

## MEMORANDUM

February 20, 2019

TO: Pam Evans  
Manager, External Funding

FROM: Carla Stevens  
Assistant Superintendent, Research and Accountability

SUBJECT: **TITLE I, PART A PARENT AND FAMILY ENGAGEMENT, 2017–2018**

Attached is a copy of the Title I, Part A Parent and Family Engagement Report for 2017–2018. This report describes the level of parental and family engagement coded in Chancery at Title I schools within the Houston Independent School District. This report also summarizes parents' responses to the 2017–2018 HISD Title I, Part A Parent and Family Engagement Survey.

Key findings include:

- Based on students' Title I participation status, data obtained from the 2017 Fall PEIMS revealed that 195,868 students had enrolled in the 255 HISD Schoolwide Title I, Part A program campuses as of the October 27, 2017 snapshot.
- HISD had a cumulative parent and family engagement rate of 44.7 percent in 2017–2018; a 4.2 percentage-point decrease from the 2016–2017 school year (48.9%).
- The North Schools Office had average engagement rates that exceeded the district rates in all seven Chancery engagement categories. Conversely, both the Achieve 180 and Superintendent's Schools Offices had average engagement rates that fell below the district in six of the seven engagement categories.
- Parents and guardians of children enrolled at HISD Title I schools participated in a variety of activities during 2017–2018. However, families of children enrolled at underperforming schools, Black or African American families, American Indian families, and parents/guardians with disabilities were more likely to experience either lower levels or less positive experiences regarding engagement at their children's Title I campus.
- Districtwide, the three primary barriers to participation in school engagement activities identified by survey respondents were: (1) conflict with work or personal schedule (48.8%), (2) childcare or care of a family member (21.5%), and (3) unawareness of the activity. The only exceptions were among respondents who indicated that they had a disability or had children enrolled at Superintendent's schools; specifically, limitations due to their disability and lack of transportation presented more of a challenge than lack of awareness and care of a family member, respectively.
- Districtwide, the three primary areas that survey respondents indicated that they needed assistance from the Title I campus to help their children's learning at home included: (1) helping their children with specific subjects/course skill areas (50.6%), (2) helping their children on tests (38.3%), and (3) providing textbooks to support learning at home (36.8%). Respondents who identified themselves as either American Indian, Black or African American, or with a disability were more likely to report that they needed assistance from Title I campuses to help their children with social skills and peer pressure, compared to the provision of textbooks.

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

 CJS

Attachment

cc: Noelia Longoria  
Glenn Reed  
Tiffany Green



# RESEARCH

Educational Program Report

**TITLE I, PART A PARENT AND FAMILY ENGAGEMENT  
2017-2018**



## 2019 BOARD OF EDUCATION

**Diana Dávila**  
President

**Holly Maria Flynn Vilaseca**  
First Vice President

**Elizabeth Santos**  
Second Vice President

**Sergio Lira**  
Secretary

**Susan Deigaard**  
Assistant Secretary

**Wanda Adams**  
**Jolanda Jones**  
**Rhonda Skillern-Jones**  
**Anne Sung**

**Grenita Lathan, Ph.D.**  
Interim Superintendent of Schools

**Carla Stevens**  
Assistant Superintendent  
Department of Research and Accountability

**Sara Spikes, Ph.D.**  
Research Specialist

**Venita Holmes, Dr. PH**  
Research Manager

**Houston Independent School District**  
Hattie Mae White Educational Support Center  
4400 West 18th Street Houston, Texas 77092-8501

[www.HoustonISD.org](http://www.HoustonISD.org)

It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, political affiliation, sexual orientation, gender identity and/or gender expression in its educational or employment programs and activities.

## Table of Contents

Executive Summary .....	2
Introduction.....	7
Scope of the Evaluation .....	8
Methods.....	9
Results .....	12
Discussion .....	28
Reference.....	31
Appendix A: ESSA, Sec. 1116: PARENT AND FAMILY ENGAGEMENT.....	33
Appendix B: Chancery Coding and Engagement Activities .....	38
Appendix C: HISD Title I, Part A Parent and Family Engagement Survey, 2017–2018.....	40
Appendix D: Survey Permissions.....	49
Appendix E: Epstein’s Six Types of Involvement.....	50
Appendix F: Overall Parent and Family Engagement Rates by HISD Title I Campus-Chancery .....	51
Appendix G: Parent and Family Engagement Rates based on Chancery Categories by campus.....	57
Appendix H: Responses to the HISD Parent and Family Engagement Survey by campus .....	320
Appendix I: Responses to the HISD Parent and Family Engagement Survey by demographics.....	406

# Title I, Part A Parent and Family Engagement Report, 2017–2018

## Executive Summary

### Program Description

The Title I, Part A program legislation included in the Every Student Succeeds Act of 2015 (ESSA) is a formula grant program that provides supplemental funding to state and local education agencies (LEAs) with high numbers or high percentages of children from low-income families (Houston Independent School District [HISD], 2017). Resources provided by Title I, Part A are used to ensure that all children receive a fair, equitable, and high-quality education to successfully meet challenging state standards and assessments. In the 2017–2018 school year, 255 Houston Independent School District (HISD) schools were allocated \$9,257,288.00 in Title I, Part A funds. About seventy-five percent of those funds (\$6,905,795.40) were used by HISD Title I campuses to supplement student learning.

ESSA requires at least one percent of Title I funds allocated to Local Education Agencies (LEAs) to be used to support provisions regarding parent and family engagement (National Conference of State Legislatures [NCSL], 2016). LEAs are required to do not less than one of the following:

'(1) support schools and nonprofit organizations providing professional development in this area; (2) support programs to reach parents and family members at home; (3) disseminate best practices information on parent and family engagement; and (4) collaborate with entities with a record of success in improving and increasing parent and family engagement' (NCSL, 2016, p. 5).

During the 2017–2018 school year, HISD used about 8.5 percent (\$783,828.89) of allocated Title I, Part A funds to support the HISD Department of Family and Community Empowerment Department (FACE).

The HISD Department of External Funding collects data for the following six types of engagement activities for which parents and family members may have participated in during the 2017–2018 school conference: Conference, Education/Training, Family Literacy, Parent Literacy, Planning, and Volunteer.

### Purpose

The purpose of this evaluation report was to fulfill requirements detailed in ESSA *Public Law 114-95*, SEC. 1116 [20 U.S.C. 6318] PARENT AND FAMILY ENGAGEMENT. Please refer to **Appendix A (pp. 33-37)** of this report to review ESSA, SEC. 1116. Specifically, this report evaluates parents' and family members' engagement rates and experiences occurring across Title I campuses in the HISD during the 2017–2018 school year. Parent and family engagement activities that were evaluated for this report included categories that were dictated by the HISD Department of External Funding and included in Epstein's School-Family-Community Partnership Model (Epstein & Sanders, 2002).

### Highlights

- Cumulative enrollment counts identified 220,408 students enrolled in 255 HISD Title I schools during the 2017–2018 academic year. The largest percentage of these students (n = 57,238, 26.0%) were enrolled at a West Schools Office campus.
- HISD had a cumulative parent and family engagement rate of 44.7 percent based on data coded in Chancery; a 4.2 percentage-point decrease from the 2016–2017 school year (48.9%).

- Districtwide, cumulative counts revealed that Hispanic (63.7%) and Black or African American (25.8%) students represented the two largest Title I race/ethnicity groups enrolled at HISD Title-I funded campuses. The largest increase in engagement from the previous school year occurred among parents and family members of students identified as Asian (2.6%).
- In 2017-2018, parents and family members who were identified as Black or African American experienced both the lowest engagement rates among other race/ethnicity groups (36.1%), and the largest decline in overall engagement from the previous school year (7.6 percentage points).
- According to data reported in Chancery, 76.5 percent of parents and guardians of students enrolled at HISD Title I campuses in 2017–2018 were coded as having received a copy of the School-Parent Compact; a 4.5 percentage-point decrease from the 2016–2017 school year (81.0%). This document, as well as a Title I school’s Parent and Family Engagement Policy are required to be distributed to all parents and guardians both electronically and on paper.
- Excluding Individual/School Compact, the highest engagement category recorded in 2017–2018 was parents’ and family members’ attendance at school administrator and teacher conferences. However, only 32.5 percent of parents were reported to have attended a one-on-one meeting at their child’s campus.
- The following five parent and family engagement categories have district rates that continued from the 2016–2017 school year to be below 20 percent: Education/Training (16.4%), Family Literacy (13.6%), Parent Literacy (7.8%), Planning (10.2%), and Volunteer (8.0%).
- Declines in participation from the previous school year were noted in six of the seven engagement categories coded in Chancery: Individual/School Compact, Conference, Education/Training, Family Literacy, Parent Literacy, and Volunteer. Planning was the only category where participation remained relatively the same percent in 2017–2018 from the previous school year.
- Regarding school offices, frequency analysis indicated that engagement rates were higher among parents and family members of students enrolled at East (46.2%), North (52.0%), and West (48.0%) Schools Offices campuses when compared to the district’s overall engagement rate of 44.7 percent. The North Schools Office had average engagement rates that exceeded the district rates in all seven engagement categories. Conversely, schools of the Achieve 180 and Superintendent’s Schools Offices had average engagement rates that fell below the district rates in at least six of seven engagement categories.
- In 2017–2018, data for 21,886 respondents were collected from the *HISD Title I, Part A Parent and Family Engagement Survey*; a less than one percent decrease from the 2016–2017 school year (n = 21,989).
- High (90 to 100 percent) positive response rates were reported by survey participants who indicated that: (a) the training and materials designed for parents and family members to support their children’s learning at home was very helpful (90.6%); (b) the school staff treated them with respect (91.1%); (c) the overall school climate was positive and helped support their children to learn (90.0%); (d) there was at least one teacher or other adult in this school that their children could talk to about a problem (90.2%), and (e) they were satisfied that their children’s school provided the skills and education necessary for their children to be successful at the next level (90.3%).

- Moderately low (60 to 69 percent) to low (less than 60 percent) positive response rates were reported by survey participants who indicated that they: (a) received a copy of the Parent and Family Engagement Policy (62.5%); (b) received a copy of the School-Parent Compact (59.6%); (c) were encouraged by their children’s campus to provide input in the creation of and revisions to the Parent and Family Engagement Policy and School-Parent Compact (48.2%); (d) participated in different types of volunteer activities hosted by their children’s Title I campus (34.2% to 62.5%); (e) were encouraged by the school to observe their children in the classroom (66.7%); and (f) sought outside resources to support their children’s learning (55.6%).
- Regarding volunteer activities, respondents on average were more likely to report attending school assemblies, performances, sporting events, and ceremonies (62.5%), and were least likely to report that they assisted administrators, teachers, and students on campus (34.2%) in 2017–2018.
- The three primary barriers to participation in school functions, workshops, meetings, planning events, and other activities that were identified by respondents on the parent and family engagement survey were the following: (1) conflict with work or personal schedule (48.8%), (2) childcare or care for a family member (21.5%), and (3) unawareness of activities or events (16.6%). The only exceptions was among survey respondents who indicated that they were either disabled or had students enrolled at Superintendent’s schools; specifically, limitations due to their disability and lack of transportation presented more of a challenge than lack of awareness and care of a family member, respectively.
- On the 2017–2018 surveys, the three primary areas that respondents indicated that they needed assistance from the Title I campus to help their children’s learning at home included: (1) helping their children with specific subjects/course skill areas (50.6%); (2) helping their children on classroom tests and state assessments (38.3%), and (3) providing textbooks to support learning at home (36.8%). Respondents who identified themselves either American Indian, Black or African American, or disabled were more likely to report that they needed help from their Title I campus to help their children with social skills and peer pressure, compared to the provision of textbooks.

## Recommendations

- Progress has been made regarding program fidelity coding into Chancery. The Department of External Funding should continue with the current curriculum offered to their Title I coordinators as reductions in data errors were observed during this evaluation, when compared to last year’s report. However, district and school administrators may want to work together to address the decline in parents and guardians who indicated that they received the Individual and School Compacts as coded in Chancery; from 81.0 percent (2016–2017) to 76.5 percent (2017–2018). School administrators may also want to verify that their campus’ Parent and Family Engagement Policy are easily accessible on their websites and that their policies include language that reflect updates in accordance with ESSA of 2015, regardless of the mode of dissemination.
- Only one-third of parents and family members who were coded in Chancery attended a conference at their children’s Title I campus during the 2017–2018 academic year. District and school administrators may want to review their current protocols and expectations for parental attendance at conferences, as well as gather more information to determine why the attendance rate is low for these one-on-one meetings (e.g., determine the nature of the conferences: self-initiated; initiated by school; Admissions, Review, and Dismissal [ARD] committee meeting, etc.).



- Engagement categories included in Chancery primarily center either on direct school-parent, or school-parent-student interactions. The Department of External Funding may consider the addition of nontraditional categories to document parent-community and parent-student engagement activities, which may fall outside the school. For instance, revisions to the *HISD Title I, Part A Parent and Family Engagement Survey* for the 2017–2018 academic year allowed the Department of Research and Accountability to capture information that centered on parent-student engagement (i.e., how parents and family members support their children’s learning at home). Results from this modification revealed that although Black or African American families had the lowest overall engagement rate compared to other race/ethnicity groups as coded in Chancery, results on the survey indicated that Black or African American respondents were the most likely to report that they had sought outside resources (e.g., tutoring, therapy, test prep, medical devices, etc.) to support their children’s learning, when compared to other demographic groups who responded to this item on the 2017–2018 survey. This finding may also reflect the inability of some parents to adequately support their children’s learning at home on their own, thus requiring Title I schools to develop and implement responsive strategies.
- Based on the data collected from both Chancery and the survey, underperforming schools (i.e., Achieve 180 schools and Superintendent’s schools), Black or African American families, American Indian families, and parents or guardians with disabilities were more likely to experience either lower levels or less positive experiences regarding engagement during the 2017–2018 academic year. As such, the Department of External Funding may consider working with the HISD Wrap-Around Services and FACE departments in order to: (a) address the needs of these target populations and (b) focus on building, positive sustainable relationships between schools and families.
- Respondents whose children were enrolled at a Superintendent’s School Office campus were less likely to report that they assisted their children with learning at home, when compared to other school offices results. Efforts are already underway in order to support parent-student engagement at home as they are included in the Achieve 180 initiative. District and school administrators may also want to consider offering incentives to families who assist their children at home with learning, as well as, monitor the types of information and materials parents currently receive in order to assess both preferred and under-utilized resources. Furthermore, ensuring that Title I, Part A funds are sufficiently utilized to provide high quality instruction and resources in a safe environment becomes even more important for these children, as the school may be the only structured learning environment available to them.
- Low positive response rates were reported regarding Title I campuses encouraging parents and family members to observe their children in the classroom in accordance with ESSA 1116(d)(2)(C). School administrators of HISD Title I campuses should review current guidelines regarding parents’ observation of their children in the classroom and increase awareness of these opportunities. Invitations to encourage parents and family members to observe their child during instructional time should reduce stigma that may be associated with a parent viewing the classroom at all grade levels. Dialogue among district and Title I schools should occur in order to devise an approach to allow parents the opportunity to observe their child in the classroom during an adequate amount of time (at least 30 minutes, depending on the purpose of the observation). School administrators may also consider providing parents a rubric to include expectations for instruction and behavior prior to the observation date. The rubric may serve as both a guide during parents’ observations of the classroom and a valuable talking point during follow-up discussions with teachers and administrators, which should also be encouraged.

- Survey respondents indicated that the primary barriers to their participation in engagement activities at their child's Title I campus included: conflict with work or personal schedule, childcare or care of a family member, and unaware of activity or event. This was particularly noted among respondents who identified themselves as English learners. Title I schools should consider developing more flexible options for parents and families to engage in, such as volunteer activities that may be conducted at any time and location. These activities should be inclusive to a diverse population, to include vulnerable groups (e.g., English learners, individuals with disabilities, etc.). HISD Title I campuses may also consider revising marketing strategies to increase the visibility of these events, to include the availability of childcare that parents may need in order to attend. Timely communications (e.g., a school calendar sent home at the beginning of each month) may also help alleviate the schedule-engagement conflicts that parents and guardians experience. District and school efforts to reduce transportation barriers that may hinder parent and family engagement are currently underway by way of the HISD Parent University. Beginning fall of 2018, HISD Parent University sessions will be hosted at geographically dispersed locations on the same evening to provide opportunities for families to: (a) learn about opportunities and register for services within the local community, (b) attend informational sessions on how to better support success of their scholars during their enrollment at HISD, and (c) receive dinner provided by HISD Nutritional Services (Houston Independent School District, Department of Family and Community Empowerment [HISD FACE], 2018). This program will be particularly helpful to Superintendent's schools as transportation was indicated as a primary barrier on the survey.
- Districtwide, the primary areas of assistance respondents indicated on the survey that they needed from the Title I campus to help their children's learning at home included: helping their children with specific subjects/course skill areas; helping their children on classroom tests and state assessments; providing textbooks to support learning at home; and helping their children with social skills and peer pressure. Title I school administrators and coordinators should consider reviewing their current workshop and training protocols to see how they align with the findings presented in this evaluation regarding these concerns. These findings also suggest the encouragement one-on-one conversations between parents and school staff to improve alignment of the needs and expectations of both parties so that the children can have meaningful, positive educational experiences throughout their career as an HISD student. Working together to ensure families have access to materials to support learning at home will reinforce learning that occurs in the school environment and promote educational success.

## Introduction

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

Title I programs are implemented on either a school-wide or targeted assistance basis. A school-wide 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 improve the educational program of the entire school in order to raise academic achievement for all enrolled students. In contrast, Title I schools that either have less than 40 percent of its students from families at or below the federal poverty threshold, or that choose not to operate a school-wide program, offer a "targeted assistance program" for students identified as failing, or most at risk of failing, to meet the state's challenging academic achievement standards. In 2017–2018, all campuses in the Houston Independent School District that received Title I, Part A funds operated programs on a school-wide basis.

Provisions in Title I, Part A indicate that "when schools collaborate with parents to help their child learn and when parents participate in school activities and decision making about their [child's] education, children achieve at higher [academic] levels" (Ferguson, 2009, p. 1). Staff and parents of the Houston Independent School District concur that:

"We know that family and community engagement is a critical component to a school improving their student achievement" (HISD Employee A).

"...[a] highly effective teacher, [a] highly effective principal is great...but we can do that much better when we can also have a highly effective parent. If we don't have the parents involved, then we have a missing link" (HISD Employee B).

"If the kids see you're interested in their education, that will make them want to do better and to strive further in life" (HISD Parent).

"The parents, sometimes,...don't know how to help [their children]. We provide them with a tool. We give them the strategies. We actually have...a parent workshop and trainings throughout the year. Then, the parents can have something to help them at home and [they] feel confident about it" (HISD Employee C; Houston Independent School District, Department of Family and Community Empowerment [HISD FACE], 2017).

In accordance with ESEA, Section 9101(31), the term "parent" includes in addition to a natural parent, a legal guardian or other person standing in *loco parentis* (such as grandparent or step parent) with whom the child lives, or a person who is legally responsible for the child's welfare" (Ferguson, 2009, p. 7). Parent engagement can be defined generally as parental participation in children's educational experiences (Jeynes, 2005). Types of parent engagement experiences may include parents reading with their children at home, higher parental expectations for their child's academic achievement, parent-child communication, parents' and family members' attendance and participation in school activities,

and collaborating with the community in order to improve educational opportunities for students (Jeynes, 2007; Wilder, 2014). Provisions included in Section 1116 of Title I under ESSA stress the importance of shared accountability among parents, the entire school staff, and students on high academic achievement. These provisions include: expanded public school choice, a broader range of supplemental educational services for eligible children in low-performing schools, local development of parental engagement plans with sufficient flexibility to address local needs, and building parents' capacity for using effective practices to improve their own children's academic achievement (United States Department of Education [ED], 2004). The program affords parents and designated family members the opportunity to be informed at all levels of implementation.

Parents and guardians of HISD students who attend Title I campuses should receive either a copy of the Individual Compact, for contracts that list the responsibilities of parents and staff whose students attend Title I, targeted assistance campuses; or a School-wide Compact, for contracts that list the responsibilities of parents and staff whose students attend school-wide Title I campuses. All HISD Title I campuses had school-wide implementation during the 2017–2018 school year. The Individual and School Compact variables were merged into one variable (Individual/School Compact [I/S]) for reporting purposes for this evaluation.

## Scope of the Evaluation

The purpose of this evaluation report was to fulfill the requirements detailed in *Public Law 114-95, SEC. 1116. [20 U.S.C. 6318] PARENT AND FAMILY ENGAGEMENT* of ESSA which indicates that each local education agency (LEA) that receives Title I, Part A funds must 'conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy [and its program] in improving the academic quality of all schools served under this part, including identifying barriers to greater participation by parents and family members in activities authorized by this section...with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background...[and] use the findings of such evaluation...to design evidence-based strategies for more effective [parent and family engagement]...' (see Appendix A, p. 33 to review legislation in its entirety). Parent and family engagement are also supported by legislation detailed in the Individuals with Disabilities Education Act of 2004 (IDEA), the Family Engagement in Education Act of 2015, and Texas Education Code (TEC) Chapter 26. The following questions guided the evaluation of parent and family engagement in HISD during the 2017–2018 school year:

1. What was the cumulative race/ethnicity demographic count of HISD students enrolled at Title I schools during the 2017–2018 academic year?
2. What were the parental engagement rates associated with race/ethnicity student groups recorded in Chancery during the 2017–2018 academic year?
3. What were the overall engagement rate trends among parents and family members of HISD Title students?
4. What was the demographic composition of respondents to the *HISD Title I, Part A Parent and Family Engagement Survey* during the 2017–2018 academic year?
5. What experiences and perceptions did parent/guardian respondents of students who were enrolled at HISD Title I campuses report having on the engagement survey in 2017–2018?

6. What were the primary barriers reported by survey respondents that prevented them from being able to participate in engagement activities facilitated by their child’s HISD Title I campus during the 2017–2018 academic year?
7. What were the primary areas of assistance survey respondents reported that they needed from the Title I campus to help with their child’s learning at home on the 2017–2018 engagement survey?

## Methods

### Data Collection

- Multiple data sources were used during this evaluation. Student enrollment data for the 2017–2018 school year were retrieved from both the Public Education Information Management System (PEIMS) and the HISD Chancery Student Management System (Chancery). PEIMS is a statewide data collection and reporting system operated by the Texas Education Agency (TEA) which includes information on students enrolled in public school on the last Friday of October of each year. Chancery is a dynamic platform that is supported to capture both snapshot and cumulative data.
- Verification of the HISD Title I school count was accomplished obtaining both the campus information list (CIL) from the HISD Sharepoint site (March 2018) and the 2017–2018 Title I, Part A Campuses list provided by the HISD External Funding Department.
- Cumulative student enrollment data collected for this report corresponded with cumulative parent and family engagement data that was coded throughout the school year by campus-level Title I staff. Specifically, staff coded parent and family engagement data in the following six categories: Conference, Education/Training, Family Literacy, Parent Literacy, Planning, and Volunteer. **Appendix B, Figure B-1 (p. 38)** includes a description of each engagement category as defined in the 2016–2017 *Title I, Part A Handbook: Chancery Coding* (HISD, 2017, p. 133). Appendix B also shows examples of parent and family engagement activities that may have been held at HISD Title I campuses (**Appendix B, Figure B-2, p. 39**). An end-of-year file was obtained from Chancery to report the number of students whose parents were involved in these activities. However, data entered into Chancery did not indicate the *extent* of parent and family member engagement (e.g., number of activities) within an activity area.
- Data about parents’ and family members’ experiences at and perceptions of their children’s campus were captured using the *HISD Title I, Part A Parent and Family Engagement Survey, 2017–2018* (**Appendix C, pp. 40-48**). The 2016–2017 engagement survey was revised by research specialists of the HISD Research and Accountability Department in order to reflect changes initiated by ESSA. Epstein’s dimensional model, which currently serves as the basis for the National Parent-Teacher Association’s (PTA) National Standards for Parent/Family Involvement Programs, also served as the basis for the development of this pilot survey. Permission from Dr. Epstein to incorporate questions based on her model can be found in **Appendix D (p. 49)** of this report.
- Dr. Epstein’s model includes the following six types of engagement activities that occur among school, community, and family partnership programs: (1) parenting; (2) communicating; (3) volunteering; (4) learning at home; (5) decision-making; and (6) collaborating with the community (Epstein & Sanders, 2002). Brief descriptions of these involvement categories may be found in **Appendix E (p. 50)** of this report. Though each engagement type may have a primary purpose, overlap may exist (e.g., parents volunteering to assist with the creation and dissemination of communications related to upcoming school events, parent training opportunities to support learning at home). This premise was supported by preliminary principal component analysis (PCA) of the data set collected on the current year’s pilot survey<sup>1</sup>.

- Surveys were created in three languages: English, Spanish, and Vietnamese (Appendix C). An academic memo was posted onto the district's employee website for school administrators regarding how to access, disseminate, and collect surveys. Electronic memo notifications about the survey also appeared on the district's and Title I campuses' webpages. The timeline for the completion of survey activities during the 2017–2018 school year was April 2 to June 14.
- Memos also included instructions for parents and guardians on how to complete the survey instruments. Parents and guardians were asked to complete a survey for each Title I school their children attended during 2017–2018. If parents had more than one child enrolled at a specific campus, they only needed to complete one survey for that campus. Parents and guardians also had the option to either submit hard copy surveys to their children's schools or to submit completed surveys online using SurveyMonkey. Data specialists collected and manually entered responses from hard copy surveys into SurveyMonkey. Some HISD Title I campuses collected and returned surveys beyond the official administration end date in order to ensure their contributions to this evaluation report.
- Districtwide, 21,921 surveys were collected and entered into SurveyMonkey during the 2017–2018 school year; a decrease from 23,267 surveys from 2016–2017 (5.8%). Of these 21,886 surveys were retained for analyses in 2017–2018 year, a less than one percent decrease from 2016–2017. Surveys that did not indicate which campus a respondent's child attended were excluded from analyses. The majority of responders (86.1%) submitted paper-based surveys; an increase from the 2016–2017 school year (82.9%).

