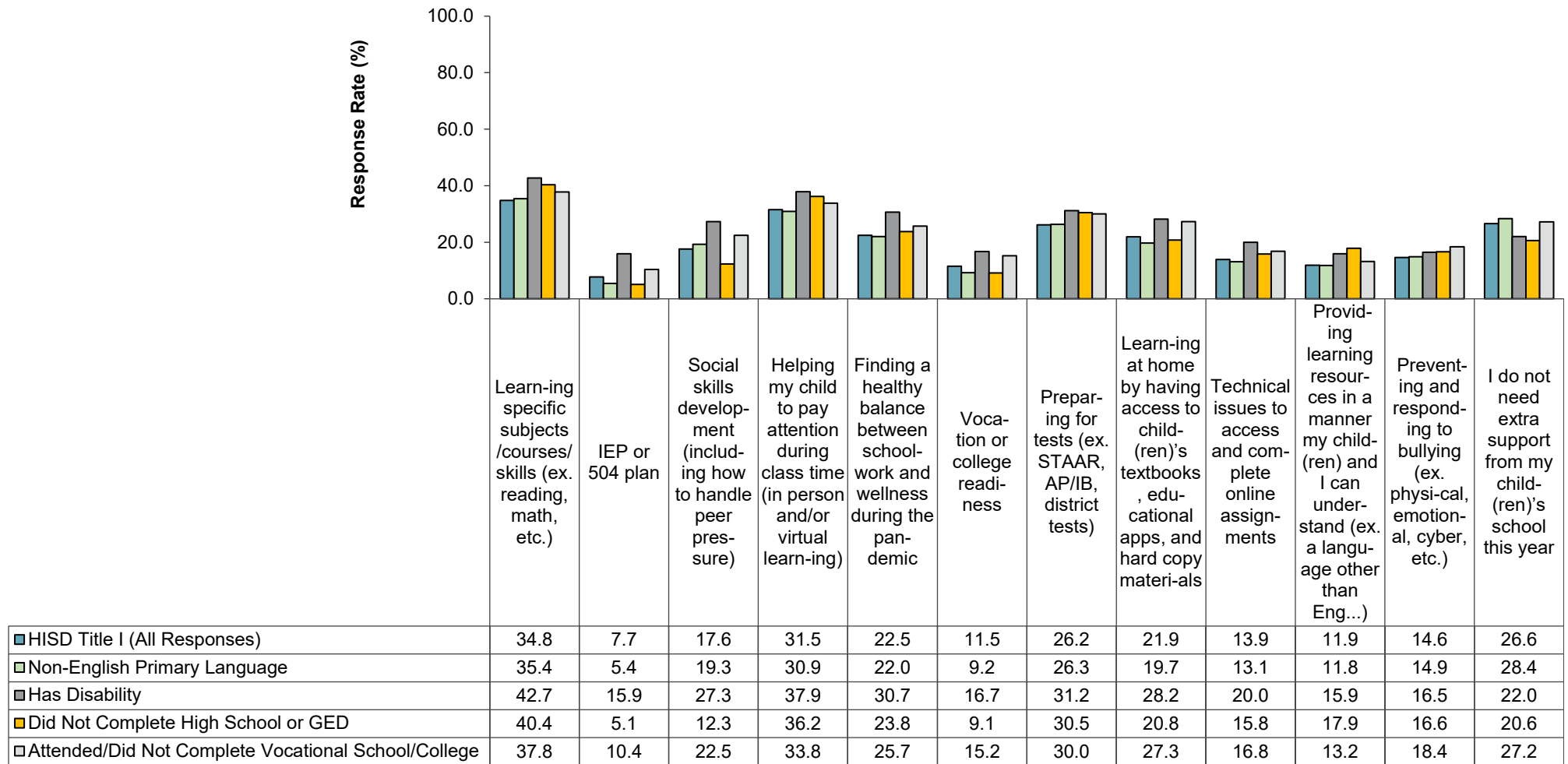
**Question #11: I would like extra support from the school to help my child(ren) with:
(Check all that apply)**



Source: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022.

Note: Percentages are based on the number of responses identifying each support divided by the total number of surveys (weighted).

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

Note: Percentages are based on the number of responses identifying each support divided by the total number of surveys (weighted).

Discussion

This evaluation was designed to assess the level of the district's parent and family engagement (PFE) on Title I campuses during the 2021–2022 school year relative to the 2020–2021 school year. Some findings are presented by parents' or family members' demographic and associated characteristics. Regarding barriers that may limit parents' and families' ability to support their child(ren)'s learning or to participate in their child(ren)'s Title I school's activities, 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, or having attained a limited amount of education.

It is important to preface all findings of this report with an acknowledgment of the continuing effects of the recent global COVID-19 pandemic, which were first experienced in HISD in spring 2019. The district's administrators, instructors, students, and their families are continuing to recover from the persistent effects of the pandemic that impact every element of life, including educational instruction, learning modalities and strategies, and student assessment. Generally, the 2021–2022 PFE outcomes presented in this report show gains over the 2020–2021 outcomes and are indicative of important accomplishments produced by the highly committed stakeholders which include Title I students and their families, teachers, and program coordinators, staff, and school administrators at all levels.

Two specific PFE gains that may be indicative of improved programmatic factors between 2021–2022 and 2020–2021 are in the proportions of Title I students identified (99.7% and 98.9%, respectively) and Individual or School Compact dissemination (95.1% and 63.0%, respectively). Additional indications of gains from 2020–2021 to 2021–2022 regarding the dissemination of the School-Parent Compact and other information shared between Title I schools and Title I students' parents and families were gleaned from 2021–2022 to 2020–2021 Title I PFE Survey respondents who reported they received a copy of the Parent and Family Engagement Policy (70.0% and 55.7%, respectively), had been provided the School-Parent Compact (63.0% and 47.3%, respectively), had been provided Title I information on campus websites (62.0% and 52.7%, respectively), and/or had been asked to give input on the Parent and Family Engagement Policy and School-Parent Compact (53.7% and 40.7%, respectively). These increases seem to reveal improvements in the prioritization of communication between Title I schools and students' families regarding Title I policy, information, and practices, including inviting parents and families to provide their views on key Title I issues.

The gains warrant positive acknowledgment. The extensive investment in programmatic efforts is not to be understated. Still, any rate of Title I School-Parent Compact and/or Parent and Family Engagement Policy dissemination lower than 100 percent leaves room for improvement to reach 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 Title I program participants. Still, the actual extent of this problem is unclear due to data-quality concerns regarding the accuracy of district data for both Title I student enrollment and School-Parent Compact dissemination.

Other gains between 2021–2022 and 2020–2021 included the overall, cumulative family engagement rates across the six Parent and Family Engagement activity categories (38.4% and 32.2%, respectively): (1) Conference; (2) Education/Training; (3) Family Literacy; (4) Parental Literacy; (5) Planning; and (6) Volunteering, with gains in five (83.3%) of the six categories. Survey results also showed gains regarding not having someone to care for their child(ren)/family member (14.9% and 20.1%, respectively), conflicts

with schedules (25.9% and 33.6%, respectively), not being comfortable with participating in school activities (4.1% and 6.6%, respectively), unable to access a device or the internet to receive information from the school or engage in online activities (5.6% and 7.0%, respectively), and not having the ability to either communicate with or understand school staff due to language differences (7.8% and 8.3%, respectively). Gains in this area also include the proportion of parents/families did not experience barriers that limited their ability to support their child(ren) or to participate in school activities (51.1% and 45.4%, respectively).

On the other hand, specific losses between 2021–2022 and 2020–2021 include declines in: family participation in Parent Literacy activities (4.1% and 5.6%, respectively), the districtwide response rate to the HISD Title I, Part A Parent and Family Engagement Survey (6.5% and 6.9%, respectively) - with 125 (51.0%) of the 245 Title I schools (with data) showing a loss; and in parents/families who: found any trainings or resources received to be helpful to their child(ren)'s learning at home (48.5% and 55.6%, respectively); and felt school staff encouraged them to observe their child(ren) in class (54.9% and 62.3%, respectively), provided them with information about community programs and services to get basic needs for their family (74.6% and 75.4%, respectively), and provided support for their family when impacted by adverse events (60.9% and 70.7%, respectively). The latter two declines were potentially impacted by fewer needs related to the pandemic, while the 2021–2022 rate was a higher for the lack of transportation limiting families' ability to support their child(ren) or participate in school activities (7.1% and 6.9%, respectively).

Important differences between the respondents surfaced when the barriers that limited parent and family capacity to support their child(ren) with school or participate in their child(ren)'s Title I school's activities during the 2020–2021 or 2021–2022 academic year were grouped by the characteristics of potentially vulnerable Title I PFE Survey respondents (i.e., racial/ethnic "minority," non-English primary home language, disabled, and low educational attainment). For 2021–2022 and 2020–2021 Title I PFE Survey respondents, except for those with a disability in 2020–2021, the largest Title I PFE Survey response regarding barriers indicated they did not experience limitations in their ability to support of their child(ren) with school or to participate in school activities in 2021–2022 or 2020–2021. For 2021–2022 and 2020–2021 Title I PFE Survey respondents, except those with a disability and Native Hawaiian/Pacific Islanders (American Indians) in 2020–2021, their second-largest survey response rates regarding barriers indicated having conflicts with their own or a family member's work or personal schedule limited their ability to support their child(ren) with school or participate in school activities. Exploring the core causes of these challenges (while considering the respondents' and their families' particular characteristics and needs) may reveal ways the district and Title I schools can help reduce or eliminate some challenges for Title I parents and families, provide more equitable learning experiences and outcomes for their child(ren), and increase the success of parents/families who endeavor to support their child(ren) through HISD's PFE activities.

Parallel with all student outcomes, except for Native Hawaiian/Pacific Islander (American Indian) and White respondents in 2021–2022 and 2020–2021 and Two or More Races/Ethnicities in 2020–2021, the largest response rates 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. The largest response rate in 2021–2022 and 2020–2021 for Native Hawaiian/Pacific Islander (American Indian) (37.3% and 46.3%, respectively) and White (47.0% and 41.5%, respectively) respondents indicated they did not need extra support from their child(ren)'s Title I school to help their child(ren). However, for respondents of two or more races/ethnicities, their largest response rate in 2020–2021 indicated their desire for their child(ren)'s Title I school to help their child(ren) to pay attention during class (36.6%).

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 2021–2022 and 2020–2021 and responses to the HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022 and 2020–2021 (Title I PFE Survey). To maximize the value of the information extracted from PowerSchool SIS, recoding of the Title I status for students in schoolwide programs was conducted and functional changes to the survey instrument were also made to facilitate parent and family responsiveness and minimize opportunities for missing data or the need to exclude contradictory responses to a question. Therefore, comparisons to previous assessments are not advised. The Department of Research and Accountability encourages its collaboration with the Department of External Funding and other departmental and/or School Office and campus stakeholders to augment efforts to improve future PowerSchool SIS data coding and PFE survey administration strategies.