### Data Analysis

- Cross-verification of Title I, Part A campus participation using the CIL and 2017–2018 Title I, Part A Campuses list rendered a count of 255 Title-I funded HISD campuses during 2017–2018. All Title I campuses implemented a schoolwide program.
- Snapshot data obtained from PEIMS revealed that 214,175 students enrolled in the HISD as of October 27, 2017. Filters based on average daily attendance (ADA; criterion greater than zero), and Title I participation status as coded in PEIMS (6,9) reduced this count to 195,894 students. Twenty-six of these students were removed from the count because though they received Title I services because of their homeless status, they were enrolled at non-Title I campuses in the district. As such, the final student enrollment count for the 255 HISD Title I campuses was 195,868 for the 2017–2018 fall snapshot.
- Cumulative enrollment and parent/family engagement data coded into Chancery rendered 241,214 student records as of July 9, 2019. Removal of students not enrolled at an HISD Title I Schoolwide campus reduced the cumulative enrollment count to 220,408. In order to capture all students served by Title I schools during 2017–2018, ADA status was not factored into the cumulative enrollment. Fifty-five students who were coded under 'Race' as either 'N/A' or were left blank were filtered from the dataset, rendering 220,353 student records retained for analysis.
- Frequency analyses were used to compute parent and family engagement rates included in this report from data obtained from Chancery. Engagement rates by campus were calculated using the number of students whose parents or family members participated in at least one activity, divided by cumulative student enrollment at respective Title I campuses. A two-year comparison of engagement rates for each campus can be found in **Appendix F, p. 51-56**. The school offices comparison from 2016–2017 to 2017–2018 was unavailable due to school offices and schools reorganization. District, school office, and campus-level counts and percentages of parent and family participation rates in the seven respective engagement categories (including combined Individual/School Compact) are shown in **Appendix G, pp. 57-319**.

- Both frequency and cross tabs analyses were used to determine positive response rates (i.e., counts and percentages) to eight questions (57 items), excluding demographics and qualitative items (i.e., 6k and 8h), on the pilot *HISD Title I, Part A Parent and Family Engagement Survey, 2017–2018*. **Appendices H (pp. 320-405)** and **I (pp. 406-413)** show the percentage of positive responses captured on Likert-type scales. Positive responses include parents who indicated either *Extremely helpful* or *Quite helpful* (Question 3), *At least 4 times* or *2–3 times* (Question 4), *Strongly agree* or *Agree* (Question 5), and *Always* or *Usually* (Question 7) to respective Likert-scale questions. Positive responses for Questions 1, 6, and 8 were calculated using the number of positive responses, divided by total responses to the survey at respective variable levels (i.e., district, school office, campus, and demographic characteristic). For Questions 4, 5, and 7 calculations consisted of using the number of positive responses, divided by the total sample size that responded to each survey item for respective variable levels. While results based on question 3 also used item-level analyses, only participants who answered in the affirmative for Question 2 were included for reporting purposes. Positive response rate categories are presented in this evaluation as follows: High = 90-100%; Moderately High = 80-89%; Average= 70-79%; Moderately Low = 60-69%; and Low = < 60%, excluding rounding. These criterion benchmarks were also used in the in the previous 2016–2017 evaluation report.
- ESSA indicates that the evaluation should pay ‘particular attention to parents [and family members] who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background’ (see Appendix A, p. 33-37), especially regarding barriers to engagement. As such, demographic variables that are emphasized in the Results section of this report focused on survey respondents who identified themselves as a member of a vulnerable group to include American Indian, Asian or Pacific Islander, Black or African American, Hispanic or Latino, or Other non-specified race/ethnicity (Question 9); English is not primary language (Question 10); with a disability (Question 11); or who did not receive a high school diploma or GED (Question 12). A question regarding the socio-economic status was not asked of survey respondents because each of the 255 HISD Title I campuses had at least 40 percent of its students from families at or below the poverty threshold.

### Data Limitations

- Responses to the survey instrument were not screened; it is unknown as to whether each survey submitted was filled out by the target population.
- Substantial unit nonresponse, as well as item nonresponse may diminish the representativeness of the sample and lead to bias (National Research Council, 2008, p. 107). To address low response rates for the 2017–2018 report year, researchers expanded both notification modalities and extended the deadline beyond the original completion date of May 18, 2018 to June 14, 2018 in an effort to increase the number of parents and guardians that participated in the survey.
- Increases in survey items for the 2017–2018 survey may have contributed to reducing the overall response rate, as well as elevated the probability of “acquiescence (the tendency to answer affirmatively regardless of the content of the question) and extremeness (the tendency to choose scale endpoints)” responses to the instrument (Groves, Fowler, Couper, Lepkowski, Singer, & Tourangeau, 2009, p. 172). To improve integrity of reported data, the researcher reviewed raw data to filter out suspected occurrences of acquiescence and extremeness.

<sup>1</sup>Excluding demographic information, 51 of 57 items of the survey that were subjected to PCA using the IBM Statistical Package for the Social Sciences (SPSS) revealed the presence of nine components with eigenvalues exceeding 1; an increase from one component revealed from a preliminary PCA conducted on data measured on the 2016–2017 survey instrument (data not shown). These components were observed to explain a total variance of 59.8 percent of respondents’ replies to the *HISD Title I, Part A Parent and Family Engagement Survey, 2017–2018* (data not shown). The majority of each component aligned with sections presented in the pilot survey. While each component had survey items that exclusively loaded to the construct, examination of correlations shown in the data output revealed expected overlap between items of other components.

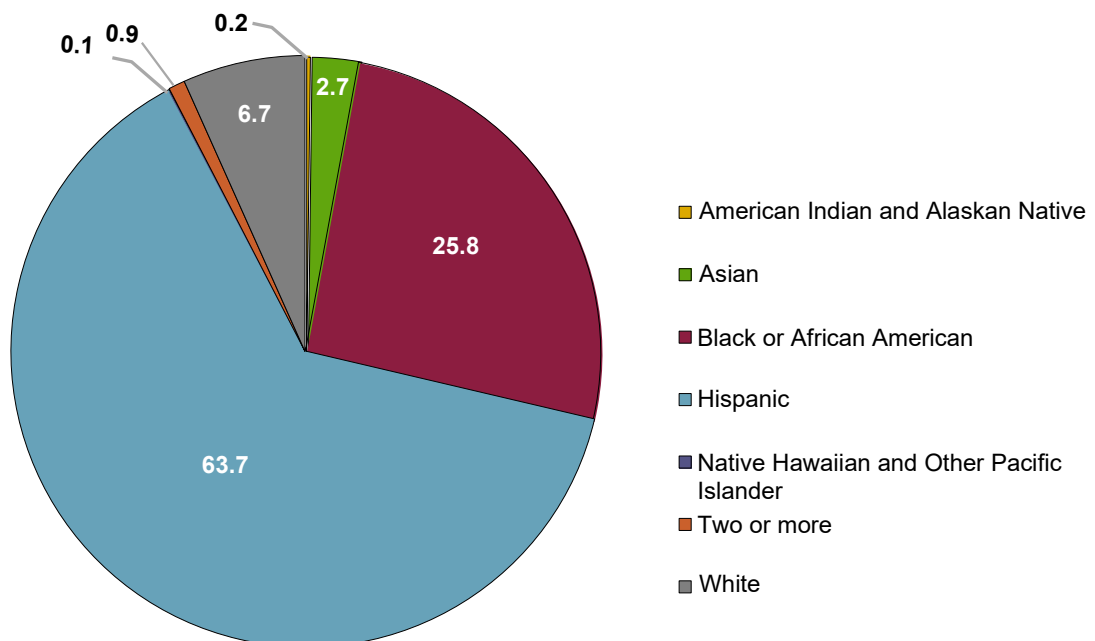
- One recommendation included in the *HISD Title I, Part A Parent Involvement Survey, 2016–2017* suggested the collection of qualitative data in subsequent surveys in order to afford parents the opportunity to share with the district their experiences regarding parent and family engagement at their child’s school (please see questions 6k and 8h). However, a high prevalence of transcription errors of qualitative responses specific to the Spanish and Vietnamese versions of the survey resulted in limitations of text translation to English. As such, qualitative responses were not included in the report.
- Revisions reflecting amendments made in the reauthorized Every Student Succeeds Act (ESSA) of 2015 and an expansion in scope by the Region 16 Education Service Center were incorporated into the *HISD Title I, Part A Parent and Family Engagement Survey, 2017–2018*. Because the 2017–2018 survey was in its’ pilot year of implementation, data comparisons to results from the 2016–2017 were not conducted.

## Results

### What was the cumulative race/ethnicity demographic count of HISD students enrolled at Title I schools during the 2017–2018 academic year?

- Based on students' Title I participation status, data obtained from the 2017 Fall PEIMS revealed that 195,868 students had enrolled in the 255 HISD Schoolwide Title I, Part A program campuses as of the October 27, 2017 snapshot. Cumulative enrollment data obtained from Chancery identified that 220,408 students enrolled in the HISD Title I schools throughout the 2017–2018 academic year.
- In 2017–2018 approximately 89 percent of students enrolled in HISD Title I schools based on the cumulative enrollment were identified as Hispanic (63.7%) and Black or African American (25.8%), making up the largest race/ethnic groups enrolled in HISD Title I schools. An estimated seven percent of students were identified as White (6.7%); 2.7 percent of students were identified as Asian; and less than one percent of students were identified as American Indian and Alaskan Native (0.2%), Native Hawaiian and Other Pacific Islander (0.1%), and two or more races/ethnicities (0.9%; see **Figure 1**).

**Figure 1. Demographic Proportions of HISD Students Enrolled in Title I Schools by Race/ethnicity, 2017–2018**



Source: HISD Chancery 07/09/2018; cumulative enrollment for the 2017–2018 school year, regardless of ADA membership status.



- Figure 1 (pg. 12) shows that the largest percentage of Title I students were enrolled at a West Schools Office campus (n = 57,278, 26.0%; see Appendix G, p. 262).

**What were the parental engagement rates associated with race/ethnicity student groups recorded in Chancery during the 2017–2018 academic year?**

**Table 1, Figures 2 (p. 14) and 3 (p. 15), and Appendix F (pp. 51-56)** present the engagement rates recorded in Chancery during the 2017–2018 school year. Statistics are presented in the context of race/ethnicity, school year, and school office.

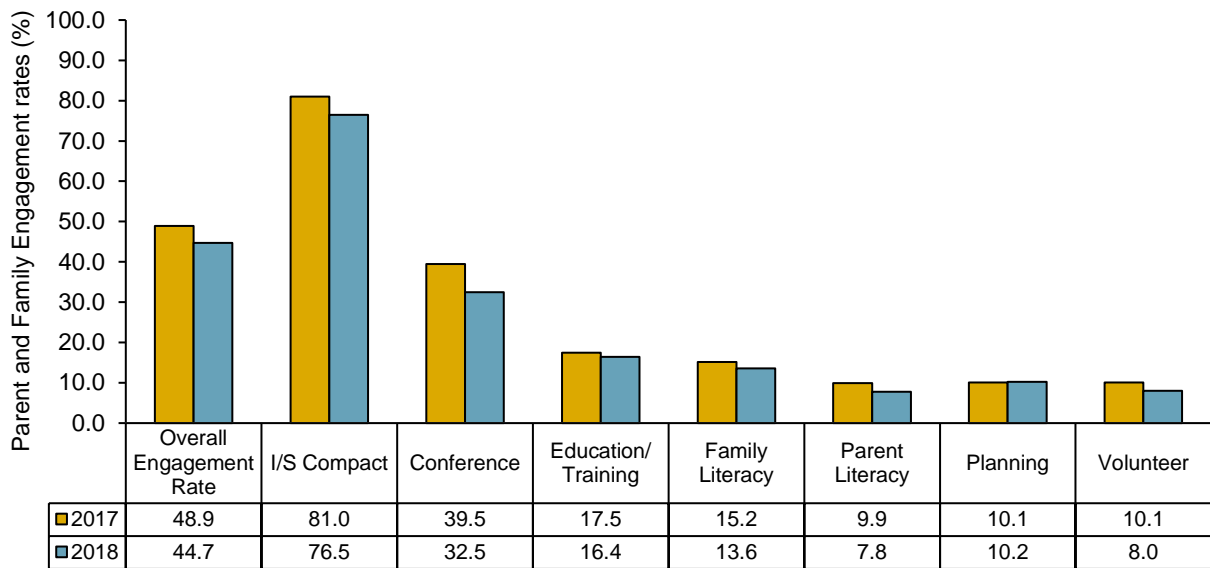
- For the 2017–2018 school year, the district had a cumulative parent engagement rate of 44.7 percent; a 4.2 percentage-point decrease from the rate reported for the 2016–2017 school year (48.9 percent).

Table 1. Parent Engagement Rates Based on Race/ethnicity and School Year, 2016–2018								
School Year	Race/Ethnicity							
	Cumulative Engagement Rate	American Indian and Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian and Other Pacific Islander	Two or more	White
2017–2018	44.7%	45.0%	48.4%	36.1%	47.0%	46.7%	50.6%	54.0%
2016–2017	48.9%	49.2%	45.8%	43.7%	50.4%	45.6%	53.7%	54.3%

Source: HISD Chancery 07/09/2018 and 07/05/17; cumulative enrollment for each school year, regardless of ADA membership status.

- Results shown in Table 1 indicate that, excluding the Individual/School Compact, parent engagement rates increased among parents and family members of students identified as Asian and Native Hawaiian and Other Pacific Islander by 2.6 percentage points and 1.1 percentage points, respectively from the previous school year.
- Engagement rates were highest among the parents and family members of students identified as either White (54.0%) or of two or more race/ethnicity group backgrounds (50.6%). For the second consecutive year, parents and family members of students identified as Black or African American had the lowest engagement rates at 36.1 percent in 2017–2018; a decrease of 7.6 percentage points from 2016–2017.

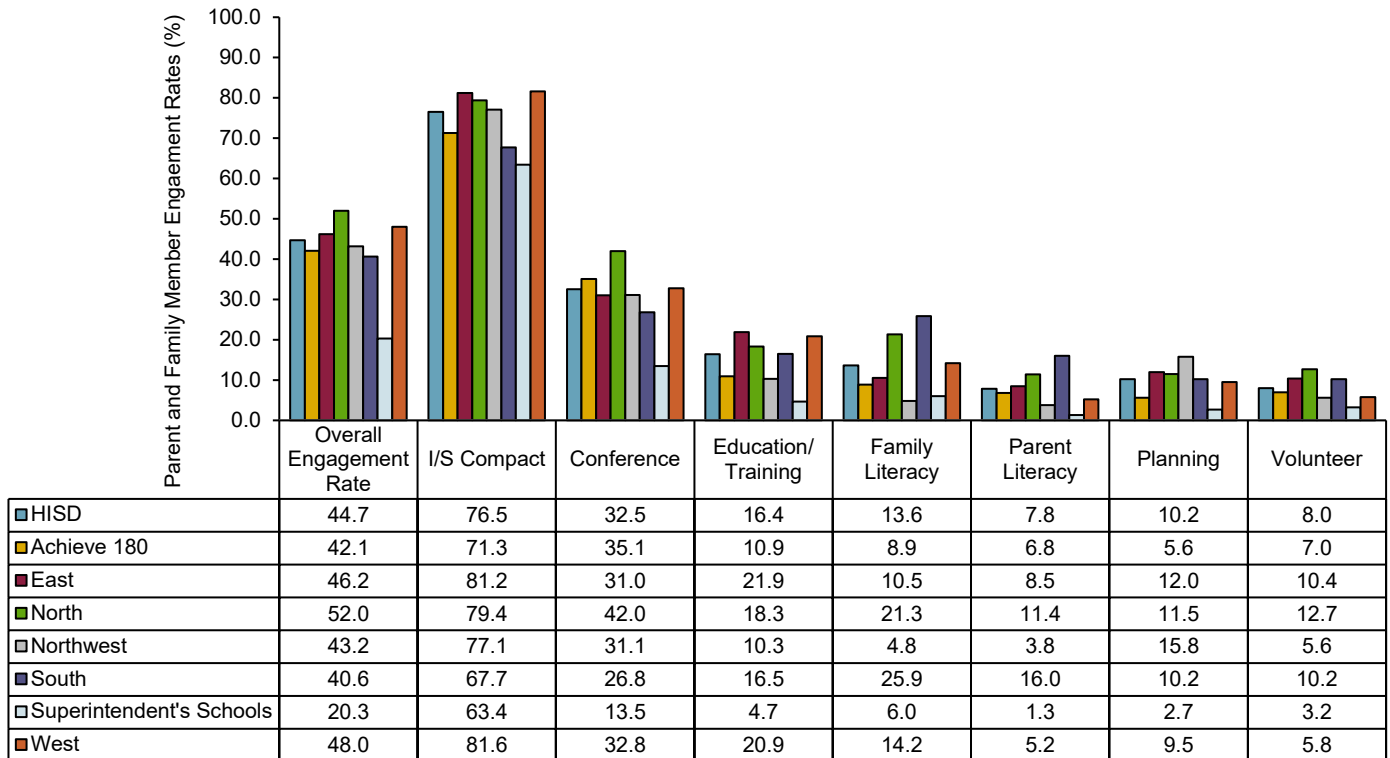
**Figure 2. Districtwide Parent and Family Engagement Rates by School Year, 2016–2017 to 2017–2018**



Source: HISD Chancery 07/09/2018 and 07/05/2017; cumulative enrollment for each school year, regardless of ADA membership status. Note: I/S refers to both Individual and School compacts.

- Of the 255 HISD Title I schools that offered school-wide services, **Figure 2** shows that 76.5 percent of Title I parents were identified as having received a copy of either the Individual/School (I/S) Compact; a 4.5 percentage-point decrease from the 2016–2017 school year. Preliminary analysis of Chancery data pulled in July 2018 indicated that 125 Title I campuses (49.0%) had miscoded the parents and family members of respective students as receiving an Individual Compact. Notable observations of the data for twenty-one campuses, primarily impacted, indicated miscoding incidents ranging between 10 to 1,060 Title I students (data not shown).
- From the six engagement categories indicated in Figure 2, excluding the Individual/School Compact, the highest percentages across two academic years were regarding parents’ and family members’ attendance at school administrator and teacher conferences as reported in Chancery. The five other parent and family engagement categories had district-level participation rates that fell below 20 percent.
- Declines in participation from the previous school year were noted in six of the seven parent and family engagement categories coded in Chancery: Individual/School Compact, Conference, Education/Training, Family Literacy, Parent Literacy, and Volunteer. Planning was the only category that remained relatively unchanged at 10.2 percent in 2017–2018.
- Farias Early Childhood Center was the only HISD Title I campus that received high positive ratings (90 to 100 percent) in all seven parent and family engagement categories reported in Chancery (Appendix G, p. 147).

Figure 3. Parent and Family Engagement Rates by School Office, 2017–2018



Source: HISD Chancery 07/09/2018; cumulative enrollment for the 2017–2018 school year, regardless of ADA membership status.

Note: I/S refers to both Individual and School compacts.

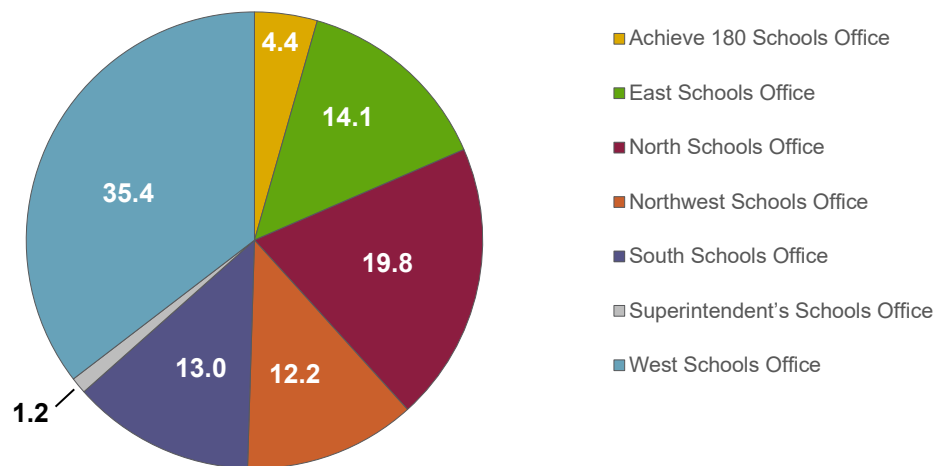
- Data shown in Figure 3 indicate that the overall parent and family engagement rate of HISD students enrolled at campuses of the East (46.2%), North (52.0%), and West (48.0%) Schools Offices exceeded the district average of 44.7 percent during the 2017–2018 school year.
- In 2017–2018, the North Schools Office had parent and family engagement rates that exceeded the district engagement rates in all seven categories (see Figure 3).
- Conversely, both Achieve 180 and Superintendent’s Schools Offices each had engagement rates that fell below district averages in at least six of the seven categories. The Superintendent’s Schools Office engagement rates fell below the district’s engagement rates in all seven categories (see Figure 3).

**What was the demographic composition of respondents to the HISD Title I, Part A Parent and Family Engagement Survey during the 2017–2018 academic year?**

**Figures 4 and 5 (p. 17)** present proportions of survey respondents based on school office affiliation and race/ethnicity groups.

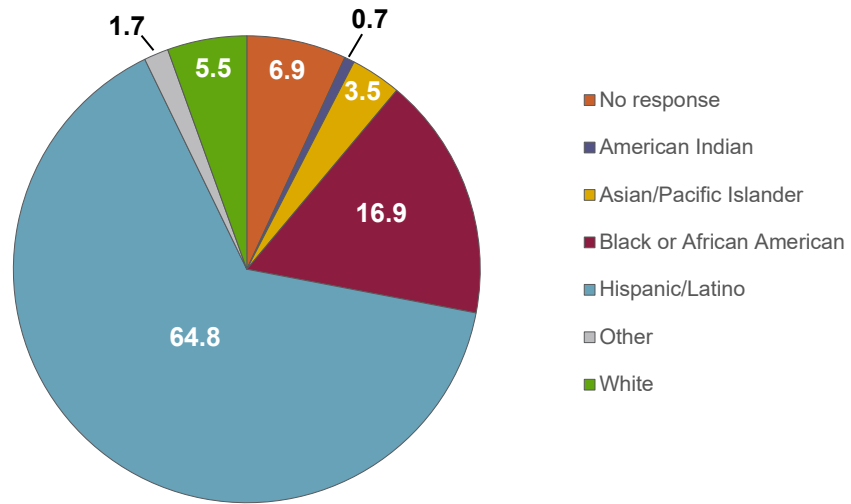
- In 2017–2018, the largest percentage of the 21,886 survey respondents had HISD students who were enrolled at Title I campuses of the West Schools Office (35.4%), followed by the North Schools Office (19.8%). Conversely, the lowest proportion of survey respondents had students enrolled at campuses of the Superintendent’s Schools Office (1.2%). This information was to be expected as only ten of the 255 Title I schools (3.9%) were designated under this school office, and there were no respondents on record for one of the ten Superintendent’s Schools Office campuses (see Figure 4 and refer to Appendix H).

**Figure 4. Demographic Proportions of Survey Respondent’s Students Enrolled in Title I Schools Based on School Office, 2017–2018**



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

**Figure 5. Demographic Proportions of Survey Respondents Based on Race/ethnicity, 2017–2018**



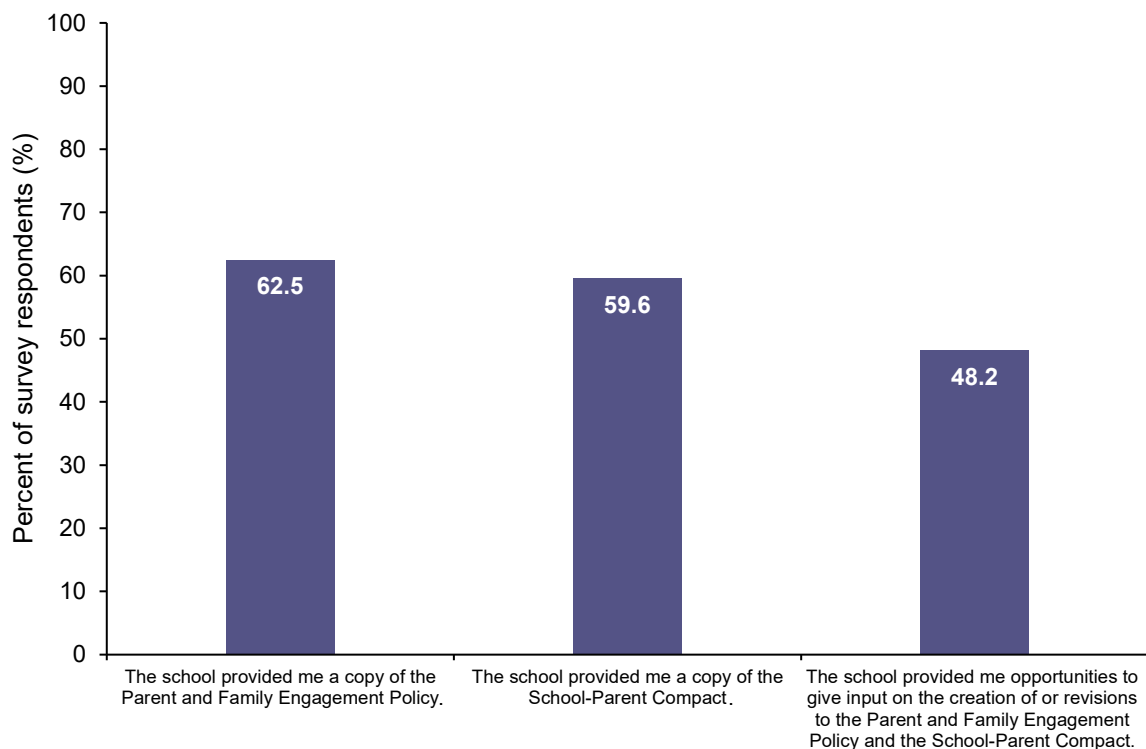
Source. SurveyMonkey, results from *the HISD Title I, Part A Parent and Family Engagement Survey 2017–2018*.