Ultimately, an accurate PFE evaluation is contingent upon a correct assessment of HISD's Title I PFE efforts, including the analyses of engagement activities, Title I Compact dissemination, and parent/family participation in Title I school PFE activities which are dependent upon accurate Title I student enrollment and cumulative PFE data. This is true particularly for analysis of TA campuses since Title I services are targeted only toward the identified Title I-eligible students and their families and 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 for schoolwide campuses to compensate for poor data quality issues 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 PowerSchool SIS. Therefore, it is advised by the Department of Research and Accountability that the Department of External Funding consider further enhancements to the training and 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 by continuing to utilize the monthly reports currently provided by Research and Accountability to External Funding from September through June of each school year.

Recommendations

The extent to which the information coded into the Student Information System (SIS) was accurate in 2021–2022 and 2020–2021 impacted the precision of the results of the Title I student enrollment, School-Parent Compact dissemination, and engagement rates presented in this evaluation and that are otherwise provided to stakeholders. From 2020–2021 to 2021–2022, improvements in the accuracy of the PFE data are apparent. Therefore, it is advised that the Department of External Funding further enhance its training and ongoing oversight of campus-level Title I administrators, coordinators, and other relevant Title I personnel regarding data coding accuracy and timely data entry.

Based on districtwide Title I School-Parent Compact dissemination rates (Figure 2, p. 11), Campus dissemination of Compacts improved by 32.1 percentage-points from 63.0 percent in 2020–2021 to 95.1 percent in 2021–2022, which means campuses did not disseminate Compacts to more than one-third (37.0%) of Title I participants' parents and families in 2020–2021 and to 4.9 percent of Title I participants' parents and families in 2021–2022. Additionally, Title I parent and family engagement rates (Figure 2), also reveal that, in 2021–2022 and 2020–2021, more than 60 percent of parents and families at the district level did not engage in at least one of the six PFE activity categories at their child(ren)'s Title I school (61.6% and 67.8%, respectively). The 2021–2022 gains in the PFE results seem to reveal advancements in program implementation, documentation, and/or oversight, and may also 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 parent and family participation levels, barriers to participation in PFE activities, and the assistance parents and families need or would like from the Title I school to help with their child(ren)'s learning at home as indicated by PowerSchool SIS data and/or Title I PFE Survey respondents. Particular attention to the needs of vulnerable populations of HISD constituents is warranted (i.e., their school 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 in both years assessed for this report were for Family Literacy, Parental Literacy, Planning, and Volunteer activities, the Department of Research and Accountability continues to encourage the Department of External Funding to accelerate its efforts to: (a) explore 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) collaborate with the administrators of school offices and schools that have had success in exceeding district averages in various engagement activities, and (c) set benchmarks for each engagement category. Setting realistic and differentiated benchmarks for specific PFE expectations on each Title I campus will allow the Department of External Funding to better assess progress made towards goals for improvement, particularly among the vulnerable populations in all Title I schools. Additional information is needed to examine factors related to these PFE outcomes. Perhaps, some findings of this report are indicative of the typical types of impacts of systemic sociological, environmental, and economic challenges and disparities experienced by the more vulnerable participant groups typically served in larger proportions at Title I schools than at non-Title I schools. 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 engaging “minority,” economically disadvantaged, and other vulnerable parents and families seems warranted.

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Table 1A. HISD PowerSchool Coding for Program Parent and Family Engagement, 2021–2022

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)		✓				

Source: HISD 2021–2022 Title I, Part A Program, p. 23.

Table 1. 2020–2021 and 2021–2022 Districtwide and 2021–2022 Title I, Part A Campus Student Enrollment and Parent and Family Engagement Activities by Category and School Office, June 2021 and June 2022																		
	TOTAL STUDENT ENROLLMENT	TITLE I STUDENT ENROLLMENT	SCHOOL-PARENT COMPACT DISSEMINATION		OVERALL ENGAGEMENT (Any Category)		CONFERENCE		EDUCATION		FAMILY LITERACY		PARENTAL LITERACY		PLANNING		VOLUNTEER	
	#	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2020–2021 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
2021–2022 HOUSTON ISD (All Students)	174,833	174,240	165,738	95.1	66,958	38.4	37,359	21.4	31,975	18.4	13,363	7.7	7,173	4.1	16,896	9.7	5,489	3.2
SCHOOL OFFICE																		
ACHIEVE 180 SCHOOL OFFICE	17,156	17,156	15,602	90.9	7,504	43.7	3,528	20.6	3,964	23.1	2,055	12.0	901	5.3	2,491	14.5	981	5.7
ELEMENTARY SCHOOL OFFICE 1	29,829	29,236	27,407	93.7	9,098	31.1	6,096	20.9	3,726	12.7	1,724	5.9	649	2.2	1,607	5.5	914	3.1
ELEMENTARY SCHOOL OFFICE 2	21,857	21,857	20,520	93.9	8,502	38.9	5,160	23.6	3,438	15.7	2,073	9.5	1,367	6.3	2,126	9.7	397	1.8
ELEMENTARY SCHOOL OFFICE 3	24,939	24,939	23,619	94.7	14,298	57.3	9,401	37.7	6,647	26.7	3,684	14.8	1,455	5.8	1,742	7.0	1,618	6.5
MIDDLE SCHOOL OFFICE	28,008	28,008	27,081	97.1	8,565	31.0	3,273	11.7	6,048	21.6	1,926	6.9	495	1.8	599	2.1	419	1.5
HIGH SCHOOL OFFICE	53,044	53,044	51,509	96.7	18,991	36.0	9,901	18.7	8,152	15.4	1,901	3.6	2,306	4.3	8,331	15.7	1,160	2.2

Source: HISD Power School, extracted June 4 & 30, 2021 and June 6 & June 30, 2022.

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 and 174,240 actively enrolled Title I students at 246 HISD Title I schools in 2021–2022. Enrollment counts of actively enrolled Title I students included four students coded incorrectly in the Student Information System at the Targeted Assistance Title I school (Condit ES). School-Parent Compacts refer to TA/Individual and 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 and 2021–2022 Districtwide and 2021–2022 Title I, Part A Campus Student Enrollment and Parent and Family Engagement Activities by Campus, School Office and Category, June 2021 and June 2022

CAMPUS NUMBER	SCHOOL OFFICE/CAMPUS	TOTAL STUDENT ENROLLMENT #	TITLE I STUDENT ENROLLMENT #	SCHOOL- PARENT COMPACT DISSEMINATION (TA) #	SCHOOL- PARENT COMPACT DISSEMINATION (SCHOOLWIDE) #	SCHOOL-PARENT COMPACT DISSEMINATION (TA/ SCHOOLWIDE) %	CONFERENCE #	EDUCATION #	FAMILY LITERACY #	PARENTAL LITERACY #	PLANNING #	VOLUNTEER #
2020–2021	Houston ISD	179,888	177,919	123	111,922	63	36,764	22,450	7,884	9,977	15,693	1,706
2021–2022	Houston ISD	174,833	174,240	526	165,212	95	37,359	31,975	13,363	7,173	16,896	5,489
2021–2022	ACHIEVE 180 SCHOOL OFFICE	17,156	17,156	275	15,327	89	3,528	3,964	2,055	901	2,491	981
273	Ashford ES	561	561	0	532	95	0	532	532	0	0	532
041	Attucks MS	401	401	0	396	99	178	0	4	0	0	2
121	Bruce ES	317	317	0	312	98	0	3	33	3	64	0
044	Cullen MS	337	337	0	282	84	6	218	105	78	0	0
045	Deady MS	629	629	0	589	94	0	0	0	0	589	0
140	Dogan ES	517	517	0	516	100	203	461	52	178	203	204
078	Fleming MS	393	393	0	389	99	389	386	342	1	386	49
058	Gregory-Lincoln PK-8	587	587	0	563	96	63	496	3	4	0	0
052	Henry MS	780	780	1	752	96	1	160	127	21	1	1
456	High School Ahead Acad MS	120	120	0	115	96	21	47	0	0	0	0
174	Highland Heights ES	447	447	0	420	94	121	30	2	0	18	1
473	Hilliard ES	509	509	0	487	96	148	31	7	1	39	2
007	Kashmere HS	717	717	0	614	86	176	46	0	0	0	0
079	Key MS	613	613	0	501	82	54	6	436	436	500	0
010	Madison HS	1,880	1,880	274	1,811	96	370	437	53	135	77	22
480	Marshall ES+*	713	713	0	0	0	0	0	0	0	0	0
289	Martinez C ES	302	302	0	302	100	24	26	97	0	11	0
477	North Forest HS	962	962	0	831	86	467	556	14	7	513	2
373	Seguin ES	437	437	0	408	93	408	0	97	0	0	0
163	Sugar Grove MS	806	806	0	641	80	0	13	0	0	0	0
077	Thomas MS	539	539	0	516	96	0	19	4	4	16	0
016	Washington HS	805	805	0	803	100	45	154	0	0	27	1
254	Wesley ES	240	240	0	239	100	57	61	0	0	9	132
018	Wheatley HS	683	683	0	659	96	310	175	1	0	2	4
257	Whidby ES	409	409	0	361	88	40	49	50	24	10	0

Table 2. 2020–2021 and 2021–2022 Districtwide and 2021–2022 Title I, Part A Campus Student Enrollment and Parent and Family Engagement Activities by Campus, School Office and Category, June 2021 and June 2022 (Continued)

CAMPUS NUMBER	<div><div></div><div>>= 90%</div></div> <div><div></div><div>25% - 89%</div></div> <div><div></div><div><25%</div></div>	TOTAL STUDENT ENROLLMENT #	TITLE I STUDENT ENROLLMENT #	SCHOOL- PARENT COMPACT DISSEMINATION (TA) #	SCHOOL- PARENT COMPACT DISSEMINATION (SCHOOLWIDE) #	SCHOOL-PARENT COMPACT DISSEMINATION (TA/ SCHOOLWIDE) %	CONFERENCE #	EDUCATION #	FAMILY LITERACY #	PARENTAL LITERACY #	PLANNING #	VOLUNTEER #	
2021–2022	ACHIEVE 180 SCHOOL OFFICE (Continued)												
082	Williams MS	438	438	0	386	88	49	21	0	0	0	0	0
019	Worthing HS	794	794	0	794	100	40	37	31	0	8	5	
020	Yates HS	863	863	0	819	95	235	0	7	8	11	0	
247	Young ES	357	357	0	289	81	123	0	58	1	7	24	
2021–2022	ELEMENTARY SCHOOL OFFICE 1	29,829	29,236	146	27,261	94	6,096	3,726	1,724	649	1,607	914	
104	Almeda ES	813	813	0	742	91	54	120	57	0	0	0	
105	Anderson ES*	607	607	0	572	94	0	0	0	0	0	0	
274	Askew ES	969	969	0	968	100	115	6	1	0	4	26	
151	Bell ES	576	576	0	535	93	55	192	0	0	0	0	
295	Benavidez ES	999	999	0	983	98	0	323	0	0	113	31	
111	Bonham ES	1,008	1,008	0	963	96	392	217	0	0	0	51	
114	Braeburn ES	789	789	0	749	95	6	28	0	0	0	0	
123	Codwell ES	333	333	0	332	100	15	14	14	0	14	14	
130	Condit ES (TA)+	737	144	140	0	97	138	49	0	2	0	12	
136	Cunningham ES	627	627	0	607	97	606	5	138	77	22	46	
396	Daily ES	824	824	0	812	99	31	84	130	0	1	12	
148	Elrod ES	692	692	0	648	94	371	247	91	0	13	1	
149	Emerson ES	955	955	0	885	93	57	0	0	0	0	0	
271	Foerster ES	642	642	0	591	92	93	0	0	0	16	0	
153	Fondren ES	301	301	0	287	95	162	64	122	0	1	0	
156	Frost ES	545	545	0	478	88	104	100	0	0	14	27	
162	Gregg ES	383	383	0	369	96	366	0	0	0	0	0	
262	Grissom ES	490	490	0	458	93	185	186	49	0	0	0	
170	Helms ES	448	448	0	441	98	194	27	0	0	122	49	
173	Herod ES	774	774	0	740	96	0	0	0	0	0	13	
395	Hines-Caldwell ES	716	716	0	693	97	218	32	84	2	63	29	
175	Hobby ES	552	552	0	545	99	222	96	53	25	42	120	

Table 2. 2020–2021 and 2021–2022 Districtwide and 2021–2022 Title I, Part A Campus Student Enrollment and Parent and Family Engagement Activities by Campus, School Office and Category, June 2021 and June 2022 (Continued)

CAMPUS NUMBER	<div><div></div><div>>= 90%</div><div>25% - 89%</div><div><25%</div></div> <div>SCHOOL OFFICE/CAMPUS</div>	TOTAL STUDENT ENROLLMENT #	TITLE I STUDENT ENROLLMENT #	SCHOOL- PARENT COMPACT DISSEMINATION (TA) #	SCHOOL- PARENT COMPACT DISSEMINATION (SCHOOLWIDE) #	SCHOOL-PARENT COMPACT DISSEMINATION (TA/ SCHOOLWIDE) %	CONFERENCE #	EDUCATION #	FAMILY LITERACY #	PARENTAL LITERACY #	PLANNING #	VOLUNTEER #
2021–2022	ELEMENTARY SCHOOL OFFICE 1 (Continued)											
187	Kelso ES	411	411	0	406	99	26	2	12	6	3	16
263	Law ES	559	559	6	506	91	18	48	28	1	21	3
196	Longfellow ES	648	648	0	607	94	64	0	0	0	12	1
198	Love ES	318	318	0	307	97	0	8	21	306	0	0
227	McNamara ES	1,013	1,013	0	998	99	122	195	0	0	0	0
204	Memorial ES	393	393	0	327	83	327	0	327	0	327	327
299	Milne ES	488	488	0	469	96	136	150	39	0	3	4
264	Mitchell ES	454	454	0	419	92	100	29	130	0	21	28
207	Montgomery ES	447	447	0	415	93	0	30	30	30	0	0
394	Neff ES	740	740	0	672	91	0	26	0	0	0	0
265	Petersen ES	407	407	0	373	92	275	141	1	1	151	17
219	Piney Point ES	1,232	1,232	0	1,202	98	238	398	73	108	257	15
225	Reynolds ES	334	334	0	314	94	0	35	0	0	0	0
372	Rodriguez ES	905	905	0	891	98	92	166	131	6	0	0
353	School at St. George ES	775	775	0	715	92	56	1	0	0	85	1
276	Shadowbriar ES	450	450	0	448	100	19	1	0	0	0	5
239	Shearn ES+*	449	449	0	0	0	0	0	0	0	0	0
248	Sutton ES	1,074	1,074	0	1,058	99	624	434	78	13	191	58
374	Tinsley ES*	612	612	0	566	92	0	0	0	0	0	0
285	Valley West ES	696	696	0	653	94	74	0	0	4	66	6
253	Walnut Bend ES	700	700	0	678	97	0	55	0	0	41	0
267	White E ES	723	723	0	722	100	3	3	3	0	1	0
483	White MES	672	672	0	578	86	0	91	0	0	0	0
127	Woodson	549	549	0	539	98	538	123	112	68	3	2
2021–2022	ELEMENTARY SCHOOL OFFICE 2	21,857	21,857	87	20,433	93	5,160	3,438	2,073	1,367	2,126	397
106	Atherton ES	426	426	0	424	100	360	21	7	86	16	1
107	Barrick ES	547	547	0	510	93	128	102	1	1	12	0

Table 2. 2020–2021 and 2021–2022 Districtwide and 2021–2022 Title I, Part A Campus Student Enrollment and Parent and Family Engagement Activities by Campus, School Office and Category, June 2021 and June 2022 (Continued)

CAMPUS NUMBER	SCHOOL OFFICE/CAMPUS	TOTAL STUDENT ENROLLMENT #	TITLE I STUDENT ENROLLMENT #	SCHOOL- PARENT COMPACT DISSEMINATION (TA) #	SCHOOL- PARENT COMPACT DISSEMINATION (SCHOOLWIDE) #	SCHOOL-PARENT COMPACT DISSEMINATION (TA/ SCHOOLWIDE) %	CONFERENCE #	EDUCATION #	FAMILY LITERACY #	PARENTAL LITERACY #	PLANNING #	VOLUNTEER #
2021–2022	ELEMENTARY SCHOOL OFFICE 2 (Continued)											
268	Benbrook ES+	472	472	12	73	15	79	6	1	0	23	23
109	Berry ES	755	755	0	723	96	79	53	1	0	183	0
116	Briargrove ES	840	840	0	758	90	12	3	0	0	3	6
120	Browning ES	421	421	46	400	95	38	52	22	0	0	8
122	Burbank ES	804	804	0	753	94	158	0	2	40	18	24
125	Burrus ES	266	266	0	249	94	7	78	33	2	1	1
358	Cook ES	532	532	0	473	89	51	0	0	0	34	0
132	Coop ES	598	598	0	519	87	19	19	0	0	0	0
135	Crockett ES	548	548	0	548	100	45	0	0	86	2	0
137	De Chaumes ES	750	750	0	714	95	17	27	254	18	0	35
115	Durham ES	544	544	0	524	96	432	325	32	0	108	61
144	Durkee ES	479	479	0	447	93	335	235	0	0	0	1
147	Eliot ES	527	527	0	526	100	302	258	102	25	83	9
475	Elmore ES	593	593	0	524	88	52	17	0	0	0	2
152	Field ES	424	424	0	409	96	1	1	0	0	0	1
283	Garcia ES*	390	390	0	389	100	0	0	0	0	0	0
172	Henderson NQ ES	206	206	0	197	96	127	128	127	127	119	0
286	Herrera ES	809	809	0	808	100	702	75	0	38	54	29
180	Isaacs ES*	259	259	0	251	97	0	0	0	0	0	0
181	Janowski ES	407	407	0	395	97	25	82	0	0	0	0
182	Jefferson ES	363	363	0	333	92	0	0	0	333	0	0
185	Kashmere Gardens ES	435	435	0	424	97	424	424	414	414	424	0
188	Kennedy ES	550	550	0	505	92	97	138	131	86	2	6
389	Ketelsen ES	477	477	0	471	99	68	202	0	0	15	0
197	Looscan ES	256	256	0	252	98	0	0	0	0	1	1
128	Lyons ES	875	875	29	834	95	13	0	15	15	0	2
201	MacGregor ES	458	458	0	441	96	119	0	97	0	0	85

Table 2. 2020–2021 and 2021–2022 Districtwide and 2021–2022 Title I, Part A Campus Student Enrollment and Parent and Family Engagement Activities by Campus, School Office and Category, June 2021 and June 2022 (Continued)

CAMPUS NUMBER	<div><div></div><div></div><div></div></div>	TOTAL STUDENT ENROLLMENT #	TITLE I STUDENT ENROLLMENT #	SCHOOL- PARENT COMPACT DISSEMINATION (TA) #	SCHOOL- PARENT COMPACT DISSEMINATION (SCHOOLWIDE) #	SCHOOL-PARENT COMPACT DISSEMINATION (TA/ SCHOOLWIDE) %	CONFERENCE #	EDUCATION #	FAMILY LITERACY #	PARENTAL LITERACY #	PLANNING #	VOLUNTEER #
2021–2022	SCHOOL OFFICE/CAMPUS	#	#	#	#	%	#	#	#	#	#	#
2021–2022	ELEMENTARY SCHOOL OFFICE 2 (Continued)											
179	McGowen ES	389	389	0	384	99	0	0	0	0	0	14
359	Moreno ES	672	672	0	664	99	190	109	139	22	0	11
210	Northline ES	428	428	0	428	100	268	33	8	33	248	19
213	Osborne ES	295	295	0	269	91	22	9	2	15	16	0
113	Paige ES	388	388	0	388	100	0	28	348	3	9	0
231	Roosevelt ES	440	440	0	423	96	33	58	99	2	5	16
232	Ross ES	285	285	0	278	98	32	10	9	8	9	4
237	Scarborough ES	607	607	0	574	95	259	0	118	13	0	0
269	Scroggins ES	340	340	0	334	98	72	334	55	0	49	7
479	Shadydale ES	679	679	0	622	92	2	32	1	0	584	3
240	Sherman ES	501	501	0	493	98	475	456	54	0	67	0
242	Smith ES	787	787	0	725	92	115	74	0	0	40	28
245	Stevens ES	567	567	0	513	90	2	49	1	0	1	0
252	Wainwright ES*	468	468	0	464	99	0	0	0	0	0	0
2021–2022	ELEMENTARY SCHOOL OFFICE 3	24,939	24,939	1	23,618	95	9,401	6,647	3,684	1,455	1,742	1,618
102	Alcott ES+*	177	177	0	0	0	0	0	0	0	0	0
108	Bastian ES	690	690	0	604	88	604	154	132	21	21	0
360	Bellfort ECC	368	368	0	346	94	301	60	34	1	11	3
110	Blackshear ES	316	316	0	275	87	260	10	74	78	1	19
112	Bonner ES	661	661	0	650	98	173	480	24	8	7	7
117	Briscoe ES	206	206	0	197	96	33	4	0	0	4	16
119	Brookline ES	783	783	0	774	99	718	1	1	1	0	0
124	Burnet ES	400	400	0	399	100	362	260	279	1	20	28
287	Cage ES	452	452	0	452	100	89	428	40	0	0	6
292	Carrillo ES*	381	381	0	374	98	0	0	0	0	0	0
071	Chrysalis MS	266	266	0	266	100	264	266	262	2	1	1
133	Cornelius ES	796	796	0	763	96	0	0	136	0	2	0