- In 2017–2018, a majority of the 20,365 engagement survey respondents who selected a race/ethnicity option on the survey (Question 9) was identified as Hispanic or Latino (64.8%), followed by Black or African American (16.9%). An estimated six percent of respondents were identified as White (5.5%), Asian or Pacific Islander (3.5%), Other non-specified race/ethnicity (1.7%), and American Indian (0.7%; see Figure 5).
- Approximately seven percent of survey respondents (6.9%) did not identify their race/ethnic origins. As such, this may explain gaps among respondent counts presented in Appendix I between district and demographic groups.

**What experiences and perceptions did parent/guardian respondents of students who were enrolled at HISD Title I campuses report having on the engagement survey in 2017–2018?**

Figures 6 through 12 (p. 27) present the analytical results from data collected on the pilot *HISD Title I, Part A Parent and Family Engagement Survey, 2017–2018*. Trends at the district and school office levels are described, as well as results based on demographics from Appendices H and I, respectively. Below, Figure 6 shows results regarding the percent of respondents who indicated Yes on the survey to receiving specified documents and opportunities.

**Figure 6. Percent of Survey Respondents Who Indicated That Their Children’s HISD Title I School Provided Them Specified Documents and Opportunities, 2017–2018**



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

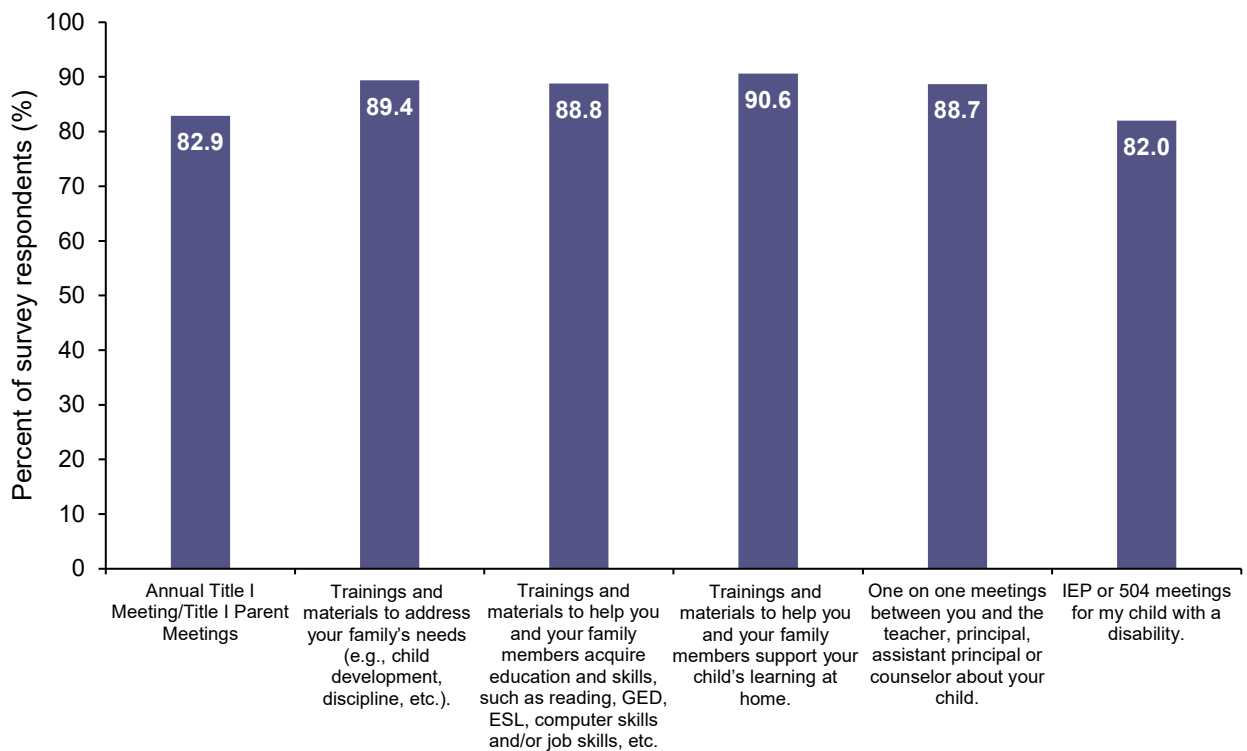
Note: Variables categories on the X axis are from survey question 1A-C: *Please indicate if the school provided you the following documents or opportunities. (Please check all that apply)*. Survey items address the following ESSA statutes: 1116(a)(2), 1116(b)(1), 1116(c)(3), and 1116(d).

- Districtwide, respondents reported a moderately low (60 to 69 percent) positive response rate indicating that they had received a copy of the Parent and Family Engagement Policy (62.5%, Question 1A). Low (less than 60 percent) positive response rates were reported among respondents who indicated that they received a copy of the School-Parent Compact (59.6%, Question 1B) and that they were provided opportunities to provide input on the creation of or revisions to each document, (48.2%, Question 1C).

- Similar trends were noted regardless of respondents' school office affiliation (see **Appendix H, Table H-1, pp. 320-330**) or demographic characteristics (see **Appendix I, Table I-1, p. 406**). The only exception was with the Superintendent's School Office, where the rate that respondents reported receiving a copy of the School-Compact (66.4%) was slightly higher than the rate they reported receiving the Parent and Family Engagement Policy (65.2%; Appendix H, Table H-1, p. 327).
- Regarding school office trends, results depicted in Appendix H (pp. 323, 324, & 327) show that the percent of survey respondents whose children were enrolled at North, Northwest, and Superintendent's Schools Offices during 2017–2018 exceeded the district averages for each item response on Questions 1A-C of the pilot survey.
- Results, based on demographic characteristics, indicated that similar to district trends, survey respondents were most likely to report that they received a copy of the Parent and Family Engagement Policy, and least likely to report they were provided opportunities to provide input on the creation of or revisions to the Parent and Family Engagement Policy and School-Parent Compact, regardless of demographic characteristics (see Appendix I, p. 406).
- Results for vulnerable populations shown in Appendix I, Table I-1 (p. 406) indicate that survey respondents who identified themselves as either Hispanic/Latino, English learner, or who did not receive a high school diploma or GED exceeded the district averages for Questions 1A-C.
- Vulnerable populations whose responses fell below district averages for Questions 1A-C identified themselves as either American Indian, Asian or Pacific Islander, Other non-specified race/ethnicity, or disabled.

Figure 7 presents survey respondents' ratings regarding how helpful trainings and meetings held at their children's respective HISD Title I campus were during 2017–2018. Statistics presented are based on item responses to Questions 2A-F and 3A-F on the Title I survey. Ratings in this report were contingent upon respondents providing an affirmative answer to Question 2A-F, which required respondents to first indicate the type of trainings and meetings they had attended, *prior to* rating the level of helpfulness for a specific event. Respondents rated the training and workshops as either *Not helpful at all*, *Slightly helpful*, *Quite helpful*, or *Extremely helpful* on the survey. *Extremely helpful* and *Quite helpful* were combined as positive responses for the purposes of this report.

**Figure 7. Percent of Survey Respondents Who Rated the Trainings and Meetings They Attended at Their Children's HISD Title I School as Either 'Extremely Helpful' or 'Quite Helpful', 2017–2018**



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

Note: Variables categories on the X axis are from survey questions 2A-F and 3A-F: *Please respond to each statement by placing one check mark under the category that indicates the type of trainings and meetings you or a family member attended, and rate how helpful those trainings and meetings you or family member attended were. Only rate trainings or meetings you or a family member actually attended. Survey items address the following ESSA statutes: 1116(a)(4)(i), 1116(c)(1), 1116(c)(4)(C), 1116(d)(2)(A), and 1116(e)(2).*

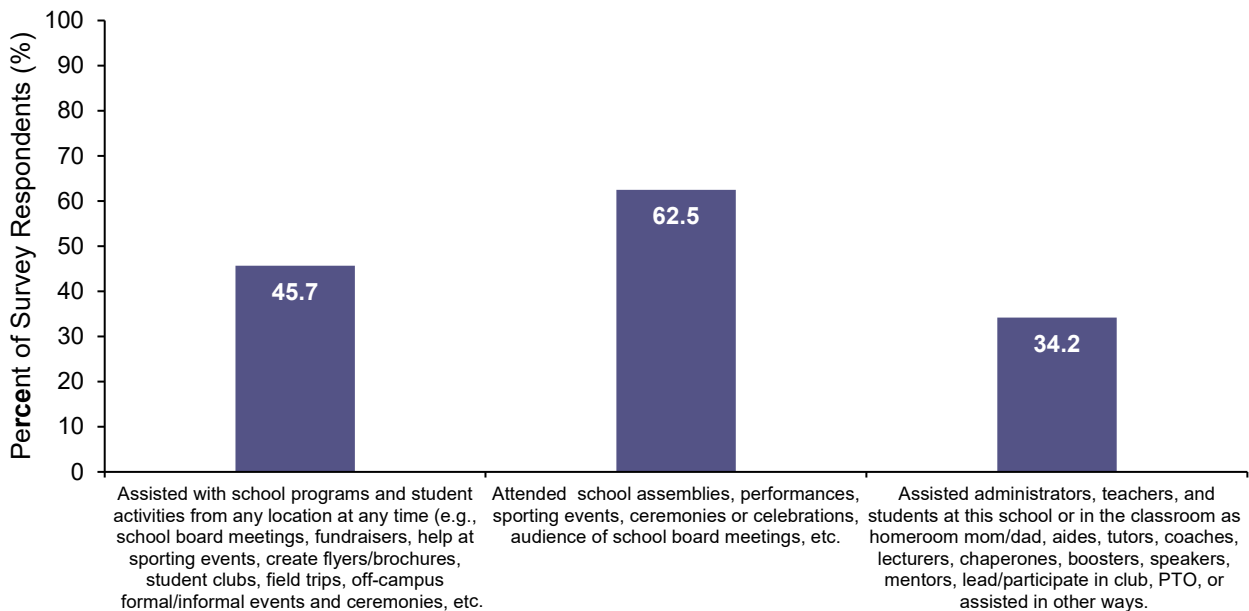
- Districtwide, respondents provided moderately high (80 to 89 percent) positive response rates regarding the helpfulness of training and meetings (Question 3A-F) that were held by their child's HISD Title I campus (see **Appendix H, Table H-2, p. 331-339**) on the survey as shown in Figure 7. The only exception was regarding trainings and materials to help parents and family members support their children's learning at home which received a high (90 to 100 percent) positive rating on the survey.



- Regarding school office data, results shown in Appendix H, Table H-2 (p. 333), show that the percent of survey respondents whose children were enrolled at North Schools Office campuses during 2017–2018 exceeded the district averages for each item response on Question 3 of the pilot survey. Conversely, ratings reported by respondents affiliated with the Northwest Schools Office fell below district averages on Questions 3A-F (Appendix H, Table H-2, p. 334).
- Results for vulnerable populations shown in **Appendix I, Table I-2 (p. 407)** indicate that survey respondents who identified themselves as either Asian, Black or African American, Hispanic or Latino, or an English learner exceeded the district averages on at least five of six respective survey items.
- Vulnerable populations whose responses fell below district averages on at least five of six respective survey items included individuals who identified themselves as either American Indian, Other non-specified race/ethnicity, or disabled (Appendix I, Table I-2, p. 407).

**Figure 8** presents survey respondents’ ratings regarding how often they participated in volunteer activities for their children’s HISD Title I campus during 2017–2018. Statistics presented were based on item responses to Question 4A-C on the Title I survey. Respondents had the option to indicate either *Never*, *1 time*, *2-3 times*, or *At least 4 times* on the survey. *At least 4 times* and *2-3 times* were combined as positive responses for the purposes of this report.

**Figure 8. Percent of Survey Respondents Who Indicated Either ‘At Least 4 Times’ or ‘2–3 Times’ Regarding How Often They Engaged in Volunteer Activities at Their Children’s HISD Title I School, 2017–2018**



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

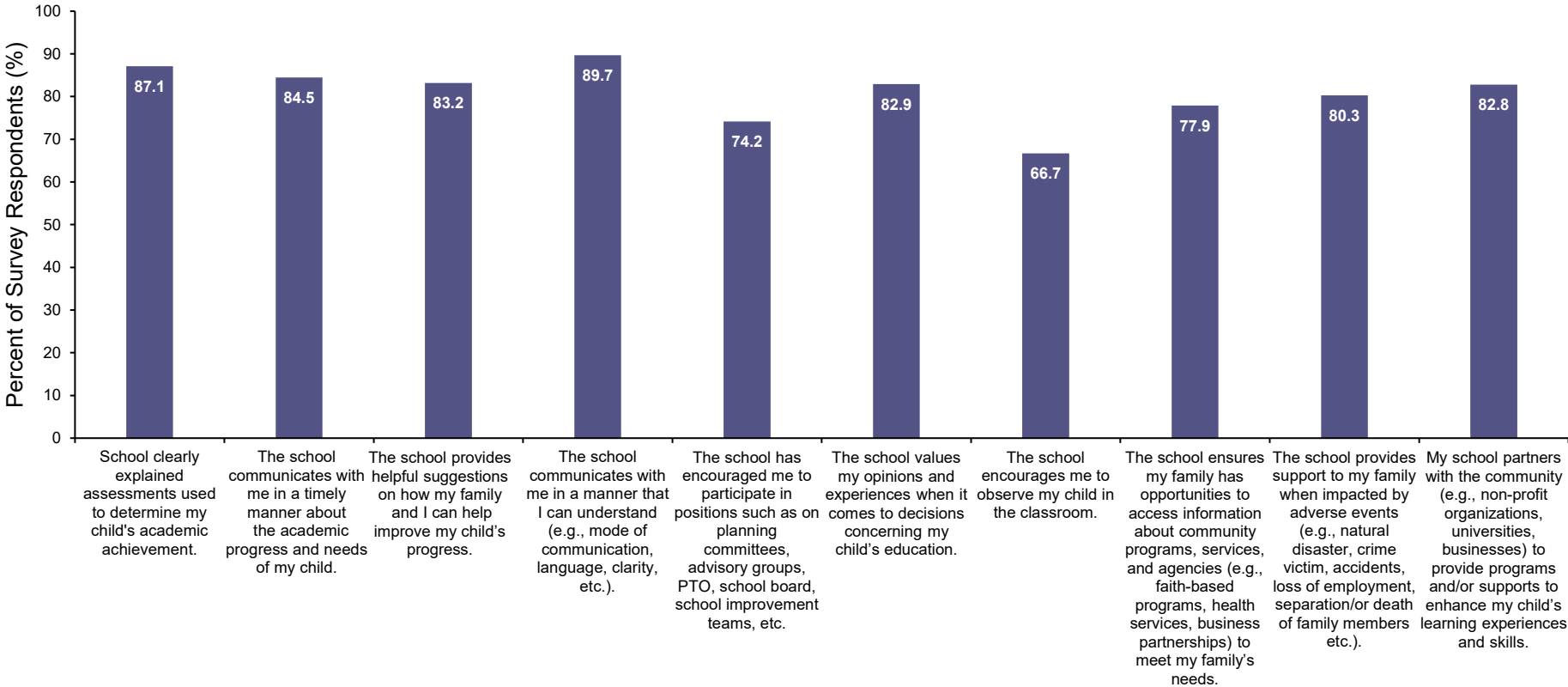
Note: Variables categories on the X axis are from survey question 4A-C: Please respond to each statement by placing one check mark under the category that best indicates how often you and your family members have participated in the following activities. Survey items address the following ESSA statute: 1116(d)(2)(C).

- Districtwide, respondents reported a moderately low (60 to 69 percent) positive response rate regarding their participation in volunteer activities including their attendance at school assemblies, performance, sporting events, and ceremonies (62.5%, Question 4B). Respondents also reported low (less than 60 percent) positive response rates on Questions 4A and 4C indicating that they assisted with school programs and student activities from any location at any time (45.7%, Question 4B) and assisted administrators, teachers, and students at their child's HISD Title I campus during 2017–2018 (34.2%, Question 4C). Similar rates were observed among survey respondents, regardless of their school office affiliation or demographic characteristics where respondents were most likely to attend activities such as assemblies, performances, ceremonies, and were least likely to participate in volunteer activities that required their physical presence at their children's campus.
- Regarding school office data, results shown in **Appendix H, Table H-3 (p. 340-349)**, show that the percent of survey respondents whose children were enrolled at campuses of the Northwest Schools Office during 2017–2018 exceeded the district averages in each item response on Questions 4A-C of the survey. Conversely, ratings reported by respondents affiliated with the West Schools Office fell below the district averages on Questions 4A-C (see Figure 8, p. 21).
- Results for vulnerable populations shown in **Appendix I, Table I-3 (p. 408)** indicate that survey respondents who identified themselves as Black or African American or Other non-specified race/ethnicity exceeded the district averages for each volunteer activity shown in Figure 8 (p. 21).
- Vulnerable populations whose responses fell below district averages on all three items on survey Question 4 identified themselves as either Hispanic/Latino, English language learner, or who did not receive a high school diploma or GED.

Data reported in **Figures 9a and 9b, (pp. 23-24)** summarize parents' and guardians' responses to Questions 5A-P (16 items) on the survey about their perceptions and experiences with various aspects of the Title I campus their children attended in the district in 2017–2018. Related district, school office, and campus, as well as demographic results on the survey can be found in **Appendix H, Tables H-4a and H-4b (p. 350-372)** and **Appendix I, Tables I-4a and I-4b (p. 409-410)**. Respondents rated their level of agreements with statements pertaining to their experiences and perceptions at their child's campus as either *Strongly disagree*, *Disagree*, *Agree*, or *Strongly agree* on the survey. *Strongly agree* and *Agree* were combined as positive responses for the purposes of this report.

- Results shown in Figures 9a (p. 23) and Figure 9b (p. 24) indicate that the majority of positive response rates to Questions 5A-P fell in the moderately high range (80 to 89 percent; nine of sixteen question item responses) on the parent and family engagement survey conducted in 2017–2018.
- Districtwide, respondents reported high (90 to 100 percent) positive response rates to the following Question 5 items shown in Figure 9b: the school staff treated them with respect (91.1%, Question 5L); the overall school climate was positive and helped their children learn (90.0%, Question 5M); there was at least one teacher or other adult in this school that their children could talk to about a problem (90.2%, Question 5N), and that they were satisfied that their children's school is providing the skills and education necessary for their children to be successful at the next level (90.3%, Question 5P).
- Conversely, respondents reported a moderately low (60 to 69 percent) positive response rate regarding the school's encouragement for them to observe their child in the classroom (66.7%).

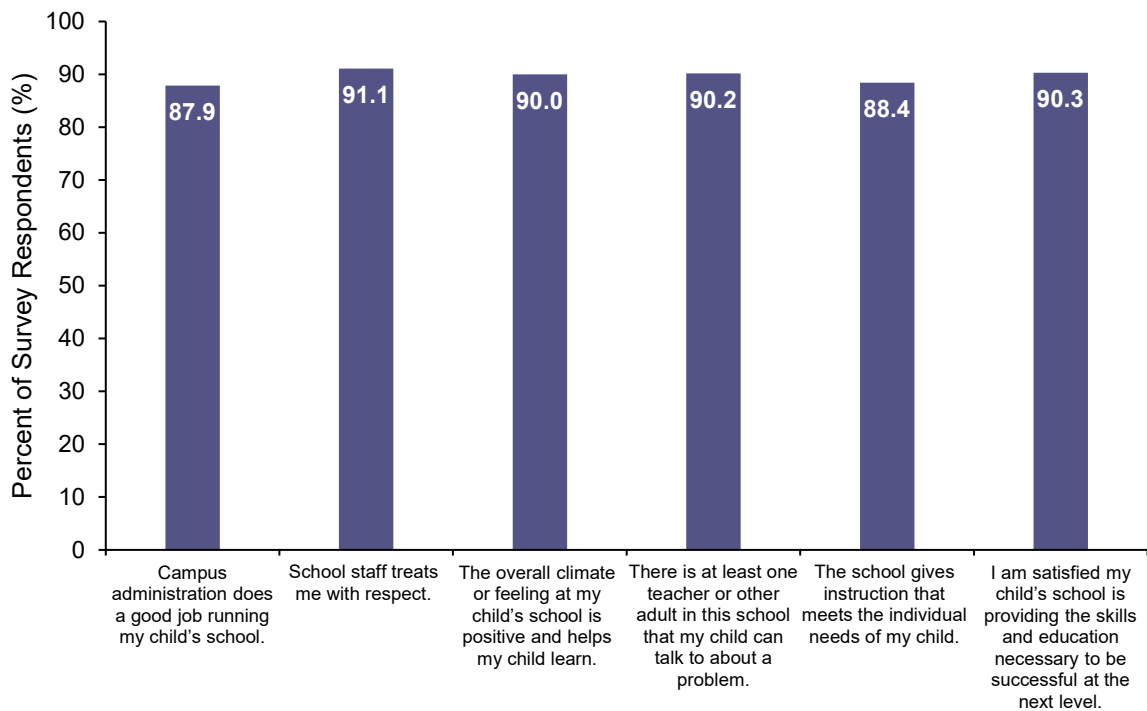
**Figure 9a. Percent of Survey Respondents Who Indicated Either ‘Strongly Agree’ or ‘Agree’ Regarding Their Experiences with and Perceptions of Their Children’s HISD Title I School, 2017–2018**



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

Note: Variables categories on the X axis are from survey question 5A-P: Please respond to each statement by placing one check mark under the category that best indicates your level of agreement with that statement. Survey items address the following ESSA statute: 1116(a)(2)(D), 1116(a)(2)(D)(ii), 1116(a)(3)(D)(ii), 1116(c)(3), 1116(c)(4)(B), 1116(d)(2)(B), 1116(d)(2)(C), 1116(e)(1), 1116(e)(3), 1116(e)(13), and 1116(f).

**Figure 9b. Percent of Survey Respondents Who Indicated Either ‘Strongly Agree’ or ‘Agree’ Regarding Their Experiences with and Perceptions of Their Children’s HISD Title I School, 2017–2018**

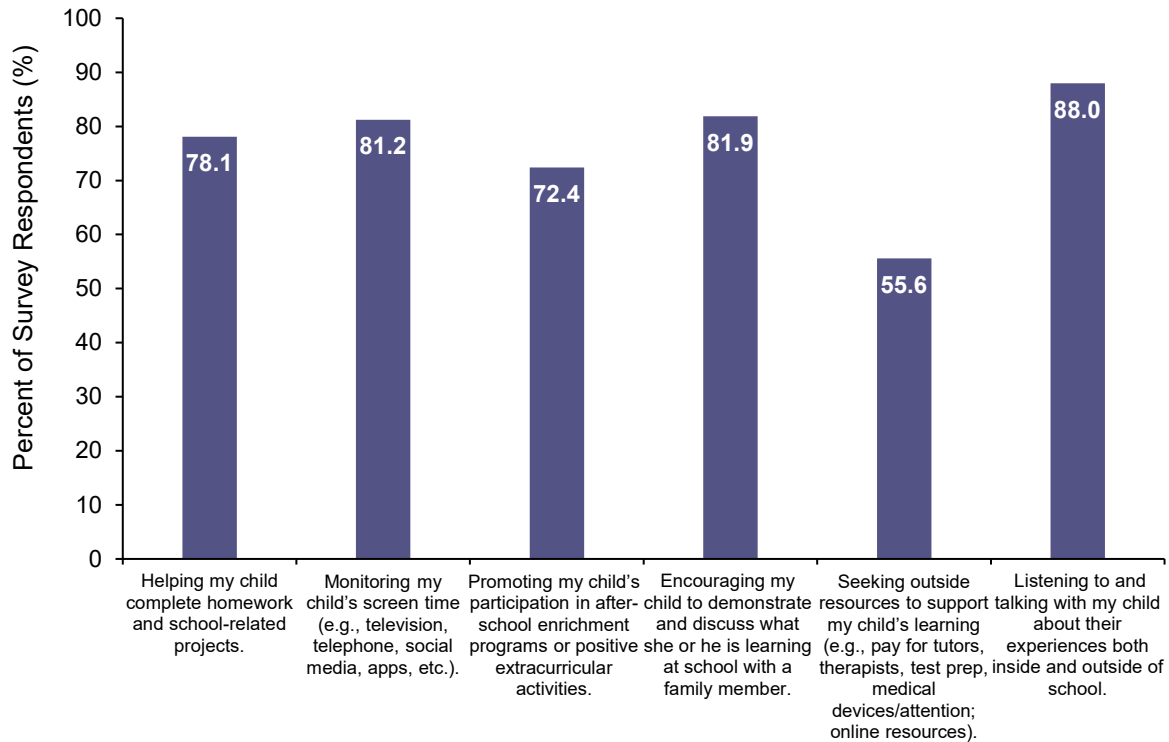


Source: SurveyMonkey, results from the *HISD Title I, Part A Parent and Family Engagement Survey 2017–2018*.

- Regarding school office data, results shown in Appendix H, Tables H-4a and 4b (pp. 350-372), show that the percent of survey respondents whose children were enrolled at North and South Offices campuses during 2017–2018 exceeded the district averages on at least 15 of 16 survey item responses in Question 5 of the survey. Conversely, ratings reported by respondents affiliated with the East Schools Office typically fell below district averages (see Appendix H, Tables H-4a and H-4b).
- Results for vulnerable populations shown in Appendix I, Tables I-4a and I-4b (pp. 409-410) indicate that survey respondents who identified themselves as Asian or Pacific Islander exceeded the district averages on fifteen of the sixteen items in Question 5.
- Vulnerable populations whose responses fell below district averages in at least fifteen of the sixteen items in Question 5 identified themselves as either American Indian, Other non-specified race/ethnicity, or disabled.

**Figure 10** presents survey respondents’ ratings regarding how often they and/or family members supported their children’s learning at home during 2017–2018. Statistics presented are based on item responses to Question 7A-F on the Title I survey. Respondents had the option to indicate either *Never*, *Seldom*, *Sometimes*, *Usually*, or *Always* on the survey. *Always* and *Usually* were combined as positive responses for the purposes of this report.

**Figure 10. Percent of Survey Respondents Who Indicated Either ‘Always’ or ‘Usually’ Regarding How Often They Supported Their Children’s Learning at Home, 2017–2018**



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

Note: Variables categories on the X axis are from survey question 7A-F: Please respond to each statement by placing one check mark under the category that best indicates how often you and your family members support your child’s learning at home. Survey items address the following ESSA statute:1116(d).

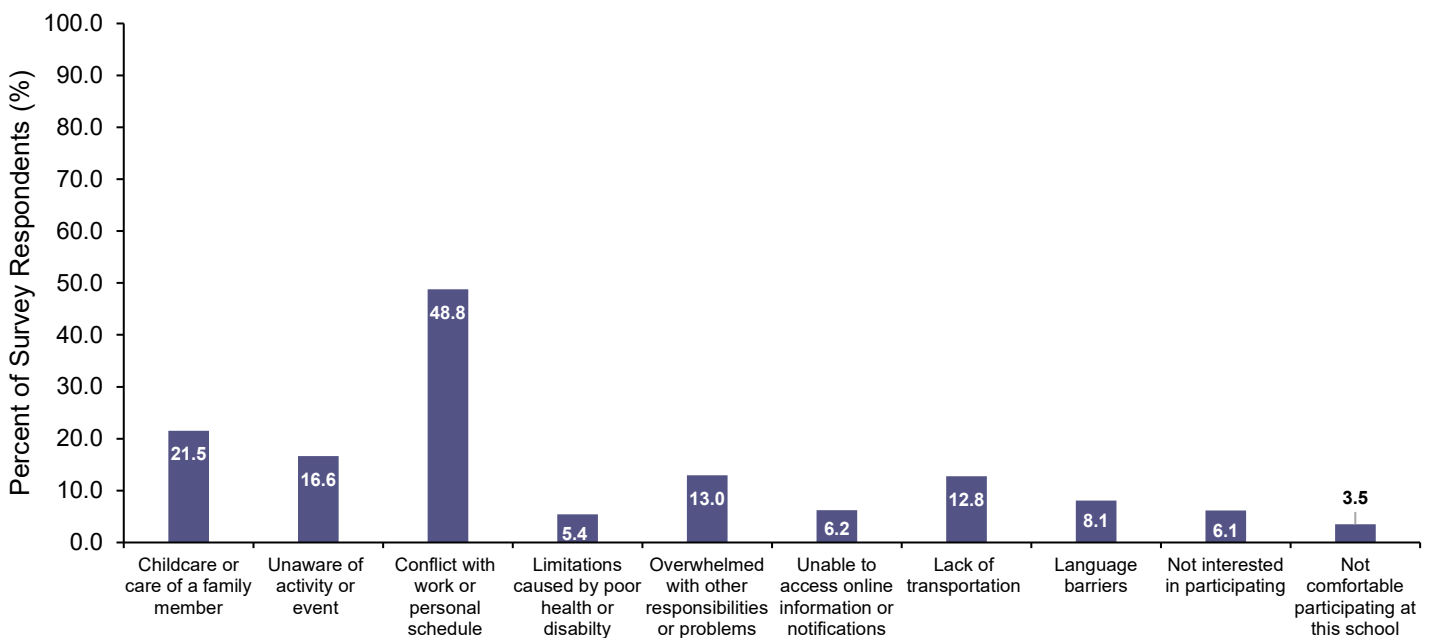
- Districtwide, Figure 10 shows that respondents reported moderately high (80 to 89 percent) positive response rates regarding how they support their child’s learning for the following Question 7 items: monitoring their children’s screen time (81.2%, Question 7B), encouraging their children to demonstrate and discuss what she or he is learning at school (81.9%, Question 7D), and listening and talking to their children about their experiences both inside and outside of school (88.0%, Question 7F).
- Conversely, respondents reported low (less than 60 percent) positive response rates for seeking outside resources to support their children’s learning (55.6%, Question 7E). Similar trends were observed with respondents affiliated with the Achieve 180, East, North, Northwest, South, and West School Offices (See **Appendix H, Table H-5, pp. 373-383**).

- Respondents whose children were enrolled at a Superintendent’s School Office campus typically reported moderately low (60 to 69 percent) positive response rates regarding how often they support their children’s learning at home (Appendix H, Table H-5, p. 380). These respondents were most likely to report listening and talking to their children about their experiences both inside and outside of school (76.1%), and least likely to report seeking outside resources to support their children’s learning (46.0%).
- With respect to vulnerable populations, respondents who reported findings that fell below district averages on at least five of the six items on survey Question 7 identified themselves as either American Indian, English learner, disabled, or did not receive a high school diploma or GED (Appendix I, Table I-5, p. 411).

**What were the primary barriers reported by survey respondents that prevented them from being able to participate in engagement activities facilitated by their child’s HISD Title I campus during the 2017–2018 academic year?**

Figure 11 presents survey respondents’ ratings regarding the types of barriers they experienced that prevented their participation in school functions, workshops, meetings, planning events, and other activities at their children’s HISD Title I campus during 2017–2018. Statistics presented are based on responses to Questions 6A-J on the Title I survey. Respondents had the option to select from ten barriers.

**Figure 11. Percent of Survey Respondents Who Indicated Which Types of Barriers They Experienced That Prevented Them from Being Able to Participate in Activities at Their Children’s HISD Title I School, 2017–2018**



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

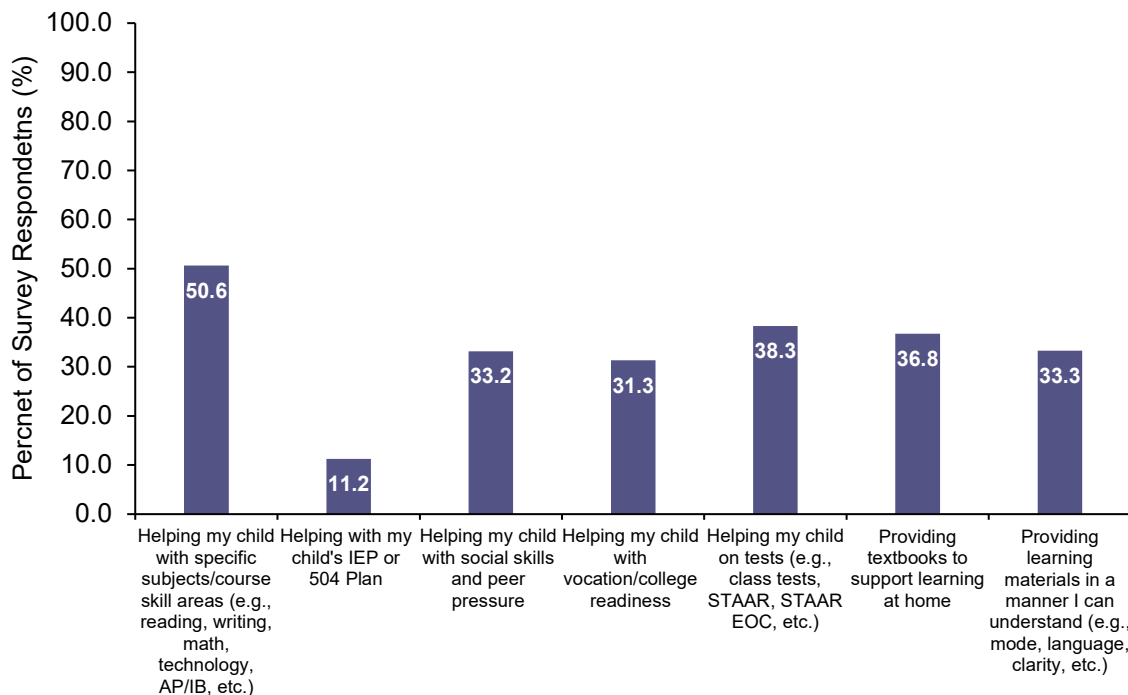
Note: Variables categories on the X axis are from survey question 6A-J: Please use the checklist below to indicate barriers you experience that have prevented you from being able to participate in school functions, workshops, meetings, planning events, and other activities. Survey items address the following ESSA statute: 1116(d)(2)(C).

- Figure 11 (p. 26) shows results where respondents identified three primary barriers to engagement on the *HISD Title I, Part A Parent and Family Engagement Survey 2017–2018*: conflict with work schedule (48.8%), childcare or care for a family member (21.5%), and unaware of activity or event (16.6%).
- Similar trends were observed among school offices and vulnerable populations. The only exceptions were among survey respondents who indicated either that their children were enrolled at a Superintendent’s School Office campus or the respondent had a disability. Respondents whose children were enrolled at a Superintendent’s School Office campus indicated that lack of transportation (19.4%) was more of a challenge than lack of childcare or care of a family member (17.4%, **Appendix H, Table H-6, p. 384-394**).
- Respondents who identified themselves as disabled indicated that their disability (26.2%) presented more of a challenge than their lack of awareness of an activity or event (21.9%) hosted by their child’s HISD Title I campus (**Appendix I, Table I-6, p. 412**).

**What were the primary areas of assistance survey respondents reported that they needed from the Title I campus to help with their child’s learning at home on the 2017–2018 engagement survey?**

**Figure 12** presents survey respondents’ suggestions regarding how their children’s Title I school could help improve or provide families extra help to support learning at home. Statistics presented are based on responses to Questions 8A-G on the Title I survey. Respondents had the option to select from seven items.

**Figure 12. Percent of Survey Respondents Who Indicated What Their Children’s HISD Title I School Could Do to Improve or Provide Them with Extra Help to Support Their Children’s Learning at Home, 2017–2018**



Source: SurveyMonkey, results from the *HISD Title I, Part A Parent and Family Engagement Survey 2017–2018*.  
 Note: Variables categories on the X axis are from survey question 8A-G: Please use the checklist below to tell your school what it can do to improve or provide you extra help to support your child’s learning at home. Survey items address the following ESSA statute: 1116(a)(2)(D)(ii).

- Figure 12 (p. 27) shows results where respondents identified three primary areas of assistance that they needed from the Title I campus to help their children’s learning at home on the 2017–2018 survey were: helping their child with specific subjects/course skill areas (50.6%); helping their child on tests (38.3%), and providing textbooks to support learning at home (36.8%). Similar data trends were observed among the Achieve 180, North, South, and West School Offices (**Appendix H, Table H-7, p. 395-405**), as well as vulnerable groups identified as Asian or Pacific Islander, Hispanic or Latino, Other non-specified race/ethnicity, and English learner (**Appendix I, Table I-7, p. 413**).
- Respondents who identified themselves either American Indian, Black or African American, or disabled reported that they were more likely to report that they needed help from the school to support their children with social skills and peer pressure, compared to the provision of textbooks.

## Discussion

The Title I, Part A program included in the Elementary and Secondary Education Act of 1965 (ESEA), reauthorized in 2001 as No Child Left Behind (NCLB), is legislation 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 (U.S. Department of Education [ED], 2004). The program’s goal is accomplished, in part, by local education agencies that receive funds to support parents’ engagement in the education process. Reauthorization of NCLB in December 2015 into the new federal law called Every Student Succeeds Act (ESSA) extends these efforts to include family members, as per amendments and provisions from the Family Engagement in Education Act of 2015. Provisions included in the policy amendments became effective for the 2017–2018 school year in the Houston Independent School District (HISD). As such, the creation of a pilot survey was warranted in order to align question items with ESSA statutes, and guide the evaluation process.

Findings in this evaluation report show a decrease in the cumulative parent engagement rate by 4.2 percentage-points from 2016–2017 (48.9 percent) to 44.7 percent in 2017–2018. Parent and Family engagement rates based on race/ethnicity affiliation indicated that decreases in rate occurred among five of seven race/ethnicity demographic groups as reported in Table 1 of this report (p. 13). Parents and family members who were identified as Black or African American in 2017-2018 not only had the lowest engagement rates when compared to other race/ethnicity groups (36.1%), but also experienced the largest declines from the previous school year (7.6 percentage points), as coded in Chancery. In contrast, parents and family members who were identified as Asian experienced a 2.6 percentage-point increase in participation from the previous school year (45.8%). Evident decreases may somewhat reflect the devastating short- and long- term impacts of Hurricane Harvey in late August 2017, where families’ priorities were justifiably centered on securing a home for their children over school extracurricular activities and events.

Regarding specific engagement activities in which parents and guardians participated, in data coded in Chancery indicated that the dissemination of information by schools (i.e., School Compact 76.5%), as well as parents’ participation in one-on-one conferences (32.5%), received higher engagement rates, when compared to the following engagement activities that have for the past two years fell below 20 percent: Education/Training, Family Literacy, Parent Literacy, Planning, and Volunteer. This information was supported in part by results on the *HISD Title I Part A Part A Parent and Family Engagement Survey, 2017–2018*. One explanation regarding higher participation in conferences may



be that parents and guardians may either perceive that conferences are more likely to directly impact their children’s educational experiences and relationships with teachers, or that attendance at these conferences were conveyed as necessary by the campus staff. Lower attendance at other engagement opportunities facilitated by the school, in contrast to conferences, may be attributed to parents and families: (a) viewing the event as optional, and that their attendance is not necessary; (b) encountering barriers that limit their engagement; (c) perceived that activities provided by the campus do not impact their children or family, and thus did not attend; or (d) either volunteered or were elected to fill a limited number of leadership positions at their children’s Title I campus.

Findings collected and analyzed from the *HISD Title I, Part A Parent and Family Engagement Survey, 2017–2018*, indicated that overall respondents held a positive view of the activities, trainings, and events facilitated by their children’s Title I campuses. This indicates that schools are on the right track to providing necessary educational materials and resources to support families and students in HISD. However, Title I school administrators should consider assessing current opportunities regarding volunteer activities, where respondents were most likely to report attending assemblies, performances, sporting events, and ceremonies (62.5%), and least likely to report volunteering onsite at their children’s Title I campus. Parents and family members were also less likely to report that the school encouraged them to observe their children during instructional time.

With respect to barriers to engagement, respondents rated on average the following top three factors: (1) conflict with work or personal schedule, (2) childcare or care of a family member, and (3) unaware of activity or event. Regarding the three primary areas of assistance, respondents indicated the following needs: helping their children with specific subjects/course skills areas, helping their children on class and standardized tests, and providing textbooks to support learning at home. Variations in findings existed when school office and vulnerable population variables were taken into account.

## Recommendations

- Progress has been made regarding program fidelity coding into Chancery. The Department of External Funding should continue with the current curriculum offered to their Title I coordinators as reductions in data errors were observed during this evaluation, when compared to last year’s report. However, district and school administrators may want to work together to address the decline in parents and guardians who indicated that they received the Individual and School Compacts as coded in Chancery; from 81.0 percent (2016–2017) to 76.5 percent (2017–2018). School administrators may also want to verify that their campus’ Parent and Family Engagement Policy are easily accessible on their websites and that their policies include language that reflect updates in accordance with ESSA of 2015, regardless of the mode of dissemination.
- Only one-third of parents and family members who were coded in Chancery attended a conference at their children’s Title I campus during the 2017–2018 academic year. District and school administrators may want to review their current protocols and expectations for parental attendance at conferences, as well as gather more information to determine why the attendance rate is low for these one-on-one meetings (e.g., determine the nature of the conferences: self-initiated; initiated by school; ARD committee meeting, etc.).
- Engagement categories included in Chancery primarily center either on direct school-parent, or school-parent-student interactions. The Department of External Funding may consider the addition of nontraditional categories to document parent-community and parent-student engagement activities, which may fall outside the school. For instance, revisions to the *HISD Title I, Part A Parent*

*and Family Engagement Survey* for the 2017–2018 academic year allowed the Department of Research and Accountability to capture information that centered on parent-student engagement (i.e., how parents and family members support their children’s learning at home). Results from this modification revealed that although Black or African American families had the lowest overall engagement rate compared to other race/ethnicity groups as coded in Chancery, results on the survey indicated that Black or African American respondents were the most likely to report that they had sought outside resources (e.g., tutoring, therapy, test prep, medical devices, etc.) to support their children’s learning, when compared to other demographic groups who responded to this item on the 2017–2018 survey. This finding may also reflect the inability of some parents to adequately support their children’s learning at home on their own, thus requiring Title I schools to develop and implement responsive strategies.

- Based on the data collected from both Chancery and the survey, underperforming schools (i.e., Achieve 180 schools and Superintendent’s schools), Black or African American families, American Indian families, and parents or guardians with disabilities were more likely to experience either lower levels or less positive experiences regarding engagement during the 2017–2018 academic year. As such, the Department of External Funding may consider working with the HISD Wrap-Around Services and FACE departments in order to: (a) address the needs of these target populations and (b) focus on building, positive sustainable relationships between schools and families.
- Respondents whose children were enrolled at a Superintendent’s School Office campus were less likely to report that they assisted their children with learning at home, when compared to other school offices results. Efforts are already underway in order to support parent-student engagement at home as they are included in the Achieve 180 initiative. District and school administrators may also want to consider offering incentives families who assist their children at home with learning, as well as, monitor the types of information and materials parents currently receive in order to assess both preferred and under-utilized resources. Furthermore, ensuring that Title I, Part A funds are sufficiently utilized to provide high quality instruction and resources in a safe environment becomes even more important for these children, as the school may be the only structured learning environment available to them.
- Low positive response rates were reported regarding Title I campuses encouraging parents and family members to observe their children in the classroom in accordance with ESSA 1116(d)(2)(C). School administrators of HISD Title I campuses should review current guidelines regarding parents’ observation of their children in the classroom and increase awareness of these opportunities. Invitations to encourage parents and family members to observe their child during instructional time should reduce stigma that may be associated with a parent viewing the classroom at all grade levels. Dialogue among district and Title I schools should occur in order to devise an approach to allow parents the opportunity to observe their child in the classroom during an adequate amount of time (at least 30 minutes, depending on the purpose of the observation). School administrators may also consider providing parents a rubric to include expectations for instruction and behavior prior to the observation date. The rubric may serve as both a guide during parents’ observations of the classroom and a valuable talking point during follow-up discussions with teachers and administrators, which should also be encouraged.
- Survey respondents indicated that the primary barriers to their participation in engagement activities at their child’s Title I campus included: conflict with work or personal schedule, childcare or care of a family member, and unaware of activity or event. This was particularly noted among respondents who identified themselves as English learners. Title I schools should consider developing more flexible options for parents and families to engage in, such as volunteer activities that may be conducted at any time and location. These activities should be inclusive to a diverse population, to

include vulnerable groups (e.g., English learners, individuals with disabilities, etc.). HISD Title I campuses may also consider revising marketing strategies to increase the visibility of these events, to include the availability of childcare that parents may need in order to attend. Timely communications (e.g., a school calendar sent home at the beginning of each month) may also help alleviate the schedule-engagement conflicts that parents experience. District and school efforts to reduce transportation barriers that may hinder parent and family engagement are currently underway by way of the HISD Parent University. Beginning fall of 2018, HISD Parent University sessions will be hosted at geographically dispersed locations on the same evening to provide opportunities for families to: (a) learn about opportunities and register for services within the local community, (b) attend informational sessions on how to better support success of their scholars during their enrollment at HISD, and (c) receive dinner provided by HISD Nutritional Services (HISD FACE, 2018). This program will be particularly helpful to Superintendent's schools as transportation was indicated as a primary barrier on the survey.

- Districtwide, the primary areas of assistance respondents indicated on the survey that they needed from the Title I campus to help their children's learning at home included: helping their children with specific subjects/course skill areas; helping their children on classroom tests and state assessments; providing textbooks to support learning at home; and helping their children with social skills and peer pressure. Title I school administrators and coordinators should consider reviewing their current workshop and training protocols to see how they align with the findings presented in this evaluation regarding these concerns. These findings also suggest the encouragement of one-on-one conversations between parents and school staff to improve alignment of the needs and expectations of both parties so that the children can have meaningful, positive educational experiences throughout their career as an HISD student. Working together to ensure families have access to materials to support learning at home will reinforce learning that occurs in the school environment and promote educational success.

## References

- Education Service Center 16. (2018). Retrieved from <http://www.esc16.net/upload/page/0354/docs/Six%20Types%20of%20PI.pdf>
- Epstein, J. L., & Associates. (2009). *School, Family, and Community Partnerships: Your handbook for action*. Third Edition. Corwin Press: Thousand Oaks, CA.
- Epstein, J. L., & Associates. (2002). *School, Family, and Community Partnerships: Your handbook for action*. Second Edition. Chapter 9: Planning and Evaluating Your Partnership Program. Corwin Press: Thousand Oaks, CA.
- Epstein, J. L., & Sanders, M. G. (2002). *Family, school, and community partnerships*. In D. L. Levinson, P. W. Cookson, Jr., & A. R. Sadonvnik (Eds.), *Education and sociology: An encyclopedia* (pp. 525-532). New York, NY: Routledge Falmer.
- Ferguson, C. (2009). *A toolkit for Title I Parental Engagement*. Austin, TX: National Center for Family and Community Connections with Schools.
- Groves, R.M., Fowler, F.J., Couper, M.P., Lepkowski, J.M., Singer, E., & Tourangeau, R. (2009). *Survey Methodology*. Second Edition. John Wiley & Sons, Inc.: Hoboken, NJ.

- Houston Independent School District. (2018). 2016–2017 Title I, Part A Program Handbook: A key component to progress and achievement. Retrieved from <https://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/8026/2017-2018%20Title%20I%20Part%20A%20Handbook.pdf>
- Houston Independent School District. (2017). 2016–2017 Title I, Part A Program Handbook: Parent Engagement. Retrieved from <http://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/38822/2016-2017%20Title%20I%20Handbook.pdf>
- Houston Independent School District, Department of Family and Community Empowerment. (2018). Retrieved from <https://www.houstonisd.org/ParentUniversity>
- Houston Independent School District, Department of Family and Community Empowerment. (2017). Retrieved from <http://www.houstonisd.org/familyfriendly>
- Howard, E. (2015). *African American parents' perceptions of public schools: African American parents' involvement in their children's educations*. Electronic Theses and Dissertations. Retrieved from <https://dc.etsu.edu/etd/2575/>
- Jeynes, W.H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban Education*, 42(1), 82-110.
- Jeynes, W. H. (2005). A Meta-Analysis of the Relation of Parental Engagement to Urban Elementary School Student Academic Achievement. *Urban Education*, 40(3), 237–269.
- National Conference of State Legislatures. (2016). Summary of the Every Student Succeeds Act, Legislation reauthorizing the Elementary and Secondary Education Act. Retrieved from [http://www.ncsl.org/documents/educ/ESSA\\_summary\\_NCSL.pdf](http://www.ncsl.org/documents/educ/ESSA_summary_NCSL.pdf)
- National Research Council. (2008). Understanding American agriculture: Challenges for the Agricultural Resources Management Survey. Chapter 6: Nonresponse, imputation and estimation. Washington, DC: The National Academies Press. <https://doi.org/10.17226/11990>.
- Texas Education Agency, Region 16 Education Service Center. (n.d.) An administrator's guide to ESSA-Every Student Succeeds Act-parent and family engagement. Retrieved from <http://www.esc16.net/upload/page/0351/images/Administrator%20Guide.pdf>
- United States Department of Education. (2004). *Parental engagement: Title I, Part A, No Child Left Behind*. Retrieved from <http://ed.gov/programs/titleiparta/parentinvguid.doc>
- Wilder, S. (2014). Effects of parental involvement on academic achievement: a meta-synthesis. *Education Review*, 66(3), 377-397. <https://doi.org/10.1080/00131911.2013.780009>

## Appendix A

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

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

**(a) LOCAL EDUCATIONAL AGENCY POLICY-**

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

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



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

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

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

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

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

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

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

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

**(3) RESERVATION-**

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

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

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

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

(i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.

(ii) Supporting programs that reach parents and family members at home, in the community, and at school.

(iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

(iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

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

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

**(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY-**

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

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

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

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

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

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

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

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

(4) provide parents of participating children —

(A) timely information about programs under this part;

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

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

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

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

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

**(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC**

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

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

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

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

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

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

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



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

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

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



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

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

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

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

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

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

## Appendix B

**Figure B-1. Descriptions of Parent and Family Engagement Categories Coded in Chancery**

### .....Chancery Coding.....

2. Select **Current School Year**
3. To individually add **Parent Involvement Parent Compact Type(s)**:
  - Click checkbox  for **Individual Compact** for identified students if your campus is a Targeted Assistance campus.
  - Click checkbox  for **Schoolwide Compact** if your campus is a Schoolwide Title I campus.