Table 2. 2020–2021 and 2021–2022 Districtwide and 2021–2022 Title I, Part A Campus Student Enrollment and Parent and Family Engagement Activities by Campus, School Office and Category, June 2021 and June 2022 (Continued)

CAMPUS NUMBER	<div><div></div><div></div><div></div></div> <div>SCHOOL OFFICE/CAMPUS</div>	TOTAL STUDENT ENROLLMENT #	TITLE I STUDENT ENROLLMENT #	SCHOOL- PARENT COMPACT DISSEMINATION (TA) #	SCHOOL- PARENT COMPACT DISSEMINATION (SCHOOLWIDE) #	SCHOOL-PARENT COMPACT DISSEMINATION (TA/ SCHOOLWIDE) %	CONFERENCE #	EDUCATION #	FAMILY LITERACY #	PARENTAL LITERACY #	PLANNING #	VOLUNTEER #
2021-2022	ELEMENTARY SCHOOL OFFICE 3 (Continued)											
290	Crespo ES	575	575	0	552	96	0	552	0	22	24	0
297	Davila ES	410	410	0	405	99	156	11	98	12	194	59
383	DeAnda ES	573	573	0	544	95	83	25	83	16	98	0
138	DeZavala ES	445	445	0	445	100	440	1	45	398	0	252
352	Farias ECC	360	360	0	360	100	360	359	277	20	356	81
470	Fonwood ECC	413	413	0	412	100	53	184	83	35	1	30
154	Foster ES	367	367	0	355	97	16	0	0	0	16	0
155	Franklin ES	298	298	0	292	98	24	23	1	32	0	15
291	Gallegos ES	347	347	0	346	100	37	132	44	0	117	17
158	Garden Villas ES	415	415	0	374	90	374	0	0	0	0	0
159	Golfcrest ES	464	464	0	452	97	396	0	94	78	0	14
369	Gross ES	497	497	0	464	93	48	157	33	0	22	25
131	Halpin ECC	398	398	1	387	97	254	380	155	0	0	166
166	Harris JR ES	303	303	0	285	94	49	196	82	0	0	19
167	Harris RP ES	551	551	0	493	89	10	0	0	0	25	7
168	Hartsfield ES	317	317	0	298	94	19	18	26	0	0	10
171	Henderson JP ES	601	601	0	576	96	0	576	0	0	44	0
192	Lantrip ES	524	524	0	516	98	335	175	40	0	146	84
357	Laurenzo ECC	172	172	0	170	99	135	24	76	25	0	54
194	Lewis ES	706	706	0	691	98	108	123	73	73	73	77
195	Lockhart ES	403	403	0	380	94	0	8	32	0	0	0
355	MLK ECC	325	325	0	325	100	321	148	269	118	5	2
203	Mading ES*	362	362	0	330	91	0	0	0	0	0	0
298	Martinez R ES	456	456	0	436	96	359	3	0	0	5	4
354	Mistral ECC	309	309	0	307	99	306	300	14	6	8	8
209	Neff ECC	568	568	0	547	96	116	129	82	0	7	4

Table 2. 2020–2021 and 2021–2022 Districtwide and 2021–2022 Title I, Part A Campus Student Enrollment and Parent and Family Engagement Activities by Campus, School Office and Category, June 2021 and June 2022 (Continued)

CAMPUS NUMBER	<table><tr><td></td><td>>= 90%</td></tr><tr><td></td><td>25% - 89%</td></tr><tr><td></td><td><25%</td></tr></table> SCHOOL OFFICE/CAMPUS		>= 90%		25% - 89%		<25%	TOTAL STUDENT ENROLLMENT	TITLE I STUDENT ENROLLMENT	SCHOOL- PARENT COMPACT DISSEMINATION (TA)	SCHOOL- PARENT COMPACT DISSEMINATION (SCHOOLWIDE)	SCHOOL-PARENT COMPACT DISSEMINATION (TA/ SCHOOLWIDE)						
			>= 90%															
			25% - 89%															
			<25%															
#	#	#	#	%	#	#	FAMILY LITERACY #	PARENTAL LITERACY #	PLANNING #	VOLUNTEER #								
2021–2022 ELEMENTARY SCHOOL OFFICE 3 (Continued)																		
212	Oates ES	347	347	0	347	100	14	155	56	0	4	2						
214	Park Place ES	795	795	0	762	96	65	75	0	0	20	0						
215	Parker ES	860	860	0	853	99	838	28	2	0	7	25						
216	Patterson ES	861	861	0	857	100	172	94	335	108	170	15						
217	Peck ES	397	397	0	381	96	196	119	25	22	50	38						
220	Pleasantville ES	276	276	0	273	99	174	133	58	0	0	110						
222	Port Houston ES	274	274	0	274	100	172	132	0	31	16	30						
223	Pugh ES	336	336	0	304	90	39	272	81	52	72	37						
224	Red ES	602	602	0	593	99	103	142	151	41	46	60						
186	Robinson ES	529	529	0	529	100	4	4	0	0	2	3						
233	Rucker ES	357	357	0	348	97	5	18	90	1	0	68						
281	Sanchez ES	506	506	0	506	100	101	131	109	11	43	26						
244	Southmayd ES	401	401	0	401	100	320	0	0	74	20	44						
243	Thompson ES	373	373	0	353	95	96	40	105	3	0	17						
279	Tijerina ES	333	333	0	331	99	97	92	62	62	43	0						
258	Whittier ES+*	371	371	0	0	0	0	0	0	0	0	0						
260	Windsor Village ES	666	666	0	664	100	202	25	21	103	41	135						
2021–2022	MIDDLE SCHOOL OFFICE	28,008	28,008	5	27,076	97	3,273	6,048	1,926	495	599	419						
478	Arabic Immersion*	460	460	0	460	100	0	0	0	0	0	0						
234	BCM Biotech Acad at Rusk	386	386	0	385	100	385	385	102	102	12	12						
467	Baylor College MS	486	486	0	472	97	16	0	101	0	0	0						
042	Black MS	1,292	1,292	0	1,234	96	0	1,234	1,234	0	0	0						
344	Briar Meadow	549	549	0	526	96	111	61	0	0	24	29						
043	Burbank MS	1,424	1,424	0	1,370	96	0	238	39	0	72	48						
048	Clifton MS	572	572	0	572	100	243	68	6	2	21	7						
046	Edison MS	510	510	0	481	94	0	5	0	0	0	0						
072	Fondren MS	963	963	0	947	98	4	1	4	0	0	4						

Table 2. 2020–2021 and 2021–2022 Districtwide and 2021–2022 Title I, Part A Campus Student Enrollment and Parent and Family Engagement Activities by Campus, School Office and Category, June 2021 and June 2022 (Continued)

CAMPUS NUMBER	<div><div></div><div></div><div></div></div>	TOTAL STUDENT ENROLLMENT #	TITLE I STUDENT ENROLLMENT #	SCHOOL- PARENT COMPACT DISSEMINATION (TA) #	SCHOOL- PARENT COMPACT DISSEMINATION (SCHOOLWIDE) #	SCHOOL-PARENT COMPACT DISSEMINATION (TA/ SCHOOLWIDE) %	CONFERENCE #	EDUCATION #	FAMILY LITERACY #	PARENTAL LITERACY #	PLANNING #	VOLUNTEER #
	SCHOOL OFFICE/CAMPUS											
2021–2022	MIDDLE SCHOOL OFFICE (Continued)											
047	Fonville MS	714	714	0	690	97	0	44	0	0	0	0
476	Forest Brook MS	709	709	1	635	90	633	610	60	35	10	0
157	Garden Oaks	795	795	0	776	98	776	0	0	0	0	0
049	Hamilton MS	905	905	0	901	100	0	27	33	38	23	0
051	Hartman MS	1,039	1,039	0	916	88	0	911	0	47	0	83
053	Hogg MS	1,057	1,057	0	1,054	100	0	47	111	48	0	1
050	Holland MS	709	709	0	709	100	0	0	0	0	7	1
075	Lawson MS	1,379	1,379	0	1,286	93	121	0	0	0	0	0
061	Marshall MS	659	659	0	650	99	55	140	0	0	0	0
062	McReynolds MS	466	466	0	443	95	11	9	1	0	1	1
055	Meyerland MS	1,137	1,137	0	1,117	98	89	0	0	0	129	0
054	Navarro MS	573	573	1	573	100	2	1	0	0	0	0
338	Ortiz MS	936	936	0	916	98	189	183	62	54	128	12
064	Pershing MS	1,466	1,466	2	1,461	100	2	22	0	19	1	0
218	Pilgrim Acad	1,248	1,248	0	1,188	95	24	9	0	0	2	5
382	Reagan Ed Ctr PK-8	860	860	0	830	97	0	807	0	0	0	0
060	Revere MS	1,163	1,163	0	1,163	100	0	0	0	0	0	17
080	Rice School PK-8	1,050	1,050	0	1,035	99	106	269	0	0	0	0
098	Stevenson MS	1,255	1,255	0	1,125	90	1	25	0	0	1	0
068	Tanglewood MS	861	861	0	861	100	4	858	1	2	0	0
56	Welch MS	668	668	0	660	99	226	0	13	2	1	7
099	West Briar MS	1,112	1,112	0	1,041	94	0	0	71	6	0	0
256	Wharton K-8	605	605	1	599	99	275	94	88	140	167	192
2021–2022	HIGH SCHOOL OFFICE	53,044	53,044	12	51,497	97	9,901	8,152	1,901	2,306	8,331	1,160
001	Austin HS	1,454	1,454	0	1,407	97	391	20	0	0	1,406	0
002	Bellaire HS	3,025	3,025	0	2,973	98	450	341	0	0	531	4
323	Challenge EC HS	449	449	0	449	100	0	0	449	0	1	0

Table 2. 2020–2021 and 2021–2022 Districtwide and 2021–2022 Title I, Part A Campus Student Enrollment and Parent and Family Engagement Activities by Campus, School Office and Category, June 2021 and June 2022 (Continued)

CAMPUS NUMBER	<div><div></div><div></div><div></div></div> <div>SCHOOL OFFICE/CAMPUS</div>	TOTAL STUDENT ENROLLMENT #	TITLE I STUDENT ENROLLMENT #	SCHOOL- PARENT COMPACT DISSEMINATION (TA) #	SCHOOL- PARENT COMPACT DISSEMINATION (SCHOOLWIDE) #	SCHOOL-PARENT COMPACT DISSEMINATION (TA/ SCHOOLWIDE) %	CONFERENCE #	EDUCATION #	FAMILY LITERACY #	PARENTAL LITERACY #	PLANNING #	VOLUNTEER #
2021–2022	HIGH SCHOOL OFFICE (Continued)											
027	Chavez HS	2,289	2,289	0	2,178	95	10	0	0	0	0	0
026	DeBakey HS	855	855	0	854	100	228	360	7	316	324	0
321	E-STEM Central HS	630	630	0	630	100	23	0	0	0	0	9
390	E-STEM West MS	389	389	0	377	97	26	0	0	0	0	131
345	East EC HS	436	436	0	436	100	92	436	3	24	436	0
301	Eastwood Acad HS	397	397	0	397	100	40	3	0	0	3	1
350	Energized ECC	232	232	0	223	96	0	0	0	0	0	3
364	Energized ES	1,310	1,310	0	1,304	100	992	593	812	0	0	0
342	Energized MS	683	683	0	683	100	618	70	0	0	0	178
468	Energy Inst HS	685	685	0	683	100	683	683	1	1	683	683
004	Furr HS	1,124	1,124	0	1,047	93	1,046	849	0	1,040	1,047	1
348	HAIS HS	455	455	0	454	100	60	232	60	56	273	2
034	HSLJ	426	426	0	422	99	57	0	0	0	101	0
012	Heights HS	2,386	2,386	0	2,386	100	202	221	27	20	262	41
310	Houston MSTC HS	2,650	2,650	0	2,648	100	2,125	527	113	0	633	4
006	Jones HS	290	290	0	288	99	27	0	0	0	0	0
008	Lamar HS	2,919	2,919	0	2,916	100	112	60	0	0	287	0
340	Las Americas MS	364	364	0	300	82	2	1	1	250	250	0
458	Leland YMCPA	361	361	0	357	99	0	0	0	357	357	0
324	Liberty HS	297	297	0	294	99	94	64	50	0	20	1
059	Long Acad	833	833	0	786	94	82	48	0	11	430	0
485	Middle College HS - Fraga	118	118	0	117	99	117	106	0	0	0	0
484	Middle College HS - Gulfon	100	100	7	98	98	9	9	0	0	0	0
011	Milby HS	2,038	2,038	1	2,016	99	32	141	0	0	83	0
311	Mount Carmel Acad HS	257	257	0	244	95	4	23	11	1	42	4
308	North Houston EC HS	478	478	0	478	100	149	0	16	0	276	2
003	Northside HS	1,226	1,226	0	1,159	95	38	1	0	0	0	0

Table 2. 2020–2021 and 2021–2022 Districtwide and 2021–2022 Title I, Part A Campus Student Enrollment and Parent and Family Engagement Activities by Campus, School Office and Category, June 2021 and June 2022 (Continued)

CAMPUS NUMBER	SCHOOL OFFICE/CAMPUS	TOTAL STUDENT ENROLLMENT #	TITLE I STUDENT ENROLLMENT #	SCHOOL- PARENT COMPACT DISSEMINATION (TA) #	SCHOOL- PARENT COMPACT DISSEMINATION (SCHOOLWIDE) #	SCHOOL-PARENT COMPACT DISSEMINATION (TA/ SCHOOLWIDE) %	CONFERENCE #	EDUCATION #	FAMILY LITERACY #	PARENTAL LITERACY #	PLANNING #	VOLUNTEER #
	<div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #90EE90; border: 1px solid black; margin-right: 5px;"></div> <div style="font-size: 0.8em; margin: 0;">>= 90%</div> </div> <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #FFD700; border: 1px solid black; margin-right: 5px;"></div> <div style="font-size: 0.8em; margin: 0;">25% - 89%</div> </div> <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #FF69B4; border: 1px solid black; margin-right: 5px;"></div> <div style="font-size: 0.8em; margin: 0;"><25%</div> </div>											
2021–2022	HIGH SCHOOL OFFICE (Continued)											
024	Scarborough HS	736	736	0	719	98	713	0	0	0	3	3
023	Sharpstown HS*	1,705	1,705	0	1,340	79	0	0	0	0	0	0
081	Sharpstown Intl	1,281	1,281	0	1,139	89	0	820	0	0	316	0
486	South EC HS	384	384	0	381	99	11	91	0	0	26	13
014	Sterling HS	1,487	1,487	0	1,440	97	219	8	144	130	229	19
100	TCAH	9,156	9,156	4	9,129	100	3	2,081	4	0	0	0
015	Waltrip HS	1,641	1,641	0	1,597	97	286	116	189	74	215	7
017	Westbury HS	2,231	2,231	0	2,084	93	1	132	0	1	36	0
036	Westside HS	2,877	2,877	0	2,877	100	845	36	0	0	2	51
009	Wisdom HS	1,991	1,991	0	1,791	90	64	78	1	0	40	0
463	YWCPA	399	399	0	396	99	50	2	13	25	19	3

Source: HISD Power School, extracted June 4 & 30, 2021 and June 6 & June 30, 2022.

Note: School-Parent Compact (TA/Individual and Schoolwide Compacts). PFE activity by category is based on Title I student active 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. Non-Title I campuses and duplicate Title I student records were removed from the extracted data. Student Enrollment and Title I Student Enrollment are the same for schoolwide campuses. Enrollment counts of Title I students included four students coded incorrectly in the Student Information System at the Targeted Assistance school (Condit ES). District and school office (aggregated) percentages of School-Parent Compact dissemination are calculated by dividing the total number of School-Parent Compact by the Title I Student Enrollment. School percentage of School-Parent Compact is calculated by dividing the respective number of School-Parent Compacts by the Title I Student Enrollment. 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 the respective School-Parent Compacts. Schools that have an asterisk (*) reported no participation among parents/family members within any of the six engagement categories.

Table 3. 2021–2022 and 2020–2021 Title I, Part A Parent and Family Engagement Survey, School-Level Response Rates by 2021–2022 School Office and Campus, June 2022 and June 2021

CAMPUS NUMBER	SCHOOL OFFICE/CAMPUS	TITLE I STUDENT ENROLLMENT (#)	RETURNED SURVEYS (#)	CALCULATED SURVEY COUNT (#)	MEAN RESPONSE RATE (%)	TITLE I STUDENT ENROLLMENT (#)	RETURNED SURVEYS (#)	CALCULATED SURVEY COUNT (#)	MEAN RESPONSE RATE (%)	RATE CHANGE (2020–2021 to 2021–2022) N=245 Schools (%-point)
		2021–2022				2020–2021				
		At/Above HISD's 6.5 Rate				At/Above HISD's 6.9 Rate				Positive Change
		Below HISD's 6.5 Rate				Below HISD's 6.9 Rate				Negative Change
HOUSTON ISD TITLE I SCHOOLS		174,240	8,344	11,377	6.5	177,919	9,203	12,354	6.9	-0.4
392	Young Learners	–		–	–	483	1	1	0.2	–
371	Young Scholars	–		–	–	93	0	0	0.0	–
ACHIEVE 180 SCHOOL OFFICE		17,156	468	685	4.0	17,710	437	577	3.3	0.7
273	Ashford ES	561	16	24	4.3	554	57	77	13.9	-9.6
041	Attucks MS	401	1	2	0.5	429	4	6	1.4	-0.9
121	Bruce ES	317	12	16	5.0	394	7	11	2.8	2.2
044	Cullen MS	337	8	12	3.6	373	34	39	10.5	-6.9
045	Deady MS	629	4	4	0.6	638	25	27	4.2	-3.6
140	Dogan ES	517	10	21	4.1	532	12	17	3.2	0.9
078	Fleming MS	393	23	37	9.4	425	2	2	0.5	8.9
058	Gregory-Lincoln PK-8	587	6	7	1.2	679	20	36	5.3	-4.1
052	Henry MS	780	28	31	4.0	795	31	37	4.7	-0.7
456	High School Ahead Acad MS	120	2	2	1.7	149	6	6	4.0	-2.3
174	Highland Heights ES	447	19	30	6.7	458	32	45	9.8	-3.1
473	Hilliard ES	509	5	10	2.0	538	15	28	5.2	-3.2
007	Kashmere HS	717	127	174	24.3	806	18	23	2.9	21.4
079	Key MS	613	9	9	1.5	669	5	5	0.7	0.8
010	Madison HS	1,880	50	72	3.8	1,771	6	6	0.3	3.5
480	Marshall ES+	713	24	34	4.8	770	22	37	4.8	0.0
289	Martinez C ES	302	12	16	5.3	315	3	6	1.9	3.4
477	North Forest HS	962	48	97	10.1	956	12	15	1.6	8.5
373	Seguin ES	437	4	5	1.1	454	4	5	1.1	0.0
163	Sugar Grove MS	806	1	1	0.1	703	42	52	7.4	-7.3
077	Thomas MS	539	2	2	0.4	622	28	30	4.8	-4.4
016	Washington HS	805	2	3	0.4	730	8	10	1.4	-1.0
254	Wesley ES	240	0	0	0.0	253	1	1	0.4	-0.4
018	Wheatley HS	683	5	7	1.0	747	3	5	0.7	0.3
257	Whidby ES	409	21	33	8.1	449	4	5	1.1	7.0
082	Williams MS	438	7	9	2.1	509	10	12	2.4	-0.3
019	Worthing HS	794	7	10	1.3	801	0	0	0.0	1.3
020	Yates HS	863	4	4	0.5	822	11	12	1.5	-1.0
247	Young ES	357	11	13	3.6	369	15	22	6.0	-2.4
ELEMENTARY SCHOOL OFFICE 1		29,236	1,529	2,116	7.1	29,300	1,977	2,829	9.4	-2.3
104	Almeda ES	813	28	44	5.4	818	19	30	3.7	1.7
105	Anderson ES*	607	22	29	4.8	711	37	54	7.6	-2.8
274	Askew ES	969	123	178	18.4	832	100	132	15.9	2.5
151	Bell ES	576	17	21	3.6	603	14	21	3.5	0.1
295	Benavidez ES	999	13	19	1.9	925	48	82	8.9	-7.0
111	Bonham ES	1,008	33	45	4.5	864	45	70	8.1	-3.6
114	Braeburn ES	789	36	50	6.3	762	40	58	7.6	-1.3
123	Codwell ES	333	16	28	8.4	367	29	36	9.8	-1.4
130	Condit ES (TA)+	144	107	149	20.2	4	105	153	21.4	-1.2
136	Cunningham ES	627	11	14	2.2	590	13	17	2.9	-0.7
396	Daily ES	824	90	107	13.0	715	40	54	7.6	5.4
148	Elrod ES	692	15	25	3.6	701	16	19	2.7	0.9
149	Emerson ES	955	65	96	10.1	914	24	34	3.7	6.4
271	Foerster ES	642	14	22	3.4	644	3	4	0.6	2.8
153	Fondren ES	301	9	12	4.0	317	14	19	6.0	-2.0
156	Frost ES	545	3	6	1.1	526	5	7	1.3	-0.2
162	Gregg ES	383	43	59	15.4	388	41	72	18.6	-3.2

Table 3. 2021–2022 and 2020–2021 Title I, Part A Parent and Family Engagement Survey, School-Level Response Rates by 2021–2022 School Office and Campus, June 2022 and June 2021 (Continued)