Parent Involvement

School Year: 2006-07

**Parent Compact Types**

Individual Compact

Schoolwide Compact

**Parent Involvement Types**

Conference

Educ/Training

Family Literacy

Parent Literacy

Planning

Volunteer

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

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

Figure B-2. Examples of Parent and Family Engagement Activities Coded in Chancery

Chancery Coding

**TITLE I PARENT AND FAMILY ENGAGEMENT CODING CHECKLIST**

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



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

## Appendix C

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

HISD Title I, Part A Parent and Family Engagement Survey, 2017–2018

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

- a. Copy of the Parent and Family Engagement Policy 1116(a)(2) / 1116 (b) (1) / 1116(c)(3)
- b. Copy of the School-Parent Compact 1116(d)
- c. Opportunities to give input on the creation of or revisions to the Parent and Family Engagement Policy and the School-Parent Compact. 1116(a)(2) / 1116(b)(1) / 1116(d) / 1116(c)(3)

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

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

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

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

Note: Statutes included from the Every Student Succeeds Act of 2015 (ESSA) corresponds with items included on the *HISD Title I, Part A Parent and Family Engagement Survey 2017–2018*. Questions 4 and Question 7D were adapted from Epstein, J. L., & Associates. (2009). *School, Family, and Community Partnerships: Your handbook for action*. Third Edition. Corwin Press: Thousand Oaks, CA.

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

HISD Title I, Part A Parent and Family Engagement Survey, 2017–2018

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

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

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

1116(a)(2)(D)(i)

- |  |            |  |                         |
|--|------------|--|-------------------------|
| <input type="checkbox"/> a. Childcare or care of a family member                 | 1116(c)(2) | <input type="checkbox"/> g. Lack of transportation                       | 1116(c)(2) / 1116(e)(8) |
| <input type="checkbox"/> b. Unaware of activity or event                         |            | <input type="checkbox"/> h. Language barriers                            | 1116(a)(2)(D) / 1116(f) |
| <input type="checkbox"/> c. Conflict with work or personal schedule              |            | <input type="checkbox"/> i. Not interested in participating              |                         |
| <input type="checkbox"/> d. Limitations caused by poor health or disability      |            | <input type="checkbox"/> j. Not comfortable participating at this school |                         |
| <input type="checkbox"/> e. Overwhelmed with other responsibilities or problems  |            | <input type="checkbox"/> k. Other (specify): _____                       |                         |
| <input type="checkbox"/> f. Unable to access online information or notifications |            | _____  |                         |

Note: Statutes included from the Every Student Succeeds Act of 2015 (ESSA) corresponds with items included on the *HISD Title I, Part A Parent and Family Engagement Survey 2017–2018*. Questions 4 and Question 7D were adapted from Epstein, J. L., & Associates. (2009). *School, Family, and Community Partnerships: Your handbook for action*. Third Edition. Corwin Press: Thousand Oaks, CA.

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

HISD Title I, Part A Parent and Family Engagement Survey, 2017–2018

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

1116(d)

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

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

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

- |   |   |
|---|---|
| <input type="checkbox"/> a. Helping my child with specific subjects/courses/skill areas (e.g., reading, writing, math, technology, AP/IB, etc.) | <input type="checkbox"/> e. Helping my child on tests (e.g., class tests, STAAR, STAAR EOC, etc.)                           |
| <input type="checkbox"/> b. Helping with my child’s IEP or 504 Plan   | <input type="checkbox"/> f. Providing textbooks to support learning at home   |
| <input type="checkbox"/> c. Helping my child with social skills and peer pressure   | <input type="checkbox"/> g. Providing learning materials in a manner I can understand (e.g., mode, language, clarity, etc.) |
| <input type="checkbox"/> d. Helping my child with vocation/college readiness  | <input type="checkbox"/> h. Other (specify): _____  |

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

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

<input type="checkbox"/> a. American Indian	<input type="checkbox"/> d. Hispanic/Latino
<input type="checkbox"/> b. Black or African American	<input type="checkbox"/> e. White
<input type="checkbox"/> c. Asian/Pacific Islander	<input type="checkbox"/> f. Other

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

a. Yes  b. No

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

a. Yes  b. No

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

<input type="checkbox"/> a. Did not complete high school or G.E.D.	<input type="checkbox"/> d. Completed vocational school or associate’s degree
<input type="checkbox"/> b. Graduated high school or received G.E.D.	<input type="checkbox"/> e. Completed bachelor’s degree or higher
<input type="checkbox"/> c. Attended vocational school/college, but did not complete	

Note: Statutes included from the Every Student Succeeds Act of 2015 (ESSA) corresponds with items included on the *HISD Title I, Part A Parent and Family Engagement Survey 2017–2018*. Questions 4 and Question 7D were adapted from Epstein, J. L., & Associates. (2009). *School, Family, and Community Partnerships: Your handbook for action*. Third Edition. Corwin Press: Thousand Oaks, CA.

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

Título I, Parte A Encuesta de participación para padres y familias de HISD, 2017-2018

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

- a. Copia de las Normas para la Participación de los Padres y las Familias
- b. Copia del Acuerdo de la Escuela y los Padres
- c. Oportunidades para contribuir a la creación o revisión de las Normas para la Participación de los Padres y las Familias y el Acuerdo de la Escuela y los Padres

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

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

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

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

Note: Statutes included from the Every Student Succeeds Act of 2015 (ESSA) corresponds with items included on the *HISD Title I, Part A Parent and Family Engagement Survey 2017–2018*. Questions 4 and Question 7D were adapted from Epstein, J. L., & Associates. (2009). *School, Family, and Community Partnerships: Your handbook for action*. Third Edition. Corwin Press: Thousand Oaks, CA.

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

Título I, Parte A Encuesta de participación para padres y familias de HISD, 2017-2018

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

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

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

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

Note: Statutes included from the Every Student Succeeds Act of 2015 (ESSA) corresponds with items included on the *HISD Title I, Part A Parent and Family Engagement Survey 2017–2018*. Questions 4 and Question 7D were adapted from Epstein, J. L., & Associates. (2009). *School, Family, and Community Partnerships: Your handbook for action*. Third Edition. Corwin Press: Thousand Oaks, CA.



Título I, Parte A Encuesta de participación para padres y familias de HISD, 2017-2018

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

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

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

- a. Ayudar a mi hijo en materias, cursos y habilidades (lectura, escritura, matemáticas, tecnología, AP/IB, etc.)
- e. Ayudar a mi hijo en las pruebas (las de la clase, STAAR EOC, etc.)
- b. Ayudar con el IEP o Plan 504 de mi hijo
- f. Proveer libros de texto para aprender en casa
- c. Ayudar a mi hijo en el aspecto social y con la presión que pueden ejercer los compañeros
- g. Proveer materiales instructivos que yo pueda entender (estilo, idioma, claridad, etc.)
- d. Ayudar a mi hijo con preparación para la universidad y las carreras vocacionales
- h. Otras ideas (sea específico): \_\_\_\_\_

**Datos demográficos**

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

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

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

- a. Sí
- b. No

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

- a. Sí
- b. No

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

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

Note: Statutes included from the Every Student Succeeds Act of 2015 (ESSA) corresponds with items included on the HISD Title I, Part A Parent and Family Engagement Survey 2017–2018. Questions 4 and Question 7D were adapted from Epstein, J. L., & Associates. (2009). *School, Family, and Community Partnerships: Your handbook for action*. Third Edition. Corwin Press: Thousand Oaks, CA.

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

Thăm Dò Y Kiện Sự Tham Dự của Phụ Huynh và Gia Đình thuộc "Title I, Part A" của HISD, 2017–2018

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

- a. Bản sao của Chính Sách Tham Dự của Phụ Huynh và Gia Đình (Parent and Family Engagement Policy)
- b. Bản sao tờ Cam Kết giữa Trường - Phụ Huynh (School-Parent Compact)
- c. Cơ hội để cho biết ý kiến về việc thiết lập hay sửa đổi Chính Sách Tham Dự của Phụ Huynh và Gia Đình và tờ Cam Kết giữa Trường và Phụ Huynh.

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

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

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

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

Note: Statutes included from the Every Student Succeeds Act of 2015 (ESSA) corresponds with items included on the HISD Title I, Part A Parent and Family Engagement Survey 2017–2018. Questions 4 and Question 7D were adapted from Epstein, J. L., & Associates. (2009). *School, Family, and Community Partnerships: Your handbook for action*. Third Edition. Corwin Press: Thousand Oaks, CA.

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

Thăm Dò Y Kiện Sự Tham Dự của Phụ Huynh và Gia Đình thuộc "Title I, Part A" của HISD, 2017–2018

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

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

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

- |  |   |
|--|---|
| <input type="checkbox"/> a. Giữ con hay chăm sóc một phần tử gia đình.       | <input type="checkbox"/> g. Không có phương tiện di chuyển.           |
| <input type="checkbox"/> b. Không biết về sinh hoạt đó.                      | <input type="checkbox"/> h. Trở ngại ngôn ngữ.                        |
| <input type="checkbox"/> c. Xung đột với việc làm hay thời khóa biểu riêng.  | <input type="checkbox"/> i. Không thích tham dự.                      |
| <input type="checkbox"/> d. Bị giới hạn vì sức khỏe hay bị khuyết tật.       | <input type="checkbox"/> j. Không thoải mái tham dự trong trường này. |
| <input type="checkbox"/> e. Tràn ngập các vấn đề hay trách nhiệm khác.       | <input type="checkbox"/> k. Lý do khác (xin nói rõ): _____            |
| <input type="checkbox"/> f. Không thể lấy thông tin hay thông cáo trên mạng. |   |

Note: Statutes included from the Every Student Succeeds Act of 2015 (ESSA) corresponds with items included on the HISD Title I, Part A Parent and Family Engagement Survey 2017–2018. Questions 4 and Question 7D were adapted from Epstein, J. L., & Associates. (2009). *School, Family, and Community Partnerships: Your handbook for action*. Third Edition. Corwin Press: Thousand Oaks, CA.

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

Thăm Dò Ý Kiến Sự Tham Dự của Phụ Huynh và Gia Đình thuộc "Title I, Part A" của HISD, 2017–2018

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

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

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

- a. Giúp con tôi về những môn bài khả năng đặc biệt (t.đ. tập đọc, viết, làm toán, kỹ thuật, AP/IB, v.v.)
- b. Giúp con tôi với IEP hoặc 504 Plan của nó
- c. Giúp con tôi các khả năng xã hội và biết cách đối phó với áp lực của chúng bạn
- d. Giúp con tôi sẵn sàng đi làm/lên đại học
- e. Giúp con tôi về các bài thi (t.đ. trong lớp, STAAR, STAAR EOC, v.v.)
- f. Cung cấp sách để hỗ trợ việc học ở nhà
- g. Cung cấp các tài liệu học hành mà tôi có thể biểu (t.đ. phương cách, nguồn ngữ từ vựng, v.v.)
- h. Điều khác (xin nói rõ): \_\_\_\_\_

**Thông tin về nhân khẩu**

9. Chính thức, quý vị thuộc chủng tộc/dân tộc nào? (Vui lòng chỉ chọn một)
- a. Da đỏ ở Mỹ Châu
  - b. Da đen hay người Mỹ gốc Phi Châu
  - c. A Châu/Đảo Thái Bình Dương
  - d. Nói tiếng Tây Ban Nha/La tinh
  - e. Da trắng
  - f. Dân khác
10. Tiếng Anh có phải là ngôn ngữ chính được nói trong nhà? (Vui lòng chỉ chọn một)
- a. Có
  - b. Không
11. Quý vị có một khuyết tật nào không? (Vui lòng chỉ chọn một)
- a. Có
  - b. Không
12. Trình độ giáo dục cao nhất của quý vị là gì? (Vui lòng chỉ chọn một)
- a. Chưa hoàn tất trung học hay G.E.D.
  - b. Đã hoàn tất trung học hay có bằng G.E.D.
  - c. Có theo học trường dạy nghề/đại học nhưng chưa hoàn tất
  - d. Đã hoàn tất trường dạy nghề hay có bằng cao sự
  - e. Đã hoàn tất bằng cử nhân hay cao hơn

Note: Statutes included from the Every Student Succeeds Act of 2015 (ESSA) corresponds with items included on the HISD Title I, Part A Parent and Family Engagement Survey 2017–2018. Questions 4 and Question 7D were adapted from Epstein, J. L., & Associates. (2009). *School, Family, and Community Partnerships: Your handbook for action*. Third Edition. Corwin Press: Thousand Oaks, CA.

## Appendix D

### Figure D-1. Permission to Use and Adapt Surveys and Related Materials from Non-district Sources

3-30-18

To: Sara Spikes

From: Joyce Epstein

Re: Permission Granted

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

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

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

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

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

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

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



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

Phone: (410) 516-8807  
Fax: (410) 516-8890







Email: [jepstein@jh.edu](mailto:jepstein@jh.edu)  
Web: [www.partnershipschools.org](http://www.partnershipschools.org)

## Appendix E

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

### THE KEYS TO SUCCESSFUL SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS

#### Epstein’s Six Types of Involvement

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

## Appendix F

Table 1. Overall Engagement Rates Among Parent and Family Members of HISD Students Enrolled at Title I Schools, (Excluding Individual/School Compact) by School Year, 2016–2017 and 2017–2018

School Name	2016–2017 Parent and Family Engagement Rate (%)	2017–2018 Parent and Family Engagement Rate (%)	Percentage Point Change
<b>HISD Districtwide</b>	<b>48.9%</b>	<b>44.7%</b>	<b>-4.2</b>
<b>Achieve 180 Schools Office</b>	<b>N/A</b>	<b>42.1%</b>	<b>N/A</b>
Attucks MS	1.7%	1.2%	-0.5%
Belfort ECC	19.3%	3.1%	-16.2%
Bonham ES	60.2%	42.3%	-17.9%
Bruce ES	18.7%	29.8%	11.1%
Cook ES	35.6%	93.2%	57.6%
Cullen MS	75.3%	82.3%	7.0%
Edison MS	23.6%	0.7%	-22.9%
Foerster ES	84.7%	1.1%	-83.6%
Fondren ES	0.8%	26.2%	25.4%
Forest Brook MS	13.5%	0.7%	-12.8%
Gallegos ES	10.0%	37.2%	27.2%
Gregory-Lincoln PK-8	62.7%	53.5%	-9.2%
High School Ahead Acad MS	82.2%	37.8%	-44.4%
Hilliard ES	30.8%	83.0%	52.2%
Kashmere Gardens ES	47.1%	31.5%	-15.6%
Key MS	3.5%	0.6%	-2.9%
Lawson MS	10.1%	1.8%	-8.3%
Lewis ES	55.2%	67.9%	12.7%
Liberty HS	13.5%	25.5%	12.0%
Looscan ES	69.8%	89.4%	19.6%
Madison HS	27.1%	20.8%	-6.3%
Martínez C ES	69.4%	83.1%	13.7%
Milby HS	40.9%	49.3%	8.4%
Montgomery ES	32.2%	9.2%	-23.0%
North Forest HS	60.8%	49.1%	-11.7%
Pugh ES	33.5%	80.9%	47.4%
Sharpstown HS	25.1%	20.3%	-4.8%
Stevens ES	92.4%	71.3%	-21.1%
TCAH	54.7%	73.9%	19.2%
V Prep South	62.1%	88.7%	26.6%
Washington HS	27.9%	17.3%	-10.6%
Westbury HS	16.0%	17.9%	1.9%
Yates HS	31.6%	2.1%	-29.5%
Young ES	61.1%	31.9%	-29.2%
<b>East Schools Office</b>	<b>N/A</b>	<b>46.2%</b>	<b>N/A</b>
Austin HS	26.1%	19.3%	-6.8%
BCM Biotech Academy at Rusk	92.5%	4.6%	-87.9%
Bonner ES	43.9%	65.4%	21.5%
Briscoe ES	32.5%	58.8%	26.3%
Burnet ES	44.9%	32.3%	-12.6%
Cage ES	83.0%	70.9%	-12.1%
Carrillo ES	79.8%	21.5%	-58.3%
Chávez HS	25.7%	31.3%	5.6%
Chrysalis MS	96.3%	21.3%	-75.0%
Crespo ES	79.7%	89.3%	9.6%
Dávila ES	39.4%	60.2%	20.8%
Deady MS	94.2%	19.6%	-74.6%
DeZavala ES	68.4%	94.4%	26.0%

HISD Chancery 07/09/2018 and 07/05/2017 cumulative enrollment for each school year, regardless of ADA membership status.

## Appendix F

Table 1. Overall Engagement Rates Among Parent and Family Members of HISD Students Enrolled at Title I Schools, (Excluding Individual/School Compact) by School Year, 2016–2017 and 2017–2018

School Name	2016–2017 Parent and Family Engagement Rate (%)	2017–2018 Parent and Family Engagement Rate (%)	Percentage Point Change
<b>HISD Districtwide</b>	<b>48.9%</b>	<b>44.7%</b>	<b>-4.2</b>
East EC HS	2.6%	24.4%	21.8%
Eastwood Acad HS	64.6%	98.6%	34.0%
Franklin ES	47.8%	1.5%	-46.3%
Furr HS	80.8%	81.8%	1.0%
Harris JR ES	84.8%	32.1%	-52.7%
Harris RP ES	51.4%	49.7%	-1.7%
Henderson JP ES	89.2%	80.6%	-8.6%
Holland MS	16.7%	10.7%	-6.0%
HSLJ	55.5%	17.8%	-37.7%
Lantrip ES	82.2%	68.2%	-14.0%
Laurenzo ECC	85.2%	91.2%	6.0%
Middle College HS - Fraga	87.8%	92.7%	4.9%
Mount Carmel Acad HS	91.5%	96.4%	4.9%
Navarro MS	28.3%	65.9%	37.6%
Oates ES	65.6%	25.1%	-40.5%
Ortiz MS	35.3%	17.3%	-18.0%
Park Place ES	83.6%	74.3%	-9.3%
Patterson ES	96.2%	60.8%	-35.4%
Pleasantville ES	60.0%	74.4%	14.4%
Port Houston ES	45.3%	52.4%	7.1%
Robinson ES	50.2%	1.9%	-48.3%
Rucker ES	55.9%	42.7%	-13.2%
Sánchez ES	87.8%	85.6%	-2.2%
Southmayd ES	74.3%	42.8%	-31.5%
Stevenson MS	23.5%	36.1%	12.6%
Tijerina ES	25.7%	5.6%	-20.1%
Whittier ES	11.3%	43.5%	32.2%
Young Scholars	0.5%	5.6%	5.1%
<b>North Schools Office</b>	<b>N/A</b>	<b>52.0%</b>	<b>N/A</b>
Atherton ES	86.2%	86.2%	0.0%
Barrick ES	51.9%	49.9%	-2.0%
Berry ES	25.1%	96.1%	71.0%
Burbank ES	48.7%	94.7%	46.0%
Burbank MS	47.3%	43.9%	-3.4%
Burrus ES	87.6%	91.6%	4.0%
Coop ES	97.7%	93.3%	-4.4%
DeChaumes ES	95.5%	94.5%	-1.0%
Durkee ES	87.8%	91.4%	3.6%
Eliot ES	91.9%	88.0%	-3.9%
Elmore ES	29.6%	24.6%	-5.0%
Farias ECC	100.0%	94.7%	-5.3%
Fleming MS	19.6%	1.7%	-17.9%
Fonville MS	22.3%	3.0%	-19.3%
Fonwood ECC	97.7%	87.1%	-10.6%
García ES	90.2%	1.7%	-88.5%
Henderson NQ ES	78.2%	25.5%	-52.7%
Herrera ES	93.7%	98.1%	4.4%
Houston MSTC HS	23.1%	24.3%	1.2%
Isaacs ES	84.5%	83.6%	-0.9%
Janowski ES	53.2%	42.6%	-10.6%

HISD Chancery 07/09/2018 and 07/05/2017 cumulative enrollment for each school year, regardless of ADA membership status.



## Appendix F

Table 1. Overall Engagement Rates Among Parent and Family Members of HISD Students Enrolled at Title I Schools, (Excluding Individual/School Compact) by School Year, 2016–2017 and 2017–2018

School Name	2016–2017 Parent and Family Engagement Rate (%)	2017–2018 Parent and Family Engagement Rate (%)	Percentage Point Change
<b>HISD Districtwide</b>	<b>48.9%</b>	<b>44.7%</b>	<b>-4.2</b>
Jordan HS	11.3%	94.6%	83.3%
Kennedy ES	71.8%	31.2%	-40.6%
Leland YMCPA	31.5%	69.7%	38.2%
Lyons ES	28.5%	5.5%	-23.0%
Marshall ES	73.0%	94.9%	21.9%
Martínez R ES	95.8%	54.2%	-41.6%
McGowen ES	94.2%	38.9%	-55.3%
McReynolds MS	89.4%	20.7%	-68.7%
Moreno ES	81.9%	77.5%	-4.4%
North Houston EC HS	55.1%	49.5%	-5.6%
Northline ES	6.2%	37.1%	30.9%
Osborne ES	87.9%	83.8%	-4.1%
Paige ES	1.1%	35.1%	34.0%
Ross ES	17.4%	0.0%	-17.4%
Scarborough ES	78.7%	65.4%	-13.3%
Scroggins ES	96.6%	94.4%	-2.2%
Shadydale ES	1.8%	1.1%	-0.7%
Williams MS	2.1%	6.6%	4.5%
<b>Northwest Schools Office</b>	<b>N/A</b>	<b>43.2%</b>	<b>N/A</b>
Arabic Immersion	87.0%	69.7%	-17.3%
Benbrook ES	70.3%	68.9%	-1.4%
Black MS	55.4%	11.9%	-43.5%
Browning ES	96.2%	95.3%	-0.9%
Challenge EC HS	8.8%	4.9%	-3.9%
Clifton MS	27.0%	87.9%	60.9%
Crockett ES	55.2%	94.0%	38.8%
DeBakey HS	26.2%	98.0%	71.8%
Durham ES	91.0%	6.2%	-84.8%
Field ES	44.6%	52.8%	8.2%
Garden Oaks	89.7%	40.9%	-48.8%
H AIS HS	27.3%	49.1%	21.8%
Hamilton MS	16.2%	5.5%	-10.7%
Heights HS	97.4%	77.5%	-19.9%
Helms ES	85.1%	94.7%	9.6%
Hogg MS	18.1%	61.0%	42.9%
Jefferson ES	53.0%	83.3%	30.3%
Ketelsen ES	77.9%	55.0%	-22.9%
Lamar HS	28.9%	24.7%	-4.2%
Love ES	55.5%	51.7%	-3.8%
MacGregor ES	62.4%	42.5%	-19.9%
Marshall MS	57.2%	95.0%	37.8%
Memorial ES	7.4%	0.2%	-7.2%
Northside HS	6.4%	7.9%	1.5%
Rice School PK-8	28.6%	9.5%	-19.1%
Roosevelt ES	61.7%	45.6%	-16.1%
Scarborough HS	8.2%	19.9%	11.7%
Sherman ES	58.9%	13.2%	-45.7%
Sinclair ES	68.9%	91.9%	23.0%
Smith ES	43.1%	51.2%	8.1%
Wainwright ES	34.4%	31.4%	-3.0%

HISD Chancery 07/09/2018 and 07/05/2017 cumulative enrollment for each school year, regardless of ADA membership status.

## Appendix F

Table 1. Overall Engagement Rates Among Parent and Family Members of HISD Students Enrolled at Title I Schools, (Excluding Individual/School Compact) by School Year, 2016–2017 and 2017–2018

School Name	2016–2017 Parent and Family Engagement Rate (%)	2017–2018 Parent and Family Engagement Rate (%)	Percentage Point Change
<b>HISD Districtwide</b>	<b>48.9%</b>	<b>44.7%</b>	<b>-4.2</b>
Waltrip HS	9.3%	7.3%	-2.0%
Wharton ES	83.4%	67.0%	-16.4%
Wilson ES	87.8%	31.2%	-56.6%
YWCPA	74.1%	66.5%	-7.6%
<b>South Schools Office</b>	<b>N/A</b>	<b>40.6%</b>	<b>N/A</b>
Alcott ES	93.6%	54.9%	-38.7%
Almeda ES	70.5%	47.6%	-22.9%
Bastian ES	1.0%	1.7%	0.7%
Baylor College MS	41.3%	0.0%	-41.3%
Brookline ES	39.1%	95.2%	56.1%
Codwell ES	18.4%	33.8%	15.4%
Cornelius ES	95.8%	96.3%	0.5%
DeAnda ES	92.9%	54.2%	-38.7%
Energy Inst HS	34.7%	0.4%	-34.3%
Foster ES	2.8%	2.3%	-0.5%
Frost ES	48.0%	38.6%	-9.4%
Garden Villas ES	44.8%	29.5%	-15.3%
Golfcrest ES	20.0%	64.2%	44.2%
Gregg ES	71.0%	94.8%	23.8%
Grissom ES	95.9%	95.6%	-0.3%
Hartman MS	84.8%	0.1%	-84.7%
Hartsfield ES	24.3%	11.2%	-13.1%
Hines-Caldwell ES	12.4%	83.4%	71.0%
Hobby ES	7.2%	41.8%	34.6%
Jones HS	94.1%	8.2%	-85.9%
Kandy Stripe Acad ES	35.2%	32.7%	-2.5%
Kelso ES	79.4%	33.2%	-46.2%
Law ES	1.5%	6.6%	5.1%
Lockhart ES	65.5%	10.6%	-54.9%
Mitchell ES	82.4%	53.2%	-29.2%
MLK ECC	99.2%	99.0%	-0.2%
Peck ES	0.5%	49.5%	49.0%
Petersen ES	1.3%	0.8%	-0.5%
Reagan Ed Ctr PK-8	92.4%	1.1%	-91.3%
Reynolds ES	1.5%	86.9%	85.4%
Seguin ES	86.7%	92.1%	5.4%
Shearn ES	91.2%	45.6%	-45.6%
South EC HS	39.9%	50.8%	10.9%
Sterling HS	19.7%	26.6%	6.9%
Thomas MS	63.8%	0.2%	-63.6%
Thompson ES	69.0%	91.2%	22.2%
TSU Charter	80.9%	0.0%	-80.9%
Whidby ES	85.9%	73.3%	-12.6%
Windsor Village ES	63.3%	26.9%	-36.4%
<b>Superintendent's Schools Office</b>	<b>N/A</b>	<b>20.3%</b>	<b>N/A</b>
Blackshear ES	85.8%	2.7%	-83.1%
Dogan ES	27.6%	30.9%	3.3%
Henry MS	29.1%	39.4%	10.3%
Highland Heights ES	1.3%	32.9%	31.6%
Kashmere HS	17.6%	3.1%	-14.5%

HISD Chancery 07/09/2018 and 07/05/2017 cumulative enrollment for each school year, regardless of ADA membership status.