CAMPUS NUMBER	SCHOOL OFFICE/CAMPUS	TITLE I STUDENT ENROLLMENT (#)	RETURNED SURVEYS (#)	CALCU- LATED SURVEY COUNT (#)	MEAN RESPONSE RATE (%)	TITLE I STUDENT ENROLLMENT (#)	RETURNED SURVEYS (#)	CALCU- LATED SURVEY COUNT (#)	MEAN RESPONSE RATE (%)	RATE CHANGE (2020–2021 to 2021–2022) N=245 Schools (%-point)
			2021–2022				2020–2021			
			At/Above HISD's 6.5 Rate				At/Above HISD's 6.9 Rate			Positive Change
			Below HISD's 6.5 Rate				Below HISD's 6.9 Rate			Negative Change
ELEMENTARY SCHOOL OFFICE 1 (cont.)		29,236	1,529	2,116	7.1	29,300	1,977	2,829	9.4	-2.3
262	Grissom ES	490	17	27	5.5	511	71	110	21.5	-16.0
170	Helms ES	448	41	56	12.5	477	102	137	28.7	-16.2
173	Herod ES	774	5	7	0.9	773	87	127	16.4	-15.5
395	Hines-Caldwell ES	716	26	32	4.5	721	43	57	7.9	-3.4
175	Hobby ES	552	20	31	5.6	619	54	84	13.6	-8.0
187	Kelso ES	411	40	58	14.1	421	13	16	3.8	10.3
263	Law ES	559	3	5	0.9	638	58	85	13.3	-12.4
196	Longfellow ES	648	46	61	9.4	672	19	21	3.1	6.3
198	Love ES	318	34	44	13.8	308	15	18	5.8	8.0
227	McNamara ES	1,013	22	36	3.6	892	25	29	3.3	0.3
204	Memorial ES	393	16	21	5.3	339	0	0	0.0	5.3
299	Milne ES	488	12	14	2.9	471	13	18	3.8	-0.9
264	Mitchell ES	454	29	39	8.6	429	41	61	14.2	-5.6
207	Montgomery ES	447	27	38	8.5	465	65	96	20.6	-12.1
394	Neff ES	740	25	29	3.9	750	0	0	0.0	3.9
265	Petersen ES	407	33	51	12.5	405	1	2	0.5	12.0
219	Piney Point ES	1,232	172	224	18.2	1,162	136	195	16.8	1.4
225	Reynolds ES	334	4	6	1.8	378	2	3	0.8	1.0
372	Rodriguez ES	905	0	0	0.0	947	111	163	17.2	-17.2
353	School at St. George ES	775	30	37	4.8	755	33	44	5.8	-1.0
276	Shadowbriar ES	450	2	2	0.4	480	21	28	5.8	-5.4
239	Shearn ES+*	449	16	24	5.3	468	46	73	15.6	-10.3
241	Sinclair ES	–	–	–	–	598	79	108	18.1	–
248	Sutton ES	1,074	101	132	12.3	1,046	166	234	22.4	-10.1
374	Tinsley ES*	612	16	29	4.7	591	2	2	0.3	4.4
285	Valley West ES	696	33	44	6.3	768	36	51	6.6	-0.3
253	Walnut Bend ES	700	52	72	10.3	630	64	85	13.5	-3.2
267	White E ES	723	41	55	7.6	699	63	91	13.0	-5.4
483	White M ES	672	0	0	0.0	638	4	7	1.1	-1.1
127	Woodson	549	21	38	6.9	568	14	22	3.9	3.0
ELEMENTARY SCHOOL OFFICE 2		21,857	1,347	1,953	8.9	22,014	1,393	1,997	9.1	-0.2
106	Atherton ES	426	31	47	11.0	487	47	70	14.4	-3.4
107	Barrick ES	547	60	87	15.9	563	28	38	6.7	9.2
268	Benbrook ES+	472	46	61	12.9	494	30	49	9.9	3.0
109	Berry ES	755	87	135	17.9	767	90	137	17.9	0.0
116	Briargrove ES	840	3	4	0.5	–	–	–	–	–
120	Browning ES	421	21	32	7.6	428	27	39	9.1	-1.5
122	Burbank ES	804	106	161	20.0	853	93	154	18.1	1.9
125	Burrus ES	266	1	1	0.4	291	20	26	8.9	-8.5
358	Cook ES	532	10	15	2.8	540	10	14	2.6	0.2
132	Coop ES	598	29	36	6.0	633	34	53	8.4	-2.4
135	Crockett ES	548	10	14	2.6	558	90	116	20.8	-18.2
137	De Chaumes ES	750	16	24	3.2	745	51	71	9.5	-6.3
115	Durham ES	544	44	64	11.8	554	26	39	7.0	4.8
144	Durkee ES	479	19	26	5.4	483	8	12	2.5	2.9
147	Eliot ES	527	63	105	19.9	576	24	36	6.3	13.6
475	Elmore ES	593	58	84	14.2	615	11	18	2.9	11.3
152	Field ES	424	21	25	5.9	430	25	31	7.2	-1.3
283	Garcia ES*	390	4	6	1.5	444	56	89	20.0	-18.5

Table 3. 2021–2022 and 2020–2021 Title I, Part A Parent and Family Engagement Survey, School-Level Response Rates by 2021–2022 School Office and Campus, June 2022 and June 2021 (Continued)

CAMPUS NUMBER	SCHOOL OFFICE/CAMPUS	TITLE I STUDENT ENROLLMENT (#)	RETURNED SURVEYS (#)	CALCULATED SURVEY COUNT (#)	MEAN RESPONSE RATE (%)	TITLE I STUDENT ENROLLMENT (#)	RETURNED SURVEYS (#)	CALCULATED SURVEY COUNT (#)	MEAN RESPONSE RATE (%)	RATE CHANGE (2020–2021 to 2021–2022) N=245 Schools (%-point)
		2021–2022				2020–2021				
		At/Above HISD's 6.5 Rate				At/Above HISD's 6.9 Rate				Positive Change
		Below HISD's 6.5 Rate				Below HISD's 6.9 Rate				Negative Change
ELEMENTARY SCHOOL OFFICE 2 (cont.)		21,857	1,347	1,953	8.9	22,014	1,393	1,997	9.1	-0.2
172	Henderson NQ ES	206	0	0	0.0	242	2	2	0.8	-0.8
286	Herrera ES	809	64	108	13.3	801	9	13	1.6	11.7
180	Isaacs ES*	259	6	10	3.9	279	4	8	2.9	1.0
181	Janowski ES	407	24	30	7.4	446	33	48	10.8	-3.4
182	Jefferson ES	363	4	5	1.4	392	43	60	15.3	-13.9
185	Kashmere Gardens ES	435	8	13	3.0	441	2	2	0.5	2.5
188	Kennedy ES	550	16	23	4.2	565	29	39	6.9	-2.7
389	Ketelsen ES	477	37	53	11.1	492	33	51	10.4	0.7
197	Looscan ES	256	20	26	10.2	293	7	11	3.8	6.4
128	Lyons ES	875	23	36	4.1	898	29	45	5.0	-0.9
201	MacGregor ES	458	15	16	3.5	481	47	53	11.0	-7.5
179	McGowen ES	389	12	14	3.6	410	15	24	5.9	-2.3
359	Moreno ES	672	61	81	12.1	697	125	166	23.8	-11.7
210	Northline ES	428	15	19	4.4	484	28	44	9.1	-4.7
213	Osborne ES	295	18	24	8.1	269	7	9	3.3	4.8
113	Paige ES	388	8	11	2.8	460	6	8	1.7	1.1
231	Roosevelt ES	440	134	187	42.5	504	71	96	19.0	23.5
232	Ross ES	285	69	96	33.7	290	20	25	8.6	25.1
237	Scarborough ES	607	79	121	19.9	607	95	139	22.9	-3.0
269	Scroggins ES	340	9	13	3.8	389	21	33	8.5	-4.7
479	Shadydale ES	679	19	26	3.8	785	13	19	2.4	1.4
240	Sherman ES	501	16	27	5.4	555	10	12	2.2	3.2
242	Smith ES	787	38	59	7.5	809	17	24	3.0	4.5
245	Stevens ES	567	5	7	1.2	558	25	34	6.1	-4.9
252	Wainwright ES*	468	18	21	4.5	406	32	40	9.9	-5.4
ELEMENTARY SCHOOL OFFICE 3		24,939	1,933	2,777	11.1	25,512	1,639	2,275	8.9	2.2
102	Alcott ES+*	177	6	8	4.5	197	14	24	12.2	-7.7
108	Bastian ES	690	15	22	3.2	613	25	35	5.7	-2.5
360	Bellfort ECC	368	33	39	10.6	333	17	18	5.4	5.2
110	Blackshear ES	316	0	0	0.0	326	1	1	0.3	-0.3
112	Bonner ES	661	49	66	10.0	687	70	106	15.4	-5.4
117	Briscoe ES	206	29	37	18.0	233	22	28	12.0	6.0
119	Brookline ES	783	26	35	4.5	777	16	24	3.1	1.4
124	Burnet ES	400	36	52	13.0	417	33	47	11.3	1.7
287	Cage ES	452	49	75	16.6	458	55	78	17.0	-0.4
292	Carrillo ES*	381	26	36	9.4	452	14	25	5.5	3.9
071	Chrysalis MS	266	42	48	18.0	283	45	51	18.0	0.0
133	Cornelius ES	796	54	82	10.3	798	73	106	13.3	-3.0
290	Crespo ES	575	51	72	12.5	630	37	50	7.9	4.6
297	Davila ES	410	11	16	3.9	394	17	25	6.3	-2.4
383	DeAnda ES	573	74	104	18.2	577	64	87	15.1	3.1
138	DeZavala ES	445	11	18	4.0	528	2	3	0.6	3.4
352	Farias ECC	360	100	106	29.4	333	151	170	51.1	-21.7
470	Fonwood ECC	413	26	34	8.2	349	21	26	7.4	0.8
154	Foster ES	367	94	178	48.5	334	10	15	4.5	44.0
155	Franklin ES	298	34	56	18.8	326	4	7	2.1	16.7
291	Gallegos ES	347	31	43	12.4	321	37	55	17.1	-4.7
158	Garden Villas ES	415	25	37	8.9	505	7	10	2.0	6.9
159	Golfcrest ES	464	22	32	6.9	472	1	2	0.4	6.5
369	Gross ES	497	41	62	12.5	549	33	48	8.7	3.8
131	Halpin ECC	398	90	98	24.6	334	97	109	32.6	-8.0
166	Harris JR ES	303	16	23	7.6	345	21	30	8.7	-1.1