Title I, Part A Parent and Family Engagement Report, 2017–2018  
Appendix F

**Table 1. Overall Engagement Rates Among Parent and Family Members of HISD Students Enrolled at Title I Schools, (Excluding Individual/School Compact) by School Year, 2016–2017 and 2017–2018**

School Name	2016–2017 Parent and Family Engagement Rate (%)	2017–2018 Parent and Family Engagement Rate (%)	Percentage Point Change
<b>HISD Districtwide</b>	<b>48.9%</b>	<b>44.7%</b>	<b>-4.2</b>
Mading ES	7.3%	9.4%	2.1%
Wesley ES	78.4%	50.7%	-27.7%
Wheatley HS	39.5%	21.3%	-18.2%
Woodson PK-8	18.3%	25.6%	7.3%
Worthing HS	85.0%	0.9%	-84.1%
<b>West Schools Office</b>	<b>N/A</b>	<b>48.0%</b>	<b>N/A</b>
Anderson ES	35.1%	1.9%	-33.2%
Ashford ES	82.3%	67.6%	-14.7%
Askew ES	78.4%	93.7%	15.3%
Bell ES	60.6%	7.9%	-52.7%
Bellaire HS	25.5%	39.2%	13.7%
Benavidez ES	37.9%	33.2%	-4.7%
Braeburn ES	87.5%	76.7%	-10.8%
Briar Meadow	93.9%	93.8%	-0.1%
Cunningham ES	64.0%	59.7%	-4.3%
Daily ES	40.9%	40.7%	-0.2%
Elrod ES	87.4%	84.6%	-2.8%
Emerson ES	50.8%	56.5%	5.7%
Energized ECC	39.7%	90.7%	51.0%
Energized ES	28.1%	93.5%	65.4%
Energized MS	56.9%	94.5%	37.6%
E-STEM Central HS	85.4%	92.0%	6.6%
E-STEM Central MS	51.8%	92.1%	40.3%
E-STEM West HS	82.8%	91.8%	9.0%
E-STEM West MS	17.8%	95.7%	77.9%
Fondren MS	9.6%	0.9%	-8.7%
Gross ES	83.8%	43.6%	-40.2%
Halpin ECC	72.5%	59.2%	-13.3%
Herod ES	32.8%	42.6%	9.8%
Inspired Acad	12.9%	92.5%	79.6%
Las Américas MS	29.4%	20.3%	-9.1%
Long Acad	39.0%	15.3%	-23.7%
Longfellow ES	55.8%	50.8%	-5.0%
McNamara ES	66.6%	52.9%	-13.7%
Meyerland MS	49.2%	46.9%	-2.3%
Middle College HS - Gulfton	34.5%	76.4%	41.9%
Milne ES	57.3%	44.4%	-12.9%
Mistral ECC	84.3%	72.0%	-12.3%
Neff ECC	27.9%	65.4%	37.5%
Neff ES	72.8%	67.9%	-4.9%
Parker ES	40.4%	30.4%	-10.0%
Pershing MS	51.7%	32.0%	-19.7%
Pilgrim ES	90.3%	74.1%	-16.2%
Piney Point ES	55.5%	74.8%	19.3%
Red ES	82.6%	47.1%	-35.5%
Revere MS	0.7%	0.4%	-0.3%
Rodriguez ES	75.3%	83.9%	8.6%
School at St. George ES	90.6%	56.5%	-34.1%
Shadowbriar ES	0.8%	23.6%	22.8%
Sharpstown Intl	0.0%	0.3%	0.3%

HISD Chancery 07/09/2018 and 07/05/2017 cumulative enrollment for each school year, regardless of ADA membership status.

## Appendix F

Table 1. Overall Engagement Rates Among Parent and Family Members of HISD Students Enrolled at Title I Schools, (Excluding Individual/School Compact) by School Year, 2016–2017 and 2017–2018

School Name	2016–2017 Parent and Family Engagement Rate (%)	2017–2018 Parent and Family Engagement Rate (%)	Percentage Point Change
<b>HISD Districtwide</b>	<b>48.9%</b>	<b>44.7%</b>	<b>-4.2</b>
Sugar Grove MS	2.8%	0.7%	-2.1%
Sutton ES	89.9%	93.9%	4.0%
Tanglewood MS	41.5%	27.5%	-14.0%
Tinsley ES	61.9%	6.9%	-55.0%
Valley West ES	66.4%	0.7%	-65.7%
Walnut Bend ES	70.3%	13.3%	-57.0%
Welch MS	1.2%	0.2%	-1.0%
West Briar MS	88.5%	75.5%	-13.0%
Westside HS	44.5%	55.7%	11.2%
White E ES	90.2%	0.2%	-90.0%
White M ES	52.8%	97.1%	44.3%
Wisdom HS	7.8%	19.8%	12.0%
Young Learners	96.7%	78.3%	-18.4%

HISD Chancery 07/09/2018 and 07/05/2017 cumulative enrollment for each school year, regardless of ADA membership status.

**Appendix G**  
**HISD Districtwide**

School No.: 999

School Office: HISD

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	398	0.2%	45.0%
Asian	5,868	2.7%	48.4%
Black or African American	56,763	25.8%	36.1%
Hispanic	140,311	63.7%	47.0%
Native Hawaiian and Other Pacific Islander	150	0.1%	46.7%
Two or more	1,996	0.9%	50.6%
White	14,867	6.7%	53.9%
Total Enrollment	220,353	100.0%	44.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
220,353	76.5%	32.5%	16.4%	13.6%	7.8%	10.2%	8.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Achieve 180 Schools Office**

School No.: 920

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	92	0.2%	51.1%
Asian	562	1.5%	46.6%
Black or African American	12,570	33.9%	34.6%
Hispanic	18,459	49.8%	39.4%
Native Hawaiian and Other Pacific Islander	40	0.1%	55.0%
Two or more	569	1.5%	65.4%
White	4,758	12.8%	69.2%
Total Enrollment	37,050	100.0%	42.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
37,050	71.3%	35.1%	10.9%	8.9%	6.8%	5.6%	7.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Crispus Attucks Middle School**

School No.: 041

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.2%	0.0%
Asian	4	0.7%	0.0%
Black or African American	440	77.1%	1.6%
Hispanic	115	20.1%	0.0%
Two or more	5	0.9%	0.0%
White	6	1.1%	0.0%
Total Enrollment	571	100.0%	1.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
571	83.0%	0.2%	0.2%	0.2%	0.0%	0.0%	0.9%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Belfort Early Childhood Center**

School No.: 360

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	6	1.4%	0.0%
Black or African American	97	23.2%	4.1%
Hispanic	309	73.9%	2.9%
Two or more	2	0.5%	0.0%
White	4	1.0%	0.0%
Total Enrollment	418	100.0%	3.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
418	88.3%	2.9%	0.7%	2.4%	2.4%	0.2%	0.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**James Bonham Elementary School**

School No.: 111

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	11	1.0%	45.5%
Black or African American	256	23.3%	41.8%
Hispanic	812	74.0%	42.0%
Two or more	10	0.9%	60.0%
White	8	0.7%	62.5%
Total Enrollment	1,097	100.0%	42.3%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,097	88.1%	19.7%	40.9%	19.3%	19.2%	19.1%	22.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Blanche Bruce Elementary School**

School No.: 121

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	4	0.7%	0.0%
Black or African American	412	68.2%	26.0%
Hispanic	186	30.8%	39.2%
Two or more	1	0.2%	0.0%
White	1	0.2%	0.0%
Total Enrollment	604	100.0%	29.8%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
604	72.7%	29.6%	25.0%	2.0%	1.7%	0.7%	0.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Felix Cook Jr. Elementary School**

School No.: 358

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.3%	100.0%
Asian	1	0.1%	100.0%
Black or African American	413	58.4%	94.4%
Hispanic	274	38.8%	92.0%
Two or more	4	0.6%	50.0%
White	13	1.8%	92.3%
Total Enrollment	707	100.0%	93.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
707	93.2%	19.7%	18.1%	92.2%	92.8%	18.0%	17.7%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Ezekiel Cullen Middle School**

School No.: 044

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	1	0.2%	100.0%
Black or African American	463	80.5%	81.6%
Hispanic	96	16.7%	86.5%
Two or more	4	0.7%	75.0%
White	11	1.9%	72.7%
Total Enrollment	575	100.0%	82.3%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
575	82.4%	1.0%	0.7%	82.1%	0.2%	0.3%	82.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Thomas Alva Edison Middle School**

School No.: 046

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	9	1.2%	0.0%
Hispanic	711	98.5%	0.7%
White	2	0.3%	0.0%
Total Enrollment	722	100.0%	0.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
722	2.8%	0.6%	0.3%	0.0%	0.1%	0.1%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Cecile Foerster Elementary School**

School No.: 271

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	53	6.5%	0.0%
Black or African American	518	63.2%	1.5%
Hispanic	225	27.5%	0.4%
Native Hawaiian and Other Pacific Islander	3	0.4%	0.0%
Two or more	5	0.6%	0.0%
White	15	1.8%	0.0%
Total Enrollment	819	100.0%	1.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
819	47.5%	1.0%	0.4%	0.4%	0.2%	0.2%	0.4%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Walter Fondren Elementary School**

School No.: 153

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.2%	100.0%
Asian	3	0.7%	0.0%
Black or African American	146	34.5%	23.3%
Hispanic	268	63.4%	27.6%
White	5	1.2%	40.0%
Total Enrollment	423	100.0%	26.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
423	73.3%	8.5%	10.2%	10.9%	0.7%	0.9%	0.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Forest Brook Middle School**

School No.: 476

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Black or African American	698	66.9%	0.7%
Hispanic	328	31.4%	0.6%
Native Hawaiian and Other Pacific Islander	1	0.1%	0.0%
Two or more	2	0.2%	0.0%
White	13	1.2%	0.0%
Total Enrollment	1,043	100.0%	0.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,043	2.2%	0.5%	0.1%	0.0%	0.2%	0.1%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Mario Gallegos Elementary School**

School No.: 291

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.2%	100.0%
Black or African American	7	1.6%	42.9%
Hispanic	416	97.4%	37.0%
White	3	0.7%	33.3%
Total Enrollment	427	100.0%	37.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
427	89.7%	36.3%	27.9%	8.7%	0.5%	0.7%	16.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Gregory-Lincoln Education Center**

School No.: 058

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.4%	33.3%
Asian	7	0.9%	42.9%
Black or African American	542	66.5%	54.4%
Hispanic	230	28.2%	52.6%
Native Hawaiian and Other Pacific Islander	1	0.1%	100.0%
Two or more	8	1.0%	25.0%
White	24	2.9%	54.2%
<b>Total Enrollment</b>	<b>815</b>	<b>100.0%</b>	<b>53.5%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
815	97.7%	47.6%	0.4%	6.7%	0.2%	2.9%	13.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**High School Ahead Academy**

School No.: 456

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	145	60.2%	40.0%
Hispanic	92	38.2%	34.8%
White	4	1.7%	25.0%
Total Enrollment	241	100.0%	37.8%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
241	85.9%	37.3%	5.0%	2.1%	0.8%	0.8%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Hilliard Elementary School**

School No.: 473

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.5%	100.0%
Black or African American	515	77.7%	81.9%
Hispanic	137	20.7%	86.1%
Two or more	4	0.6%	75.0%
White	4	0.6%	100.0%
Total Enrollment	663	100.0%	83.0%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
663	84.6%	82.8%	1.1%	1.7%	1.4%	0.2%	0.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Kashmere Gardens Elementary School**

School No.: 185

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.2%	0.0%
Black or African American	325	80.0%	31.4%
Hispanic	76	18.7%	34.2%
Native Hawaiian and Other Pacific Islander	1	0.2%	0.0%
Two or more	1	0.2%	0.0%
White	2	0.5%	0.0%
<b>Total Enrollment</b>	<b>406</b>	<b>100.0%</b>	<b>31.5%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
406	32.5%	31.5%	0.2%	31.0%	19.7%	16.7%	19.7%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Francis Scott Key Middle School**

School No.: 079

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.2%	0.0%
Asian	1	0.1%	0.0%
Black or African American	457	55.8%	0.9%
Hispanic	331	40.4%	0.3%
Two or more	4	0.5%	0.0%
White	24	2.9%	0.0%
Total Enrollment	819	100.0%	0.6%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
819	79.5%	0.4%	0.5%	0.4%	0.4%	0.1%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Audrey H. Lawson Middle School**

School No.: 075

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	4	0.3%	0.0%
Asian	4	0.3%	0.0%
Black or African American	435	34.9%	1.1%
Hispanic	787	63.2%	2.2%
Two or more	5	0.4%	0.0%
White	10	0.8%	0.0%
<b>Total Enrollment</b>	<b>1,245</b>	<b>100.0%</b>	<b>1.8%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,245	87.9%	0.6%	0.2%	1.3%	1.2%	1.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Judd Lewis Elementary School**

School No.: 194

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	100.0%
Black or African American	222	24.7%	68.0%
Hispanic	663	73.7%	67.6%
Two or more	6	0.7%	83.3%
White	7	0.8%	71.4%
Total Enrollment	899	100.0%	67.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
899	91.9%	66.0%	0.1%	6.9%	0.4%	0.2%	2.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**  
**Liberty High School**

School No.: 324

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	11	2.3%	27.3%
Black or African American	22	4.6%	13.6%
Hispanic	432	90.4%	26.2%
White	13	2.7%	23.1%
Total Enrollment	478	100.0%	25.5%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
478	58.8%	25.5%	0.8%	0.8%	0.8%	0.8%	0.8%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Adele Looscan Elementary School**

School No.: 197

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	14	3.6%	92.9%
Hispanic	365	94.8%	89.3%
Two or more	2	0.5%	100.0%
White	4	1.0%	75.0%
Total Enrollment	385	100.0%	89.4%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
385	89.9%	0.5%	88.8%	0.3%	30.9%	0.3%	0.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

## Appendix G

## James Madison High School

School No.: 010

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.2%	33.3%
Asian	10	0.5%	0.0%
Black or African American	805	40.9%	25.8%
Hispanic	1,126	57.2%	17.3%
Native Hawaiian and Other Pacific Islander	2	0.1%	100.0%
Two or more	9	0.5%	22.2%
White	13	0.7%	15.4%
Total Enrollment	1,968	100.0%	20.8%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,968	90.9%	4.7%	2.1%	0.7%	5.0%	8.3%	2.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Clemente Martínez Elementary School**

School No.: 289

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.2%	0.0%
Black or African American	210	39.0%	75.7%
Hispanic	322	59.7%	88.2%
Two or more	1	0.2%	100.0%
White	5	0.9%	80.0%
Total Enrollment	539	100.0%	83.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
539	95.0%	82.6%	81.1%	80.9%	80.7%	80.7%	80.7%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Charles Milby High School**

School No.: 011

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	9	0.5%	33.3%
Asian	10	0.5%	30.0%
Black or African American	90	4.8%	44.4%
Hispanic	1,740	93.7%	49.9%
Two or more	1	0.1%	0.0%
White	7	0.4%	14.3%
Total Enrollment	1,857	100.0%	49.3%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,857	94.8%	47.5%	17.9%	0.2%	0.3%	9.6%	4.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**James Montgomery Elementary School**

School No.: 207

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	1	0.1%	0.0%
Black or African American	302	43.5%	7.3%
Hispanic	383	55.1%	10.7%
Two or more	4	0.6%	0.0%
White	4	0.6%	25.0%
<b>Total Enrollment</b>	<b>695</b>	<b>100.0%</b>	<b>9.2%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
695	79.0%	0.9%	4.7%	5.0%	4.7%	0.6%	4.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**North Forest High School**

School No.: 477

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.2%	66.7%
Asian	1	0.1%	0.0%
Black or African American	789	64.3%	52.6%
Hispanic	423	34.5%	41.6%
Two or more	1	0.1%	100.0%
White	10	0.8%	80.0%
Total Enrollment	1,227	100.0%	49.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,227	85.7%	49.0%	0.5%	19.5%	5.2%	0.7%	2.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Leeona Pugh Elementary School**

School No.: 223

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.5%	100.0%
Black or African American	11	2.5%	100.0%
Hispanic	419	96.3%	80.2%
White	3	0.7%	100.0%
Total Enrollment	435	100.0%	80.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
435	81.1%	22.1%	80.2%	14.3%	1.8%	18.9%	19.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Sharpstown High School**

School No.: 023

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.1%	0.0%
Asian	58	2.8%	17.2%
Black or African American	433	20.9%	20.1%
Hispanic	1,518	73.2%	20.6%
Two or more	7	0.3%	57.1%
White	56	2.7%	12.5%
Total Enrollment	2,074	100.0%	20.3%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
2,074	80.8%	20.1%	2.1%	1.6%	0.1%	0.1%	2.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Lulu Stevens Elementary School**

School No.: 245

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	100.0%
Asian	9	1.1%	44.4%
Black or African American	83	10.1%	63.9%
Hispanic	669	81.6%	73.4%
Two or more	6	0.7%	83.3%
White	52	6.3%	59.6%
Total Enrollment	820	100.0%	71.3%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
820	74.3%	71.2%	0.0%	0.0%	0.0%	0.0%	0.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Texas Connections Academy at Houston**

School No.: 100

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	37	0.4%	73.0%
Asian	278	3.2%	79.9%
Black or African American	929	10.8%	74.2%
Hispanic	2,609	30.3%	73.6%
Native Hawaiian and Other Pacific Islander	27	0.3%	70.4%
Two or more	435	5.1%	75.2%
White	4,286	49.8%	73.5%
<b>Total Enrollment</b>	<b>8,601</b>	<b>100.0%</b>	<b>73.9%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
8,601	51.5%	73.8%	10.1%	7.6%	7.6%	7.6%	7.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Victory Preparatory Academy South**

School No.: 487

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	3	1.1%	100.0%
Black or African American	127	47.7%	85.8%
Hispanic	133	50.0%	91.7%
Two or more	1	0.4%	0.0%
White	2	0.8%	100.0%
Total Enrollment	266	100.0%	88.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
266	88.7%	88.3%	13.9%	9.8%	6.4%	17.7%	1.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Booker T. Washington High School**

School No.: 016

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.2%	50.0%
Asian	1	0.1%	100.0%
Black or African American	497	51.5%	20.5%
Hispanic	419	43.4%	12.4%
Native Hawaiian and Other Pacific Islander	1	0.1%	0.0%
Two or more	9	0.9%	44.4%
White	36	3.7%	19.4%
Total Enrollment	965	100.0%	17.3%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
965	80.0%	4.7%	14.2%	0.2%	0.2%	0.5%	0.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**  
**Westbury High School**

School No.: 017

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	8	0.3%	12.5%
Asian	84	3.0%	7.1%
Black or African American	946	33.5%	23.7%
Hispanic	1,677	59.4%	15.1%
Native Hawaiian and Other Pacific Islander	4	0.1%	0.0%
Two or more	21	0.7%	14.3%
White	82	2.9%	19.5%
Total Enrollment	2,822	100.0%	17.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
2,822	85.2%	17.5%	16.5%	0.9%	1.5%	0.2%	1.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Jack Yates High School**

School No.: 020

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.2%	0.0%
Black or African American	866	87.0%	2.3%
Hispanic	106	10.7%	0.9%
Two or more	3	0.3%	0.0%
White	18	1.8%	0.0%
Total Enrollment	995	100.0%	2.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
995	68.1%	1.7%	0.0%	0.0%	0.0%	0.3%	0.7%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Ethel Young Elementary School**

School No.: 247

School Office: Achieve 180

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.2%	0.0%
Asian	1	0.2%	0.0%
Black or African American	346	80.7%	33.2%
Hispanic	62	14.5%	27.4%
Two or more	8	1.9%	25.0%
White	11	2.6%	27.3%
Total Enrollment	429	100.0%	31.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
429	46.9%	25.2%	4.7%	10.0%	7.2%	3.5%	2.8%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**  
**East Schools Office**

School No.: 913

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	32	0.1%	46.9%
Asian	503	1.7%	38.4%
Black or African American	2,520	8.5%	36.3%
Hispanic	26,136	88.2%	47.4%
Native Hawaiian and Other Pacific Islander	12	0.0%	58.3%
Two or more	61	0.2%	36.1%
White	367	1.2%	44.1%
<b>Total Enrollment</b>	<b>29,631</b>	<b>100.0%</b>	<b>46.2%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
29,631	81.2%	31.0%	21.9%	10.5%	8.5%	12.0%	10.4%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Stephen F. Austin High School**

School No.: 001

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	4	0.2%	50.0%
Asian	2	0.1%	0.0%
Black or African American	146	7.2%	28.8%
Hispanic	1,860	91.5%	18.3%
Two or more	4	0.2%	25.0%
White	16	0.8%	37.5%
Total Enrollment	2,032	100.0%	19.3%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
2,032	91.7%	14.1%	0.1%	0.1%	0.1%	7.2%	0.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**BCM Biotech Academy at Rusk**

School No.: 234

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.5%	0.0%
Asian	4	1.0%	0.0%
Black or African American	61	15.5%	3.3%
Hispanic	317	80.7%	5.0%
Two or more	2	0.5%	0.0%
White	7	1.8%	0.0%
<b>Total Enrollment</b>	<b>393</b>	<b>100.0%</b>	<b>4.6%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
393	97.2%	4.6%	0.3%	0.0%	0.0%	0.5%	1.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Melinda Bonner Elementary School**

School No.: 112

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	7	0.8%	71.4%
Black or African American	15	1.6%	26.7%
Hispanic	889	96.2%	66.1%
Two or more	2	0.2%	100.0%
White	11	1.2%	45.5%
Total Enrollment	924	100.0%	65.4%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
924	94.4%	0.4%	60.7%	2.7%	0.2%	8.5%	10.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Andrew Briscoe Elementary**

School No.: 117

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.3%	0.0%
Hispanic	370	98.4%	59.2%
White	5	1.3%	40.0%
Total Enrollment	376	100.0%	58.8%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
376	91.5%	29.5%	0.0%	22.1%	1.3%	47.1%	1.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**David Burnet Elementary School**

School No.: 124

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.2%	100.0%
Black or African American	20	3.5%	5.0%
Hispanic	538	94.4%	33.8%
Two or more	3	0.5%	0.0%
White	8	1.4%	0.0%
Total Enrollment	570	100.0%	32.3%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
570	69.1%	32.3%	0.4%	14.0%	2.8%	3.7%	8.4%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Rufus Cage Elementary School**

School No.: 287

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	6	1.1%	66.7%
Black or African American	9	1.6%	100.0%
Hispanic	523	95.8%	70.2%
White	8	1.5%	87.5%
Total Enrollment	546	100.0%	70.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
546	82.8%	70.7%	0.2%	0.2%	0.2%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Edna Carrillo Elementary School**

School No.: 292

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	1	0.2%	0.0%
Black or African American	11	1.8%	27.3%
Hispanic	582	95.7%	22.0%
Two or more	2	0.3%	0.0%
White	12	2.0%	0.0%
Total Enrollment	608	100.0%	21.5%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
608	22.4%	20.7%	19.4%	0.2%	0.0%	1.8%	1.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**César Chávez High School**

School No.: 027

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.1%	33.3%
Asian	127	3.8%	19.7%
Black or African American	347	10.4%	28.8%
Hispanic	2,814	84.2%	32.2%
Native Hawaiian and Other Pacific Islander	4	0.1%	50.0%
Two or more	4	0.1%	50.0%
White	44	1.3%	27.3%
<b>Total Enrollment</b>	<b>3,343</b>	<b>100.0%</b>	<b>31.3%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
3,343	92.6%	30.9%	0.1%	0.1%	0.1%	1.2%	0.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Project Chrysalis Middle School**

School No.: 071

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	8	3.0%	12.5%
Black or African American	1	0.4%	0.0%
Hispanic	256	95.9%	21.9%
White	2	0.7%	0.0%
Total Enrollment	267	100.0%	21.3%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
267	92.9%	21.3%	0.0%	0.0%	0.0%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Manuel Crespo Elementary School**

School No.: 290

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	4	0.4%	100.0%
Black or African American	16	1.7%	75.0%
Hispanic	930	96.9%	89.6%
White	10	1.0%	80.0%
Total Enrollment	960	100.0%	89.3%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
960	89.6%	1.0%	89.0%	0.8%	0.7%	0.4%	6.4%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Jaime Dávila Elementary School**