Table 3. 2021–2022 and 2020–2021 Title I, Part A Parent and Family Engagement Survey, School-Level Response Rates by 2021–2022 School Office and Campus, June 2022 and June 2021 (Continued)										
CAMPUS NUMBER	SCHOOL OFFICE/CAMPUS	TITLE I STUDENT ENROLLMENT (#)	RETURNED SURVEYS (#)	CALCULATED SURVEY COUNT (#)	MEAN RESPONSE RATE (%)	TITLE I STUDENT ENROLLMENT (#)	RETURNED SURVEYS (#)	CALCULATED SURVEY COUNT (#)	MEAN RESPONSE RATE (%)	RATE CHANGE (2020–2021 to 2021–2022) N=245 Schools (%-point)
		2021–2022				2020–2021				
		At/Above HISD's 6.5 Rate				At/Above HISD's 6.9 Rate				Positive Change
		Below HISD's 6.5 Rate				Below HISD's 6.9 Rate				Negative Change
ELEMENTARY SCHOOL OFFICE 3 (cont.)		24,939	1933	2,777	11.1	25,512	1,639	2,275	8.9	2.2
167	Harris RP ES	551	35	50	9.1	529	18	24	4.5	4.6
168	Hartsfield ES	317	81	136	42.9	351	12	19	5.4	37.5
171	Henderson JP ES	601	51	73	12.1	639	22	34	5.3	6.8
192	Lantrip ES	524	22	32	6.1	628	26	35	5.6	0.5
357	Laurenzo ECC	172	3	3	1.7	198	0	0	0.0	1.7
194	Lewis ES	706	17	25	3.5	706	5	8	1.1	2.4
195	Lockhart ES	403	18	27	6.7	487	58	88	18.1	-11.4
203	Mading ES*	362	13	19	5.2	378	52	79	20.9	-15.7
298	Martinez R ES	456	50	81	17.8	473	46	76	16.1	1.7
354	Mistral ECC	309	42	44	14.2	255	21	24	9.4	4.8
355	MLK ECC	325	61	66	20.3	263	22	22	8.4	11.9
209	Neff ECC	568	14	15	2.6	554	1	1	0.2	2.4
212	Oates ES	347	1	1	0.3	355	38	53	14.9	-14.6
214	Park Place ES	795	43	73	9.2	823	47	74	9.0	0.2
215	Parker ES	860	23	34	4.0	865	21	27	3.1	0.9
216	Patterson ES	861	10	16	1.9	878	29	41	4.7	-2.8
217	Peck ES	397	85	149	37.5	392	22	33	8.4	29.1
220	Pleasantville ES	276	10	10	3.6	241	24	32	13.3	-9.7
222	Port Houston ES	274	105	176	64.2	261	67	104	39.8	24.4
223	Pugh ES	336	14	20	6.0	363	0	0	0.0	6.0
224	Red ES	602	62	81	13.5	607	34	50	8.2	5.3
186	Robinson ES	529	25	39	7.4	539	28	37	6.9	0.5
233	Rucker ES	357	5	5	1.4	393	18	25	6.4	-5.0
281	Sanchez ES	506	15	24	4.7	536	31	44	8.2	-3.5
244	Southmayd ES	401	24	28	7.0	450	4	4	0.9	6.1
243	Thompson ES	373	10	16	4.3	372	7	7	1.9	2.4
279	Tijerina ES	333	82	120	36.0	300	15	25	8.3	27.7
258	Whittier ES+*	371	2	2	0.5	419	3	4	1.0	-0.5
260	Windsor Village ES	666	19	33	5.0	686	81	125	18.2	-13.2
MIDDLE SCHOOL OFFICE		28,008	874	1,162	4.1	29,839	1,484	1,798	5.8	-1.7
478	Arabic Immersion*	460	1	1	0.2	460	75	102	22.2	-22.0
467	Baylor College MS	486	11	12	2.5	606	25	27	4.5	-2.0
234	BCM Biotech Acad at Rusk	386	40	45	11.7	423	72	78	18.4	-6.7
042	Black MS	1,292	12	14	1.1	1,346	87	97	7.2	-6.1
344	Briar Meadow	549	90	143	26.0	566	65	100	17.7	8.3
043	Burbank MS	1,424	53	68	4.8	1,479	153	172	11.6	-6.8
048	Clifton MS	572	1	1	0.2	573	21	25	4.4	-4.2
046	Edison MS	510	4	4	0.8	610	15	19	3.1	-2.3
072	Fondren MS	963	10	14	1.5	1,078	9	15	1.4	0.1
047	Fonville MS	714	7	7	1.0	769	6	6	0.8	0.2
476	Forest Brook MS	709	52	73	10.3	813	4	5	0.6	9.7
157	Garden Oaks	795	189	289	36.4	818	78	111	13.6	22.8
049	Hamilton MS	905	10	10	1.1	1,041	40	44	4.2	-3.1
051	Hartman MS	1,039	2	2	0.2	1,176	5	6	0.5	-0.3
053	Hogg MS	1,057	21	23	2.2	1,022	144	158	15.5	-13.3
050	Holland MS	709	8	10	1.4	652	30	40	6.1	-4.7
075	Lawson MS	1,379	5	6	0.4	1,434	14	16	1.1	-0.7
061	Marshall MS	659	5	8	1.2	709	53	63	8.9	-7.7
062	McReynolds MS	466	2	2	0.4	500	2	2	0.4	0.0
055	Meyerland MS	1,137	47	48	4.2	1,345	9	9	0.7	3.5
054	Navarro MS	573	7	9	1.6	645	1	1	0.2	1.4
338	Ortiz MS	936	4	5	0.5	1,045	7	7	0.7	-0.2
064	Pershing MS	1,466	15	17	1.2	1,720	230	255	14.8	-13.6
218	Pilgrim Academy	1,248	31	49	3.9	1,144	16	22	1.9	2.0

Table 3. 2021–2022 and 2020–2021 Title I, Part A Parent and Family Engagement Survey, School-Level Response Rates by 2021–2022 School Office and Campus, June 2022 and June 2021 (Continued)										
CAMPUS NUMBER	SCHOOL OFFICE/CAMPUS	TITLE I STUDENT ENROLLMENT (#)	RETURNED SURVEYS (#)	CALCULATED SURVEY COUNT (#)	MEAN RESPONSE RATE (%)	TITLE I STUDENT ENROLLMENT (#)	RETURNED SURVEYS (#)	CALCULATED SURVEY COUNT (#)	MEAN RESPONSE RATE (%)	RATE CHANGE (2020–2021 to 2021–2022) N=245 Schools (%-point)
		2021–2022				2020–2021				
		At/Above HISD's 6.5 Rate				At/Above HISD's 6.9 Rate				Positive Change
		Below HISD's 6.5 Rate				Below HISD's 6.9 Rate				Negative Change
MIDDLE SCHOOL OFFICE (cont.)		28,008	874	1,162	4.1	29,839	1,484	1,798	5.8	-1.7
337	Pin Oak MS	–	–	–	–	0	7	9	0.7	–
382	Reagan Ed Ctr PK-8	860	1	1	0.1	871	28	47	5.4	-5.3
060	Revere MS	1,163	11	13	1.1	1,166	74	84	7.2	-6.1
080	Rice School PK-8	1,050	26	34	3.2	1,111	7	8	0.7	2.5
098	Stevenson MS	1,255	53	58	4.6	1,390	41	47	3.4	1.2
068	Tanglewood MS	861	6	6	0.7	898	11	12	1.3	-0.6
056	Welch MS	668	17	17	2.5	686	12	14	2.0	0.5
099	West Briar MS	1,112	32	33	3.0	1,139	22	23	2.0	1.0
256	Wharton K-8	605	101	140	23.1	604	121	174	28.8	-5.7
HIGH SCHOOL OFFICE		53,044	2,193	2,684	5.1	52,968	2,272	2,877	5.4	-0.3
001	Austin HS	1,454	39	45	3.1	1,514	66	83	5.5	-2.4
002	Bellaire HS	3,025	37	45	1.5	3,167	47	58	1.8	-0.3
323	Challenge EC HS	449	6	6	1.3	468	8	10	2.1	-0.8
027	Chavez HS	2,289	14	17	0.7	2,433	17	20	0.8	-0.1
026	DeBaKey HS	855	18	21	2.5	916	25	28	3.1	-0.6
345	East EC HS	436	17	24	5.5	442	65	70	15.8	-10.3
301	Eastwood Acad. HS	397	21	22	5.5	436	4	4	0.9	4.6
350	Energized ECC	232	14	19	8.2	272	76	119	43.8	-35.6
364	Energized ES	1,310	10	15	1.1	1,435	212	352	24.5	-23.4
342	Energized MS	683	6	13	1.9	618	20	32	5.2	-3.3
468	Energy Inst HS	685	15	15	2.2	742	34	41	5.5	-3.3
321	E-STEM Central HS	630	0	0	0.0	604	0	0	0.0	0.0
390	E-STEM West MS	389	9	13	3.3	429	22	42	9.8	-6.5
004	Furr HS	1,124	100	125	11.1	1,095	115	140	12.8	-1.7
348	HAIS HS	455	78	83	18.2	490	84	97	19.8	-1.6
012	Heights HS	2,386	41	47	2.0	2,411	29	39	1.6	0.4
310	Houston MSTC HS	2,650	140	165	6.2	2,601	127	143	5.5	0.7
034	HSLJ	426	3	4	0.9	469	76	81	17.3	-16.4
006	Jones HS	290	0	0	0.0	331	0	0	0.0	0.0
008	Lamar HS	2,919	22	26	0.9	2,806	19	23	0.8	0.1
340	Las Americas MS	364	2	2	0.5	244	1	3	1.2	-0.7
458	Leland YMCPA	361	17	18	5.0	454	14	16	3.5	1.5
324	Liberty HS	297	44	49	16.5	258	19	20	7.8	8.7
059	Long Academy	833	1	1	0.1	940	5	7	0.7	-0.6
485	Middle College HS - Fraga	118	3	3	2.5	105	4	5	4.8	-2.3
484	Middle College HS - Gulfon	100	0	0	0.0	142	0	0	0.0	0.0
011	Milby HS	2,038	91	111	5.4	2,108	18	22	1.0	4.4
311	Mount Carmel Acad HS	257	0	0	0.0	284	8	8	2.8	-2.8
308	North Houston EC HS	478	5	11	2.3	484	28	32	6.6	-4.3
003	Northside HS	1,226	191	252	20.6	1,399	3	3	0.2	20.4
024	Scarborough HS	736	19	25	3.4	730	13	15	2.1	1.3
023	Sharpstown HS*	1,705	17	24	1.4	1,714	13	14	0.8	0.6
081	Sharpstown Intl.	1,281	26	32	2.5	1,252	2	3	0.2	2.3
486	South EC HS	384	35	41	10.7	417	32	37	8.9	1.8

Table 3. 2021–2022 and 2020–2021 Title I, Part A Parent and Family Engagement Survey, School-Level Response Rates by 2021–2022 School Office and Campus, June 2022 and June 2021 (Continued)

CAMPUS NUMBER	SCHOOL OFFICE/CAMPUS	TITLE I STUDENT ENROLLMENT (#)	RETURNED SURVEYS (#)	CALCULATED SURVEY COUNT (#)	MEAN RESPONSE RATE (%)	TITLE I STUDENT ENROLLMENT (#)	RETURNED SURVEYS (#)	CALCULATED SURVEY COUNT (#)	MEAN RESPONSE RATE (%)	RATE CHANGE (2020–2021 to 2021–2022) N=245 Schools (%-point)
		2021–2022				2020–2021				
		At/Above HISD's 6.5 Rate				At/Above HISD's 6.9 Rate				Positive Change
		Below HISD's 6.5 Rate				Below HISD's 6.9 Rate				Negative Change
HIGH SCHOOL OFFICE (cont.)		53,044	2,193	2,684	4.1	52,968	2,272	2,877	5.8	-1.7
014	Sterling HS	1,487	55	79	5.3	1,576	19	25	1.6	3.7
100	TCAH	9,156	950	1,164	12.7	7,871	804	996	12.7	0.0
015	Waltrip HS	1,641	63	73	4.4	1,801	24	27	1.5	2.9
017	Westbury HS	2,231	27	31	1.4	2,290	18	22	1.0	0.4
036	Westside HS	2,877	16	18	0.6	2,828	150	180	6.4	-5.8
009	Wisdom HS	1,991	5	5	0.3	1,878	9	12	0.6	-0.3
463	YWCPA	399	36	40	10.0	514	42	48	9.3	0.7

Source: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022 and 2020–2021. HISD Power School, extracted June 4 & 30, 2021 and June 6 & June 30, 2022.

Note: Results are based on active Title I student enrollment in 2021–2022 and 2020–2021 regardless of Average Daily Attendance (ADA) membership status. Rate/percentage of returned surveys is calculated by dividing the number of returned surveys (weighted count) by the Title I Student Enrollment. Rate of Change is calculated by subtracting the 2020–2021 return rate from the 2021–2022 return rate. Based on cumulative parent and family engagement data recorded in 2021–2022, 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 the respective School-Parent Compacts. Schools that have an asterisk (*) reported no participation among parents/family members within any of the six engagement categories (See Table 2, pp. 43–52).

Table 4. 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) and 2021–2022 (n=11,377)

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)			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	
Parent/Family (Survey Respondent's) Characteristics		N	n	%	n	%	n	%	n	%
HISD Title I Schools Districtwide, 2021–2022		11,377	1,693	14.9	2,946	25.9	711	6.2	472	4.1
Race/ Ethnicity	Unknown	166	30	18.1	45	27.1	15	9.0	3	1.8
	African American/Black	2,077	216	10.4	510	24.6	143	6.9	89	4.3
	Asian	386	36	9.3	105	27.2	11	2.8	25	6.5
	Hispanic/Latino	6,979	1,224	17.5	1,842	26.4	388	5.6	283	4.1
	Native Hawaiian/Pacific Islander	51	11	21.6	12	23.5	4	7.8	2	3.9
	Two or More Races/Ethnicities	492	71	14.4	132	26.8	49	10.0	24	4.9
	White	1,226	105	8.6	300	24.5	101	8.2	46	3.8
Non-English Primary Language	Yes	5,066	1,001	19.8	1,311	25.9	248	4.9	196	3.9
Disability	Yes	906	162	17.9	257	28.4	243	26.8	70	7.7
Education	Did Not Complete High School or GED	2,139	430	20.1	543	25.4	103	4.8	95	4.4
	Attended Vocational School/College, But Did Not Complete	1,260	195	15.5	361	28.7	126	10.0	67	5.3
HISD Title I Schools Districtwide, 2020–2021		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

Table 4. 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) and 2021–2022 (n=11,377) (Continued)

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)			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.	
Parent/Family (Survey Respondent's) Characteristics		N	n	%	n	%	n	%	n	%
HISD Title I Schools Districtwide, 2021–2022		11,377	636	5.6	810	7.1	890	7.8	5,808	51.1
Race/ Ethnicity	Unknown	166	10	6.0	17	10.2	4	2.4	73	44.0
	African American/Black	2,077	153	7.4	210	10.1	36	1.7	1,145	55.1
	Asian	386	14	3.6	17	4.4	19	4.9	219	56.7
	Hispanic/Latino	6,979	419	6.0	514	7.4	805	11.5	3,294	47.2
	Native Hawaiian/Pacific Islander	51	2	3.9	2	3.9	5	9.8	23	45.1
	Two or More Races/Ethnicities	492	11	2.2	26	5.3	10	2.0	277	56.3
	White	1,226	27	2.2	24	2.0	11	0.9	777	63.4
Non-English	Yes	5,066	309	6.1	438	8.6	823	16.2	2,153	42.5
Disability	Yes	906	169	18.7	104	11.5	45	5.0	344	38.0
Education	Did Not Complete High School or GED	2,139	132	6.2	233	10.9	439	20.5	780	36.5
	Attended Vocational School/College, But Did Not Complete	1,260	124	9.8	82	6.5	63	5.0	638	50.6
HISD Title I Schools Districtwide, 2020–2021		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	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: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022 and 2020–2021.

Table 5. 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) and 2021–2022 (n=11,377)

Question #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	
Parent/Family (Survey Respondent's) Characteristics		N	n	%	n	%	n	%	n	%	n	%	n	%
HISD Title I Schools Districtwide, 2021–2022		11,377	4,120	36.2	961	8.4	2,196	19.3	2,749	24.2	1,882	16.5	1,370	12.0
	Unknown	166	65	39.2	10	6.0	26	15.7	33	19.9	21	12.7	25	15.1
Race/ Ethnicity	African American/Black	2,077	747	36.0	274	13.2	537	25.9	581	28.0	370	17.8	335	16.1
	Asian	386	162	42.0	28	7.3	125	32.4	100	25.9	82	21.2	43	11.1
	Hispanic/Latino	6,979	2,690	38.5	490	7.0	1,139	16.3	1,664	23.8	1,148	16.4	756	10.8
	Native Hawaiian/Pacific Islander	51	12	23.5	2	3.9	15	29.4	7	13.7	12	23.5	8	15.7
	Two or More Races/Ethnicities	492	183	37.2	42	8.5	136	27.6	143	29.1	87	17.7	89	18.1
	White	1,226	261	21.3	115	9.4	218	17.8	221	18.0	162	13.2	114	9.3
Non-English Primary Language	Yes	5,066	2120	41.8	309	6.1	743	14.7	1,274	25.1	816	16.1	536	10.6
Disability	Yes	906	368	40.6	169	18.7	247	27.3	252	27.8	172	19.0	172	19.0
Education	Did Not Complete High School or GED	2,139	890	41.6	132	6.2	266	12.4	585	27.3	363	17.0	206	9.6
	Attended Vocational School/College, But Did Not Complete	1,260	442	35.1	124	9.8	288	22.9	339	26.9	235	18.7	192	15.2
HISD Title I Schools Districtwide, 2020–2021		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
	Unknown	340	79	23.2	14	4.1	32	9.4	63	18.5	47	13.8	29	8.5
Race/ Ethnicity	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/Ethnicities	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	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

Table 5. 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) and 2021–2022 (n=11,377) (Continued)

Question #11: I would like extra support from the school to help my child(ren) with: (Check all that apply)			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.	
Parent/Family (Survey Respondent's) Characteristics		N	n	%	n	%	n	%	n	%	n	%	n	%
HISD Title I Schools Districtwide, 2021–2022		11,377	3,033	26.7	2,162	19.0	1,115	9.8	1,456	12.8	2,582	22.7	3,311	29.1
	Unknown	166	32	19.3	33	19.9	21	12.7	14	8.4	26	15.7	38	22.9
Race/ Ethnicity	African American/Black	2,077	621	29.9	447	21.5	185	8.9	245	11.8	421	20.3	602	29.0
	Asian	386	113	29.3	93	24.1	41	10.6	39	10.1	80	20.7	107	27.7
	Hispanic/Latino	6,979	1,961	28.1	1,297	18.6	769	11.0	1,054	15.1	1,718	24.6	1,808	25.9
	Native Hawaiian/Pacific Islander	51	10	19.6	4	7.8	4	7.8	3	5.9	11	21.6	19	37.3
	Two or More Races/Ethnicities	492	121	24.6	123	25.0	44	8.9	54	11.0	153	31.1	161	32.7
	White	1,226	175	14.3	165	13.5	51	4.2	47	3.8	173	14.1	576	47.0
Non-English	Yes	5,066	1,493	29.5	1,008	19.9	663	13.1	889	17.5	1,221	24.1	1,098	21.7
Disability	Yes	906	272	30.0	214	23.6	142	15.7	132	14.6	222	24.5	216	23.8
Education	Did Not Complete High School or Attended Vocational School/College, But Did Not Complete	2,139	631	29.5	424	19.8	312	14.6	419	19.6	470	22.0	436	20.4
		1,260	335	26.6	237	18.8	141	11.2	180	14.3	314	24.9	359	28.5
HISD Title I Schools Districtwide, 2020–2021		12,853	3,367	26.2	2,819	21.9	1,784	13.9	1,531	11.9	1,882	14.6	3,422	26.6
	Unknown	340	41	12.1	42	12.4	28	8.2	18	5.3	23	6.8	21	6.2
Race/ Ethnicity	African American/Black	1,933	600	31.0	547	28.3	308	15.9	232	12.0	291	15.1	505	26.1
	Asian	414	110	26.6	108	26.1	53	12.8	34	8.2	59	14.3	115	27.8
	Hispanic/Latino	7,733	2,163	28.0	1,695	21.9	1,129	14.6	1,068	13.8	1,200	15.5	1,872	24.2
	Native Hawaiian/Pacific Islander	54	10	18.5	12	22.2	9	16.7	6	11.1	3	5.6	25	46.3
	Two or More Races/Ethnicities	642	162	25.2	162	25.2	105	16.4	82	12.8	108	16.8	163	25.4
	White	1,737	281	16.2	253	14.6	152	8.8	91	5.2	198	11.4	721	41.5
Non-English	Yes	1,903	500	26.3	375	19.7	249	13.1	224	11.8	284	14.9	541	28.4
Disability	Yes	948	296	31.2	267	28.2	190	20.0	151	15.9	156	16.5	209	22.0
Education	Did Not Complete High School or GED	2,470	753	30.5	514	20.8	391	15.8	441	17.9	410	16.6	510	20.6
	Attended Vocational School/College, But Did Not Complete	1,496	449	30.0	408	27.3	252	16.8	198	13.2	276	18.4	407	27.2

Source: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022 and 2020–2021.

Document 1: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022, English Version



HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022

HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022

Thank you for taking the time to complete the 2021–2022, 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 May 20, 2022 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 29, 2021, 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, 2021–2022, 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 2021–2022 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, 2021–2022, 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, 2021–2022, 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, 2021–2022, 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

Source: HISD Title I, Part A Parent and Family Engagement Survey, 2021–2022, English version

Document 2: 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 2: 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 2: 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"/>

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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

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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