School No.: 297

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.2%	0.0%
Asian	2	0.5%	100.0%
Black or African American	6	1.4%	50.0%
Hispanic	410	97.2%	60.7%
White	3	0.7%	0.0%
Total Enrollment	422	100.0%	60.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
422	93.1%	53.6%	0.0%	12.6%	0.2%	0.0%	2.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**James Deady Middle School**

School No.: 045

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	2	0.3%	100.0%
Black or African American	7	0.9%	42.9%
Hispanic	780	97.9%	19.2%
Two or more	1	0.1%	0.0%
White	6	0.8%	16.7%
<b>Total Enrollment</b>	<b>797</b>	<b>100.0%</b>	<b>19.6%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
797	95.6%	9.5%	10.8%	0.0%	0.1%	0.0%	0.4%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Lorenzo De Zavala Elementary School**

School No.: 138

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.2%	100.0%
Black or African American	9	1.4%	77.8%
Hispanic	607	97.1%	94.6%
White	8	1.3%	100.0%
Total Enrollment	625	100.0%	94.4%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
625	95.2%	94.1%	94.4%	94.1%	94.1%	24.2%	94.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**East Early College High School**

School No.: 345

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.4%	50.0%
Asian	15	3.1%	33.3%
Black or African American	7	1.4%	28.6%
Hispanic	454	93.8%	23.8%
Native Hawaiian and Other Pacific Islander	1	0.2%	100.0%
White	5	1.0%	20.0%
Total Enrollment	484	100.0%	24.4%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
484	99.4%	0.2%	5.8%	14.0%	7.9%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Eastwood Academy for Academic Achievement**

School No.: 301

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.5%	100.0%
Asian	2	0.5%	100.0%
Black or African American	4	0.9%	100.0%
Hispanic	415	96.3%	98.8%
Two or more	1	0.2%	100.0%
White	7	1.6%	85.7%
<b>Total Enrollment</b>	<b>431</b>	<b>100.0%</b>	<b>98.6%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
431	98.6%	31.3%	0.0%	12.8%	98.6%	32.0%	4.4%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Benjamin Franklin Elementary School**

School No.: 155

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	2	0.4%	0.0%
Hispanic	465	99.4%	1.5%
White	1	0.2%	0.0%
Total Enrollment	468	100.0%	1.5%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
468	2.8%	1.5%	0.4%	0.2%	0.2%	0.0%	0.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Ebbert Furr High School**

School No.: 004

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	5	0.4%	100.0%
Asian	6	0.5%	66.7%
Black or African American	243	18.7%	80.2%
Hispanic	1,016	78.2%	82.4%
Native Hawaiian and Other Pacific Islander	2	0.2%	100.0%
Two or more	4	0.3%	75.0%
White	23	1.8%	73.9%
<b>Total Enrollment</b>	<b>1,299</b>	<b>100.0%</b>	<b>81.8%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,299	81.8%	81.8%	81.7%	81.7%	81.7%	81.8%	81.7%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

## Appendix G

## John Richardson Harris Elementary School

School No.: 166

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	1	0.2%	100.0%
Black or African American	12	2.4%	41.7%
Hispanic	488	97.2%	31.8%
White	1	0.2%	0.0%
Total Enrollment	502	100.0%	32.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
502	33.9%	31.9%	12.2%	0.0%	0.0%	0.2%	0.4%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Roland Plunkett Harris Elementary School**

School No.: 167

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	1	0.1%	0.0%
Black or African American	107	14.9%	47.7%
Hispanic	598	83.5%	50.5%
Native Hawaiian and Other Pacific Islander	1	0.1%	100.0%
Two or more	4	0.6%	50.0%
White	5	0.7%	0.0%
Total Enrollment	716	100.0%	49.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
716	81.3%	5.0%	31.6%	8.4%	0.4%	11.9%	26.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**James Pinckney Henderson Elementary School**

School No.: 171

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	100.0%
Asian	1	0.1%	100.0%
Black or African American	16	2.0%	50.0%
Hispanic	790	96.5%	81.6%
White	11	1.3%	45.5%
Total Enrollment	819	100.0%	80.6%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
819	82.2%	51.8%	72.0%	14.5%	2.8%	11.7%	12.9%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**William S. Holland Middle School**

School No.: 050

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	4	0.5%	0.0%
Black or African American	164	22.2%	12.2%
Hispanic	555	75.0%	10.1%
Two or more	3	0.4%	33.3%
White	13	1.8%	15.4%
Total Enrollment	740	100.0%	10.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
740	7.6%	4.7%	4.9%	3.1%	7.7%	0.1%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**High School for Law and Justice**

School No.: 034

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.2%	0.0%
Asian	4	0.9%	25.0%
Black or African American	68	15.6%	20.6%
Hispanic	343	78.5%	15.7%
Native Hawaiian and Other Pacific Islander	1	0.2%	0.0%
White	20	4.6%	45.0%
Total Enrollment	437	100.0%	17.8%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
437	97.5%	16.5%	0.0%	0.0%	2.5%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Dora Lantrip Elementary School**

School No.: 192

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	7	0.9%	85.7%
Black or African American	38	4.9%	55.3%
Hispanic	714	91.9%	68.1%
Two or more	1	0.1%	100.0%
White	17	2.2%	94.1%
Total Enrollment	777	100.0%	68.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
777	92.7%	10.2%	58.2%	26.5%	0.4%	10.0%	13.8%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Ninfa Lorenzo Early Childhood Center**

School No.: 357

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	2	0.6%	100.0%
Hispanic	350	99.4%	91.1%
Total Enrollment	352	100.0%	91.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
352	96.3%	65.3%	77.0%	0.0%	0.0%	0.9%	13.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Middle College High School at HCC Felix Fraga**

School No.: 485

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	1	0.7%	100.0%
Black or African American	23	15.3%	91.3%
Hispanic	123	82.0%	93.5%
White	3	2.0%	66.7%
Total Enrollment	150	100.0%	92.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
150	92.0%	92.7%	2.0%	0.7%	0.7%	2.0%	0.7%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Mount Carmel Academy**

School No.: 311

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	5	1.4%	80.0%
Black or African American	36	10.1%	97.2%
Hispanic	308	86.0%	96.8%
Two or more	1	0.3%	100.0%
White	8	2.2%	87.5%
Total Enrollment	358	100.0%	96.4%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
358	96.6%	96.1%	0.6%	0.0%	0.6%	95.8%	2.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Yolanda Black Navarro Middle School of Excellence**

School No.: 054

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Black or African American	85	10.6%	67.1%
Hispanic	713	88.7%	66.2%
Native Hawaiian and Other Pacific Islander	1	0.1%	100.0%
Two or more	1	0.1%	0.0%
White	3	0.4%	0.0%
<b>Total Enrollment</b>	<b>804</b>	<b>100.0%</b>	<b>65.9%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
804	92.3%	65.7%	1.9%	0.0%	0.1%	0.4%	1.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**James Oates Elementary School**

School No.: 212

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	4	0.9%	0.0%
Black or African American	64	15.0%	4.7%
Hispanic	351	82.4%	29.1%
Two or more	3	0.7%	0.0%
White	4	0.9%	50.0%
Total Enrollment	426	100.0%	25.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
426	59.9%	0.0%	23.5%	6.8%	2.1%	6.3%	5.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Daniel Ortíz Jr. Middle School**

School No.: 338

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	23	2.0%	17.4%
Black or African American	246	21.4%	22.0%
Hispanic	866	75.4%	15.8%
Native Hawaiian and Other Pacific Islander	1	0.1%	0.0%
Two or more	3	0.3%	33.3%
White	9	0.8%	33.3%
<b>Total Enrollment</b>	<b>1,149</b>	<b>100.0%</b>	<b>17.3%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,149	94.9%	17.1%	14.6%	0.0%	17.0%	10.4%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Park Place Elementary School**

School No.: 214

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	176	17.5%	56.3%
Black or African American	22	2.2%	36.4%
Hispanic	802	79.6%	79.3%
Two or more	3	0.3%	100.0%
White	5	0.5%	60.0%
Total Enrollment	1,008	100.0%	74.3%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,008	97.0%	29.7%	47.5%	23.2%	2.4%	16.7%	37.7%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Robert Patterson Elementary School**

School No.: 216

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	3	0.3%	100.0%
Black or African American	77	7.6%	29.9%
Hispanic	908	89.8%	63.3%
Two or more	2	0.2%	0.0%
White	21	2.1%	66.7%
Total Enrollment	1,011	100.0%	60.8%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,011	95.8%	60.6%	0.4%	20.8%	0.5%	59.3%	6.7%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Pleasantville Elementary School**

School No.: 220

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	216	66.7%	72.7%
Hispanic	98	30.2%	82.7%
Two or more	2	0.6%	100.0%
White	8	2.5%	12.5%
Total Enrollment	324	100.0%	74.4%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
324	88.3%	64.2%	0.6%	24.4%	0.3%	25.6%	11.7%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Port Houston Elementary School**

School No.: 222

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	9	2.7%	33.3%
Hispanic	318	96.4%	53.1%
Two or more	1	0.3%	0.0%
White	2	0.6%	50.0%
Total Enrollment	330	100.0%	52.4%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
330	53.6%	51.2%	26.4%	4.8%	4.8%	17.3%	9.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Judson Robinson Elementary School**

School No.: 186

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.2%	0.0%
Asian	1	0.2%	0.0%
Black or African American	138	22.1%	2.2%
Hispanic	476	76.2%	1.9%
Two or more	1	0.2%	0.0%
White	8	1.3%	0.0%
Total Enrollment	625	100.0%	1.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
625	36.2%	1.8%	0.2%	0.0%	0.2%	0.0%	0.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Pearl Rucker Elementary School**

School No.: 233

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	11	2.1%	54.5%
Hispanic	509	97.0%	42.6%
Two or more	2	0.4%	0.0%
White	3	0.6%	33.3%
Total Enrollment	525	100.0%	42.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
525	88.0%	39.0%	13.5%	0.4%	0.4%	0.2%	11.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**George Sánchez Elementary School**

School No.: 281

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	1	0.2%	0.0%
Black or African American	11	1.8%	72.7%
Hispanic	601	97.1%	86.2%
White	6	1.0%	66.7%
Total Enrollment	619	100.0%	85.6%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
619	91.9%	85.1%	12.4%	12.3%	0.5%	0.2%	2.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Joanna Southmayd Elementary School**

School No.: 244

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	3	0.4%	0.0%
Black or African American	13	1.8%	23.1%
Hispanic	705	97.1%	43.4%
Two or more	1	0.1%	0.0%
White	3	0.4%	66.7%
<b>Total Enrollment</b>	<b>726</b>	<b>100.0%</b>	<b>42.8%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
726	93.8%	40.6%	1.7%	0.7%	0.6%	7.9%	8.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

Appendix G

William Stevenson Middle School

School No.: 098

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.1%	50.0%
Asian	77	5.2%	19.5%
Black or African American	49	3.3%	22.4%
Hispanic	1,321	89.9%	37.4%
Native Hawaiian and Other Pacific Islander	1	0.1%	0.0%
Two or more	6	0.4%	33.3%
White	14	1.0%	50.0%
Total Enrollment	1,470	100.0%	36.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,470	94.0%	0.3%	35.9%	0.1%	0.1%	0.1%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Felix Tijerina Elementary School**

School No.: 279

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	8	1.9%	12.5%
Hispanic	416	97.0%	5.5%
Two or more	1	0.2%	0.0%
White	4	0.9%	0.0%
Total Enrollment	429	100.0%	5.6%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
429	89.3%	5.1%	0.5%	2.3%	2.1%	0.2%	4.7%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**John Greenleaf Whittier Elementary School**

School No.: 258

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	5	0.8%	80.0%
Black or African American	20	3.4%	20.0%
Hispanic	544	91.7%	44.1%
Two or more	3	0.5%	0.0%
White	21	3.5%	47.6%
Total Enrollment	593	100.0%	43.5%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
593	1.7%	43.5%	0.0%	0.0%	0.0%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Young Scholars Academy for Excellence**

School No.: 371

School Office: East

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	181	92.3%	5.5%
Hispanic	13	6.6%	7.7%
White	2	1.0%	0.0%
Total Enrollment	196	100.0%	5.6%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
196	14.3%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**  
**North Schools Office**

School No.: 914

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	37	0.1%	40.5%
Asian	40	0.1%	45.0%
Black or African American	6,775	22.7%	45.0%
Hispanic	22,484	75.4%	54.3%
Native Hawaiian and Other Pacific Islander	3	0.0%	66.7%
Two or more	91	0.3%	42.9%
White	401	1.3%	47.4%
<b>Total Enrollment</b>	<b>29,831</b>	<b>100.0%</b>	<b>52.0%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
29,831	79.4%	42.0%	18.3%	21.3%	11.4%	11.5%	12.7%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Charles Atherton Elementary School**

School No.: 106

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	511	82.0%	85.3%
Hispanic	107	17.2%	90.7%
Native Hawaiian and Other Pacific Islander	1	0.2%	100.0%
Two or more	1	0.2%	100.0%
White	3	0.5%	66.7%
Total Enrollment	623	100.0%	86.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
623	92.5%	86.0%	3.2%	24.1%	3.7%	4.3%	3.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Charles Barrick Elementary School**

School No.: 107

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	1	0.1%	100.0%
Black or African American	7	0.9%	28.6%
Hispanic	751	96.8%	49.7%
White	17	2.2%	64.7%
Total Enrollment	776	100.0%	49.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
776	89.7%	46.3%	43.4%	5.0%	7.0%	0.4%	0.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**James Berry Elementary School**

School No.: 109

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	2	0.2%	100.0%
Black or African American	32	3.7%	71.9%
Hispanic	814	95.1%	97.1%
White	8	0.9%	100.0%
Total Enrollment	856	100.0%	96.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
856	96.5%	95.9%	24.3%	52.6%	0.8%	10.3%	32.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Luther Burbank Elementary School**

School No.: 122

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	100.0%
Asian	3	0.3%	100.0%
Black or African American	123	12.7%	97.6%
Hispanic	822	85.2%	94.3%
Two or more	3	0.3%	100.0%
White	13	1.3%	92.3%
Total Enrollment	965	100.0%	94.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
965	94.8%	94.7%	0.5%	18.9%	1.6%	0.6%	1.8%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Luther Burbank Middle School**

School No.: 043

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	100.0%
Asian	2	0.1%	0.0%
Black or African American	71	4.8%	46.5%
Hispanic	1,397	94.1%	43.9%
Two or more	3	0.2%	66.7%
White	11	0.7%	27.3%
Total Enrollment	1,485	100.0%	43.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,485	48.3%	15.2%	7.3%	18.9%	0.1%	29.4%	6.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**James Burrus Elementary School**

School No.: 125

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.6%	100.0%
Asian	2	0.4%	50.0%
Black or African American	376	71.6%	91.5%
Hispanic	137	26.1%	92.7%
Two or more	3	0.6%	66.7%
White	4	0.8%	100.0%
<b>Total Enrollment</b>	<b>525</b>	<b>100.0%</b>	<b>91.6%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
525	93.0%	89.1%	59.4%	6.3%	0.0%	1.1%	15.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Ethel Coop Elementary School**

School No.: 132

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.4%	100.0%
Black or African American	77	9.4%	85.7%
Hispanic	713	87.2%	95.7%
White	25	3.1%	48.0%
Total Enrollment	818	100.0%	93.3%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
818	93.6%	91.3%	56.2%	75.7%	56.2%	89.1%	24.7%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Helen DeChaumes Elementary School**

School No.: 137

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	100.0%
Black or African American	6	0.7%	100.0%
Hispanic	882	98.5%	94.4%
Two or more	1	0.1%	100.0%
White	5	0.6%	100.0%
<b>Total Enrollment</b>	<b>895</b>	<b>100.0%</b>	<b>94.5%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
895	94.7%	94.5%	0.2%	6.0%	0.2%	0.1%	0.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**John Durkee Elementary School**

School No.: 144

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	92	13.5%	82.6%
Hispanic	572	83.7%	93.0%
Two or more	1	0.1%	100.0%
White	18	2.6%	83.3%
Total Enrollment	683	100.0%	91.4%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
683	92.8%	62.8%	1.3%	11.3%	0.0%	0.3%	89.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Charles Eliot Elementary School**

School No.: 147

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	8	1.3%	75.0%
Hispanic	607	98.1%	88.5%
Two or more	1	0.2%	100.0%
White	3	0.5%	33.3%
Total Enrollment	619	100.0%	88.0%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
619	96.0%	75.6%	64.0%	71.2%	0.2%	35.2%	11.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Elmore Elementary School**

School No.: 475

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Black or African American	351	47.2%	21.1%
Hispanic	367	49.3%	29.4%
Two or more	5	0.7%	0.0%
White	20	2.7%	5.0%
Total Enrollment	744	100.0%	24.6%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
744	98.9%	1.6%	20.2%	5.9%	4.2%	0.3%	0.4%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Armandina Farias Early Childhood Center**

School No.: 352

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.2%	100.0%
Black or African American	16	3.5%	93.8%
Hispanic	426	94.0%	94.6%
Two or more	1	0.2%	100.0%
White	9	2.0%	100.0%
Total Enrollment	453	100.0%	94.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
453	94.7%	94.5%	93.8%	93.6%	93.6%	94.5%	93.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Lamar Fleming Middle School**

School No.: 078

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	416	65.8%	1.9%
Hispanic	216	34.2%	1.4%
Total Enrollment	632	100.0%	1.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
632	30.5%	0.9%	0.2%	0.0%	0.5%	0.9%	0.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Richard Fonville Middle School**

School No.: 047

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	5	0.5%	0.0%
Asian	1	0.1%	0.0%
Black or African American	78	8.1%	5.1%
Hispanic	863	89.9%	2.9%
Two or more	1	0.1%	0.0%
White	12	1.3%	0.0%
Total Enrollment	960	100.0%	3.0%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
960	86.6%	0.3%	0.1%	2.7%	0.1%	0.2%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Fonwood Early Childhood Center**

School No.: 470

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	395	61.5%	87.8%
Hispanic	244	38.0%	86.1%
Two or more	1	0.2%	100.0%
White	2	0.3%	50.0%
Total Enrollment	642	100.0%	87.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
642	90.8%	79.3%	0.0%	84.0%	0.2%	0.0%	77.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Macario García Elementary School**

School No.: 283

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	1	0.1%	0.0%
Black or African American	154	21.9%	3.9%
Hispanic	542	77.1%	1.1%
Two or more	1	0.1%	0.0%
White	4	0.6%	0.0%
<b>Total Enrollment</b>	<b>703</b>	<b>100.0%</b>	<b>1.7%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
703	2.3%	1.7%	1.0%	0.7%	0.7%	0.6%	0.4%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Nathaniel Q. Henderson Elementary School**

School No.: 172

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	1	0.3%	0.0%
Black or African American	274	80.4%	29.2%
Hispanic	59	17.3%	10.2%
Two or more	2	0.6%	0.0%
White	5	1.5%	20.0%
Total Enrollment	341	100.0%	25.5%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
341	79.8%	25.5%	1.8%	10.6%	1.5%	11.7%	13.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**John J. Herrera Elementary School**

School No.: 286

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	1	0.1%	100.0%
Black or African American	18	2.0%	94.4%
Hispanic	864	95.5%	98.5%
Two or more	2	0.2%	100.0%
White	20	2.2%	85.0%
Total Enrollment	905	100.0%	98.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
905	98.6%	95.4%	18.9%	85.1%	85.3%	29.6%	35.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Sam Houston Math, Science, & Technology Center**

School No.: 310

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	5	0.2%	0.0%
Asian	4	0.1%	0.0%
Black or African American	273	8.8%	20.1%
Hispanic	2,779	89.2%	24.6%
Native Hawaiian and Other Pacific Islander	1	0.0%	0.0%
Two or more	5	0.2%	40.0%
White	50	1.6%	30.0%
<b>Total Enrollment</b>	<b>3,117</b>	<b>100.0%</b>	<b>24.3%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
3,117	90.1%	23.5%	6.0%	0.1%	0.1%	0.2%	0.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Rollin Isaacs Elementary School**

School No.: 180

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	143	41.1%	76.2%
Hispanic	201	57.8%	89.1%
Two or more	1	0.3%	100.0%
White	3	0.9%	66.7%
Total Enrollment	348	100.0%	83.6%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
348	92.5%	83.3%	4.3%	5.2%	4.9%	4.3%	7.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Peter Janowski Elementary School**

School No.: 181

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.5%	0.0%
Black or African American	27	4.2%	25.9%
Hispanic	604	92.9%	43.7%
White	16	2.5%	37.5%
Total Enrollment	650	100.0%	42.6%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
650	93.1%	29.1%	31.5%	20.3%	0.5%	0.0%	0.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Barbara Jordan High School for Careers**

School No.: 033

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	83	55.7%	94.0%
Hispanic	65	43.6%	95.4%
White	1	0.7%	100.0%
Total Enrollment	149	100.0%	94.6%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
149	94.6%	32.2%	0.0%	0.0%	0.0%	94.6%	1.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**John F. Kennedy Elementary School**

School No.: 188

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	175	21.5%	28.6%
Hispanic	628	77.1%	31.8%
Two or more	3	0.4%	0.0%
White	8	1.0%	50.0%
Total Enrollment	814	100.0%	31.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
814	91.2%	7.5%	10.3%	23.7%	0.4%	3.3%	0.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Mickey Leland College Preparatory for Young Men**

School No.: 458

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	8	1.5%	62.5%
Black or African American	255	49.2%	72.5%
Hispanic	240	46.3%	66.3%
Two or more	4	0.8%	75.0%
White	11	2.1%	81.8%
Total Enrollment	518	100.0%	69.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
518	69.7%	0.4%	67.4%	21.8%	13.9%	60.6%	15.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**E. A. "Squatty" Lyons Elementary School**

School No.: 128

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	15	1.4%	0.0%
Hispanic	1,056	96.9%	5.6%
Two or more	2	0.2%	0.0%
White	17	1.6%	5.9%
Total Enrollment	1,090	100.0%	5.5%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,090	95.0%	2.6%	0.2%	0.3%	0.3%	5.1%	5.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Thurgood Marshall Elementary School**

School No.: 480

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.2%	100.0%
Asian	2	0.2%	100.0%
Black or African American	390	35.2%	93.1%
Hispanic	694	62.6%	96.1%
Native Hawaiian and Other Pacific Islander	1	0.1%	100.0%
Two or more	6	0.5%	83.3%
White	14	1.3%	85.7%
<b>Total Enrollment</b>	<b>1,109</b>	<b>100.0%</b>	<b>94.9%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,109	95.4%	94.8%	94.0%	94.7%	94.1%	2.3%	2.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Raul C. Martínez Elementary School**

School No.: 298

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	9	1.4%	33.3%
Hispanic	607	97.0%	54.7%
White	10	1.6%	40.0%
Total Enrollment	626	100.0%	54.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
626	91.1%	10.7%	36.3%	2.2%	1.3%	36.3%	25.4%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Ernest McGowen Sr. Elementary School**

School No.: 179

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	396	72.3%	36.9%
Hispanic	138	25.2%	39.9%
Two or more	7	1.3%	100.0%
White	7	1.3%	71.4%
Total Enrollment	548	100.0%	38.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
548	38.9%	38.9%	0.0%	0.5%	0.0%	0.0%	38.9%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**John McReynolds Middle School**

School No.: 062

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.2%	0.0%
Black or African American	135	20.7%	19.3%
Hispanic	513	78.6%	20.9%
Two or more	2	0.3%	100.0%
White	2	0.3%	0.0%
Total Enrollment	653	100.0%	20.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
653	89.6%	18.1%	0.2%	0.0%	0.3%	0.5%	2.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Joe Moreno Elementary School**

School No.: 359

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.4%	100.0%
Asian	6	0.7%	16.7%
Black or African American	16	1.9%	43.8%
Hispanic	788	95.9%	78.9%
Two or more	1	0.1%	0.0%
White	8	1.0%	50.0%
Total Enrollment	822	100.0%	77.5%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
822	92.3%	63.5%	21.5%	29.0%	0.2%	0.5%	52.9%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**North Houston Early College High School**

School No.: 308

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	4	0.9%	25.0%
Black or African American	41	8.7%	56.1%
Hispanic	422	90.0%	49.1%
White	2	0.4%	50.0%
Total Enrollment	469	100.0%	49.5%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
469	99.4%	28.8%	21.5%	6.0%	0.0%	16.8%	0.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Northline Elementary School**

School No.: 210

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Black or African American	22	3.2%	9.1%
Hispanic	633	93.5%	38.1%
Two or more	3	0.4%	0.0%
White	18	2.7%	44.4%
Total Enrollment	677	100.0%	37.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
677	83.5%	2.5%	5.9%	7.8%	0.7%	30.0%	3.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**John G. Osborne Elementary**

School No.: 213

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	276	55.8%	85.1%
Hispanic	205	41.4%	83.9%
Two or more	8	1.6%	37.5%
White	6	1.2%	83.3%
Total Enrollment	495	100.0%	83.8%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
495	84.8%	22.4%	0.0%	25.3%	81.6%	0.2%	7.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Roderick Paige Elementary School**

School No.: 113

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	196	33.2%	23.0%
Hispanic	386	65.4%	41.5%
Two or more	2	0.3%	0.0%
White	6	1.0%	33.3%
Total Enrollment	590	100.0%	35.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
590	46.4%	27.1%	13.6%	1.7%	1.5%	2.4%	1.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Betsy Ross Elementary School**

School No.: 232

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	227	55.5%	0.0%
Hispanic	176	43.0%	0.0%
Two or more	3	0.7%	0.0%
White	3	0.7%	0.0%
Total Enrollment	409	100.0%	0.0%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
409	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Walter Scarborough Elementary School**

School No.: 237

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Black or African American	24	3.0%	20.8%
Hispanic	755	95.9%	67.2%
Two or more	1	0.1%	100.0%
White	6	0.8%	33.3%
Total Enrollment	787	100.0%	65.4%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
787	78.4%	61.4%	0.4%	21.0%	0.4%	0.4%	0.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Mary Scroggins Elementary School**

School No.: 269

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	1	0.2%	100.0%
Black or African American	8	1.4%	100.0%
Hispanic	571	97.3%	94.2%
White	7	1.2%	100.0%
Total Enrollment	587	100.0%	94.4%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
587	97.4%	92.5%	53.0%	0.2%	0.2%	6.0%	1.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Shadydale Elementary School**

School No.: 479

School Office: North

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.2%	0.0%
Black or African American	757	67.3%	1.2%
Hispanic	344	30.6%	0.9%
Two or more	8	0.7%	0.0%
White	13	1.2%	0.0%
Total Enrollment	1,124	100.0%	1.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,124	2.8%	0.8%	0.3%	0.4%	0.3%	0.5%	0.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

Appendix G

McKinley Williams Middle School

School No.: 082

School Office: North

Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018			
Ethnicity	Total Unduplicated Enrollment	Percent Unduplicated Enrollment	Percent Parental Involvement+
American Indian and Alaskan Native	2	0.3%	0.0%
Asian	1	0.2%	0.0%
Black or African American	302	48.4%	8.9%
Hispanic	296	47.4%	4.7%
Two or more	9	1.4%	0.0%
White	14	2.2%	0.0%
Total Enrollment	624	100.0%	6.6%

Title I, Part A School Percent Parent Engagement by Category, 2017–2018							
Enrollment	Individual/School Compact	Conference	Education/ Training	Family Literacy	Parent Literacy	Planning	Volunteer
624	83.3%	0.8%	0.0%	3.4%	2.7%	0.0%	0.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Northwest Schools Office**

School No.: 916

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	60	0.2%	45.0%
Asian	899	2.8%	57.7%
Black or African American	5,523	17.4%	36.6%
Hispanic	21,380	67.4%	43.8%
Native Hawaiian and Other Pacific Islander	18	0.1%	55.6%
Two or more	446	1.4%	43.9%
White	3,392	10.7%	46.6%
<b>Total Enrollment</b>	<b>31,718</b>	<b>100.0%</b>	<b>43.2%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
31,718	77.1%	31.1%	10.3%	4.8%	3.8%	15.8%	5.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Arabic Immersion Magnet School**

School No.: 478

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.3%	100.0%
Asian	18	6.2%	77.8%
Black or African American	69	23.8%	59.4%
Hispanic	97	33.4%	68.0%
Two or more	13	4.5%	61.5%
White	92	31.7%	78.3%
Total Enrollment	290	100.0%	69.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
290	97.6%	46.9%	25.9%	45.5%	0.0%	0.0%	3.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Joyce Benbrook Elementary School**

School No.: 268

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	4	0.6%	100.0%
Asian	2	0.3%	50.0%
Black or African American	31	4.5%	41.9%
Hispanic	633	92.0%	70.1%
White	18	2.6%	66.7%
Total Enrollment	688	100.0%	68.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
688	94.8%	57.6%	53.3%	27.8%	0.3%	18.5%	4.9%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

Appendix G

Frank Black Middle School

School No.: 042

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.2%	0.0%
Asian	8	0.6%	12.5%
Black or African American	226	17.7%	10.2%
Hispanic	742	58.2%	8.1%
Native Hawaiian and Other Pacific Islander	1	0.1%	100.0%
Two or more	30	2.4%	16.7%
White	264	20.7%	23.5%
Total Enrollment	1,274	100.0%	11.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,274	85.9%	11.5%	0.2%	0.0%	0.2%	0.0%	1.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Robert Browning Elementary School**

School No.: 120

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.2%	100.0%
Asian	5	0.9%	100.0%
Black or African American	10	1.8%	90.0%
Hispanic	542	95.3%	95.6%
Two or more	1	0.2%	100.0%
White	10	1.8%	80.0%
Total Enrollment	569	100.0%	95.3%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
569	96.3%	88.4%	36.2%	14.6%	22.0%	37.3%	45.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Challenge Early College High School**

School No.: 323

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	23	4.9%	4.3%
Black or African American	63	13.3%	11.1%
Hispanic	348	73.4%	2.9%
Native Hawaiian and Other Pacific Islander	2	0.4%	50.0%
Two or more	4	0.8%	0.0%
White	34	7.2%	11.8%
Total Enrollment	474	100.0%	4.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
474	97.5%	4.6%	0.0%	0.0%	0.0%	0.8%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Ruby Clifton Middle School**

School No.: 048

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	1	0.1%	0.0%
Black or African American	162	19.5%	86.4%
Hispanic	628	75.8%	88.5%
Two or more	9	1.1%	77.8%
White	29	3.5%	89.7%
Total Enrollment	829	100.0%	87.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
829	91.9%	63.1%	0.1%	3.0%	85.6%	0.1%	0.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**David "Davy" Crockett Elementary School**

School No.: 135

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	8	1.3%	75.0%
Black or African American	74	12.3%	93.2%
Hispanic	470	78.3%	96.0%
Native Hawaiian and Other Pacific Islander	1	0.2%	100.0%
Two or more	6	1.0%	83.3%
White	41	6.8%	78.0%
Total Enrollment	600	100.0%	94.0%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
600	97.2%	94.0%	0.7%	0.3%	2.3%	1.5%	2.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Michael E. DeBakey High School For Health Professions**

School No.: 026

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	346	39.4%	98.3%
Black or African American	142	16.2%	95.1%
Hispanic	292	33.2%	99.3%
Native Hawaiian and Other Pacific Islander	2	0.2%	100.0%
Two or more	14	1.6%	100.0%
White	83	9.4%	96.4%
Total Enrollment	879	100.0%	98.0%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
879	98.0%	85.7%	85.7%	0.0%	0.0%	98.0%	13.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Mylie Durham Elementary School**

School No.: 115

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	1	0.2%	0.0%
Black or African American	112	17.8%	8.0%
Hispanic	388	61.6%	4.9%
Two or more	13	2.1%	23.1%
White	116	18.4%	6.9%
Total Enrollment	630	100.0%	6.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
630	6.2%	1.1%	5.2%	0.5%	0.2%	0.2%	0.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Eugene Field Elementary School**

School No.: 152

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	13	2.4%	84.6%
Black or African American	22	4.1%	45.5%
Hispanic	454	84.4%	50.9%
Two or more	4	0.7%	25.0%
White	45	8.4%	68.9%
Total Enrollment	538	100.0%	52.8%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
538	53.0%	52.8%	0.6%	0.7%	0.7%	0.9%	0.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Garden Oaks Montessori**

School No.: 157

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.3%	33.3%
Asian	11	1.3%	54.5%
Black or African American	43	4.9%	32.6%
Hispanic	484	55.3%	36.6%
Native Hawaiian and Other Pacific Islander	2	0.2%	100.0%
Two or more	43	4.9%	44.2%
White	289	33.0%	48.1%
Total Enrollment	875	100.0%	40.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
875	90.4%	28.5%	36.5%	18.5%	1.1%	5.5%	17.4%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Houston Academy for International Studies**

School No.: 348

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	17	3.4%	47.1%
Black or African American	172	34.6%	52.9%
Hispanic	268	53.9%	44.0%
Two or more	5	1.0%	80.0%
White	35	7.0%	65.7%
Total Enrollment	497	100.0%	49.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
497	96.8%	20.9%	38.0%	0.0%	0.0%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Alexander Hamilton Middle School**

School No.: 049

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.1%	0.0%
Asian	20	1.4%	10.0%
Black or African American	139	9.7%	5.0%
Hispanic	1,222	84.9%	5.2%
Native Hawaiian and Other Pacific Islander	1	0.1%	0.0%
Two or more	5	0.3%	0.0%
White	50	3.5%	12.0%
<b>Total Enrollment</b>	<b>1,439</b>	<b>100.0%</b>	<b>5.5%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,439	19.0%	0.0%	0.0%	5.4%	1.5%	0.1%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**  
**Heights High School**

School No.: 012

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	7	0.3%	71.4%
Asian	26	1.1%	57.7%
Black or African American	293	11.9%	74.7%
Hispanic	1,947	79.0%	78.8%
Two or more	13	0.5%	76.9%
White	179	7.3%	70.9%
Total Enrollment	2,465	100.0%	77.5%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
2,465	77.9%	77.4%	0.2%	0.0%	0.1%	77.4%	2.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**James Helms Elementary School**

School No.: 170

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	2	0.4%	100.0%
Black or African American	51	10.0%	96.1%
Hispanic	398	78.3%	95.7%
Two or more	13	2.6%	92.3%
White	44	8.7%	84.1%
Total Enrollment	508	100.0%	94.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
508	95.9%	94.5%	1.6%	1.6%	1.4%	94.5%	1.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**James Hogg Middle School**

School No.: 053

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	100.0%
Asian	10	1.1%	50.0%
Black or African American	75	7.9%	58.7%
Hispanic	698	73.6%	63.5%
Two or more	19	2.0%	36.8%
White	145	15.3%	53.8%
Total Enrollment	948	100.0%	61.0%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
948	69.8%	2.3%	0.8%	0.8%	2.3%	1.5%	59.7%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Thomas Jefferson Elementary School**

School No.: 182

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.4%	50.0%
Asian	1	0.2%	100.0%
Black or African American	46	9.0%	69.6%
Hispanic	453	89.0%	84.8%
Two or more	1	0.2%	100.0%
White	6	1.2%	83.3%
Total Enrollment	509	100.0%	83.3%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
509	83.7%	83.3%	1.6%	3.7%	7.1%	1.0%	2.8%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**James Ketelsen Elementary School**

School No.: 389

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	14	2.2%	57.1%
Hispanic	609	96.2%	55.0%
Two or more	4	0.6%	50.0%
White	6	0.9%	50.0%
Total Enrollment	633	100.0%	55.0%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
633	95.1%	44.2%	0.3%	19.0%	12.5%	0.2%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Mirabeau B. Lamar High School**

School No.: 008

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	16	0.4%	18.8%
Asian	195	5.4%	22.6%
Black or African American	1,116	30.6%	21.6%
Hispanic	1,316	36.1%	15.7%
Native Hawaiian and Other Pacific Islander	4	0.1%	25.0%
Two or more	73	2.0%	28.8%
White	922	25.3%	41.6%
<b>Total Enrollment</b>	<b>3,642</b>	<b>100.0%</b>	<b>24.7%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
3,642	86.3%	22.5%	3.9%	0.0%	0.0%	2.4%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**William Love Elementary School**

School No.: 198

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.4%	50.0%
Black or African American	23	5.1%	30.4%
Hispanic	386	86.4%	53.6%
Two or more	3	0.7%	33.3%
White	33	7.4%	45.5%
Total Enrollment	447	100.0%	51.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
447	53.9%	0.4%	0.0%	0.0%	0.7%	50.3%	0.9%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Henry MacGregor Elementary School**

School No.: 201

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.3%	50.0%
Asian	6	1.0%	16.7%
Black or African American	395	66.6%	45.3%
Hispanic	159	26.8%	36.5%
Two or more	14	2.4%	50.0%
White	17	2.9%	35.3%
Total Enrollment	593	100.0%	42.5%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
593	50.4%	42.5%	0.2%	0.0%	0.0%	0.2%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**John Marshall Middle School**

School No.: 061

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.2%	100.0%
Asian	1	0.1%	100.0%
Black or African American	131	15.2%	89.3%
Hispanic	718	83.4%	96.0%
Two or more	5	0.6%	100.0%
White	4	0.5%	100.0%
Total Enrollment	861	100.0%	95.0%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
861	95.6%	12.0%	0.3%	0.3%	0.6%	94.5%	0.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Memorial Elementary School**

School No.: 204

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	20	4.8%	0.0%
Black or African American	40	9.6%	0.0%
Hispanic	301	72.2%	0.3%
Two or more	9	2.2%	0.0%
White	47	11.3%	0.0%
Total Enrollment	417	100.0%	0.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
417	2.4%	0.0%	0.0%	0.2%	0.2%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**  
**Northside High School**

School No.: 003

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	3	0.2%	0.0%
Black or African American	211	12.4%	9.0%
Hispanic	1,457	85.8%	7.7%
Two or more	6	0.4%	33.3%
White	21	1.2%	9.5%
<b>Total Enrollment</b>	<b>1,699</b>	<b>100.0%</b>	<b>7.9%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,699	88.8%	2.1%	0.5%	6.5%	0.2%	0.6%	0.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**The Rice School (La Escuela Rice)**

School No.: 080

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	4	0.3%	0.0%
Asian	46	3.9%	2.2%
Black or African American	523	44.4%	13.8%
Hispanic	559	47.5%	6.3%
Two or more	14	1.2%	7.1%
White	32	2.7%	9.4%
Total Enrollment	1,178	100.0%	9.5%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,178	92.8%	7.4%	0.0%	0.2%	0.1%	0.1%	2.8%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Theodore Roosevelt Elementary School**

School No.: 231

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	7	1.0%	28.6%
Black or African American	39	5.8%	28.2%
Hispanic	621	91.6%	47.3%
White	11	1.6%	18.2%
Total Enrollment	678	100.0%	45.6%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
678	95.3%	10.5%	12.7%	4.3%	4.6%	5.9%	36.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**George Scarborough High School**

School No.: 024

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	8	0.8%	25.0%
Black or African American	201	20.9%	16.4%
Hispanic	712	74.0%	20.5%
Two or more	7	0.7%	14.3%
White	34	3.5%	26.5%
Total Enrollment	962	100.0%	19.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
962	84.0%	16.3%	0.6%	4.2%	1.0%	1.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Sidney Sherman Elementary School**

School No.: 240

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.2%	0.0%
Black or African American	48	7.5%	10.4%
Hispanic	573	90.0%	13.1%
Two or more	4	0.6%	0.0%
White	11	1.7%	36.4%
Total Enrollment	637	100.0%	13.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
637	95.9%	9.3%	0.5%	0.0%	0.0%	0.2%	4.4%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Thomas Sinclair Elementary School**

School No.: 241

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.2%	100.0%
Asian	26	4.1%	80.8%
Black or African American	51	8.0%	94.1%
Hispanic	320	50.1%	94.4%
Native Hawaiian and Other Pacific Islander	2	0.3%	100.0%
Two or more	18	2.8%	94.4%
White	221	34.6%	88.7%
<b>Total Enrollment</b>	<b>639</b>	<b>100.0%</b>	<b>91.9%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
639	91.9%	91.9%	0.2%	0.3%	0.3%	0.5%	0.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Katherine Smith Elementary School**

School No.: 242

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	223	22.3%	35.9%
Hispanic	745	74.6%	55.8%
Two or more	7	0.7%	57.1%
White	23	2.3%	47.8%
Total Enrollment	998	100.0%	51.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
998	40.2%	40.7%	0.1%	26.7%	6.8%	0.2%	0.9%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Jonathan Wainwright Elementary School**

School No.: 252

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	100.0%
Asian	7	1.0%	28.6%
Black or African American	105	15.4%	22.9%
Hispanic	521	76.5%	32.8%
Two or more	12	1.8%	41.7%
White	35	5.1%	31.4%
Total Enrollment	681	100.0%	31.4%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
681	32.6%	0.9%	28.9%	13.2%	3.8%	0.6%	0.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Stephen Waltrip High School**

School No.: 015

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.2%	33.3%
Asian	8	0.4%	12.5%
Black or African American	279	14.7%	10.0%
Hispanic	1,447	76.0%	5.5%
Two or more	16	0.8%	12.5%
White	150	7.9%	18.0%
Total Enrollment	1,903	100.0%	7.3%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,903	93.0%	6.9%	0.3%	0.2%	0.1%	0.3%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Wharton K-8 Dual Language Academy**

School No.: 256

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	10	1.8%	50.0%
Black or African American	69	12.5%	62.3%
Hispanic	373	67.7%	69.2%
Native Hawaiian and Other Pacific Islander	2	0.4%	0.0%
Two or more	14	2.5%	78.6%
White	83	15.1%	62.7%
Total Enrollment	551	100.0%	67.0%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
551	67.0%	8.5%	59.9%	0.2%	0.7%	2.7%	14.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Woodrow Wilson Montessori**

School No.: 259

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	42	6.7%	38.1%
Black or African American	42	6.7%	21.4%
Hispanic	261	41.4%	25.3%
Native Hawaiian and Other Pacific Islander	1	0.2%	0.0%
Two or more	38	6.0%	36.8%
White	247	39.1%	37.2%
Total Enrollment	631	100.0%	31.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
631	31.2%	23.6%	27.3%	20.6%	0.0%	13.0%	17.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Young Women's College Preparatory Academy**

School No.: 463

School Office: Northwest

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.5%	100.0%
Asian	8	1.4%	62.5%
Black or African American	283	50.9%	64.7%
Hispanic	238	42.8%	68.1%
Two or more	9	1.6%	66.7%
White	15	2.7%	73.3%
Total Enrollment	556	100.0%	66.5%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
556	90.6%	29.1%	56.7%	0.0%	0.0%	8.1%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**  
**South Schools Office**

School No.: 917

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	45	0.2%	33.3%
Asian	232	0.9%	30.6%
Black or African American	11,332	41.9%	34.7%
Hispanic	14,813	54.7%	46.0%
Native Hawaiian and Other Pacific Islander	13	0.0%	30.8%
Two or more	166	0.6%	32.5%
White	467	1.7%	23.3%
<b>Total Enrollment</b>	<b>27,068</b>	<b>100.0%</b>	<b>40.6%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
27,068	67.7%	26.8%	16.5%	25.9%	16.0%	10.2%	10.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Louisa Alcott Elementary School**

School No.: 102

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.3%	0.0%
Black or African American	204	66.2%	50.5%
Hispanic	97	31.5%	63.9%
Two or more	6	1.9%	66.7%
Total Enrollment	308	100.0%	54.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
308	90.9%	15.9%	42.5%	14.6%	3.6%	11.0%	32.8%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Almeda Elementary School**

School No.: 104

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	8	0.8%	62.5%
Black or African American	207	21.5%	34.8%
Hispanic	715	74.2%	51.9%
Two or more	12	1.2%	33.3%
White	21	2.2%	28.6%
Total Enrollment	963	100.0%	47.6%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
963	93.0%	17.2%	39.1%	9.8%	0.3%	1.3%	1.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Mamie Bastian Elementary School**

School No.: 108

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	1	0.1%	0.0%
Black or African American	496	66.0%	1.6%
Hispanic	243	32.4%	2.1%
Two or more	10	1.3%	0.0%
White	1	0.1%	0.0%
Total Enrollment	751	100.0%	1.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
751	3.1%	1.6%	0.4%	0.1%	0.3%	0.0%	0.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Baylor College of Medicine Academy at Ryan**

School No.: 467

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	61	7.7%	0.0%
Black or African American	323	40.7%	0.0%
Hispanic	349	44.0%	0.0%
Native Hawaiian and Other Pacific Islander	1	0.1%	0.0%
Two or more	13	1.6%	0.0%
White	46	5.8%	0.0%
Total Enrollment	794	100.0%	0.0%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
794	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Brookline Elementary School**

School No.: 119

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	1	0.1%	100.0%
Black or African American	34	3.4%	91.2%
Hispanic	947	95.5%	95.4%
White	10	1.0%	90.0%
Total Enrollment	992	100.0%	95.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
992	95.6%	95.1%	1.1%	93.4%	93.4%	1.0%	0.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**John Codwell Elementary School**

School No.: 123

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.2%	100.0%
Black or African American	442	91.1%	33.9%
Hispanic	40	8.2%	32.5%
Native Hawaiian and Other Pacific Islander	1	0.2%	0.0%
White	1	0.2%	0.0%
Total Enrollment	485	100.0%	33.8%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
485	61.6%	33.4%	26.4%	8.5%	0.4%	0.8%	1.4%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**John Cornelius Elementary School**

School No.: 133

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.2%	100.0%
Asian	6	0.6%	100.0%
Black or African American	184	18.9%	93.5%
Hispanic	771	79.3%	97.1%
Two or more	3	0.3%	100.0%
White	6	0.6%	66.7%
<b>Total Enrollment</b>	<b>972</b>	<b>100.0%</b>	<b>96.3%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
972	96.6%	96.3%	1.3%	96.2%	96.2%	0.0%	0.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**James DeAnda Elementary School**

School No.: 383

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	4	0.6%	25.0%
Black or African American	23	3.2%	30.4%
Hispanic	669	94.2%	55.0%
Native Hawaiian and Other Pacific Islander	1	0.1%	0.0%
Two or more	4	0.6%	100.0%
White	9	1.3%	55.6%
Total Enrollment	710	100.0%	54.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
710	54.2%	53.9%	53.7%	53.4%	53.4%	53.4%	53.4%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Energy Institute High School**

School No.: 468

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.3%	0.0%
Asian	25	3.5%	0.0%
Black or African American	163	22.9%	1.2%
Hispanic	404	56.7%	0.2%
Two or more	8	1.1%	0.0%
White	110	15.4%	0.0%
Total Enrollment	712	100.0%	0.4%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
712	97.2%	0.1%	0.1%	0.0%	0.1%	0.0%	0.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Marcellus Foster Elementary School**

School No.: 154

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.4%	0.0%
Asian	3	0.6%	0.0%
Black or African American	440	91.7%	1.8%
Hispanic	33	6.9%	6.1%
Native Hawaiian and Other Pacific Islander	1	0.2%	100.0%
Two or more	1	0.2%	0.0%
<b>Total Enrollment</b>	<b>480</b>	<b>100.0%</b>	<b>2.3%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
480	4.4%	1.0%	1.5%	0.6%	0.2%	0.4%	1.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Robert Frost Elementary School**

School No.: 156

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Black or African American	463	63.0%	34.3%
Hispanic	248	33.7%	48.8%
Two or more	13	1.8%	15.4%
White	10	1.4%	20.0%
Total Enrollment	735	100.0%	38.6%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
735	6.9%	37.4%	0.8%	0.7%	0.7%	0.4%	3.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Garden Villas Elementary School**

School No.: 158

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	1	0.1%	0.0%
Black or African American	219	26.0%	25.6%
Hispanic	606	72.0%	31.4%
Two or more	3	0.4%	0.0%
White	12	1.4%	16.7%
Total Enrollment	842	100.0%	29.5%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
842	92.5%	0.8%	25.2%	6.1%	0.6%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Golfcrest Elementary School**

School No.: 159

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	1	0.1%	0.0%
Black or African American	31	4.3%	58.1%
Hispanic	686	94.9%	64.9%
White	5	0.7%	20.0%
Total Enrollment	723	100.0%	64.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
723	90.5%	1.4%	54.2%	38.6%	1.1%	1.1%	0.7%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Lucile Gregg Elementary School**

School No.: 162

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.3%	100.0%
Black or African American	149	24.8%	94.6%
Hispanic	441	73.4%	95.2%
Native Hawaiian and Other Pacific Islander	1	0.2%	100.0%
Two or more	5	0.8%	60.0%
White	3	0.5%	100.0%
<b>Total Enrollment</b>	<b>601</b>	<b>100.0%</b>	<b>94.8%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
601	94.8%	94.7%	12.5%	93.0%	93.0%	0.2%	1.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Virgil Grissom Elementary School**

School No.: 262

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.3%	100.0%
Asian	1	0.2%	100.0%
Black or African American	166	27.2%	92.8%
Hispanic	436	71.5%	96.6%
Two or more	1	0.2%	100.0%
White	4	0.7%	100.0%
Total Enrollment	610	100.0%	95.6%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
610	98.0%	0.3%	0.8%	95.4%	95.2%	95.2%	0.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Charles Hartman Middle School**

School No.: 051

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.2%	0.0%
Asian	1	0.1%	0.0%
Black or African American	319	22.3%	0.0%
Hispanic	1,084	75.9%	0.1%
Native Hawaiian and Other Pacific Islander	1	0.1%	0.0%
Two or more	4	0.3%	0.0%
White	17	1.2%	0.0%
Total Enrollment	1,429	100.0%	0.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,429	0.7%	0.0%	0.0%	0.1%	0.1%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Victor Hartsfield Elementary School**

School No.: 168

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.3%	0.0%
Asian	1	0.3%	0.0%
Black or African American	312	79.2%	9.6%
Hispanic	79	20.1%	17.7%
Two or more	1	0.3%	0.0%
Total Enrollment	394	100.0%	11.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
394	18.0%	1.0%	3.6%	6.1%	0.0%	7.6%	4.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Jean Hines-Caldwell Elementary School**

School No.: 395

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	9	1.1%	44.4%
Black or African American	145	17.9%	88.3%
Hispanic	639	79.1%	83.1%
Two or more	3	0.4%	66.7%
White	12	1.5%	75.0%
Total Enrollment	808	100.0%	83.4%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
808	96.8%	11.3%	56.4%	81.9%	0.7%	1.2%	4.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**William P. Hobby Elementary School**

School No.: 175

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.3%	66.7%
Asian	2	0.2%	0.0%
Black or African American	397	43.3%	33.8%
Hispanic	499	54.5%	48.7%
Two or more	6	0.7%	16.7%
White	9	1.0%	33.3%
Total Enrollment	916	100.0%	41.8%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
916	89.5%	10.5%	9.5%	27.9%	6.7%	9.6%	0.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Jesse Jones High School**

School No.: 006

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	3	0.7%	33.3%
Black or African American	121	27.6%	15.7%
Hispanic	311	71.0%	4.8%
Two or more	2	0.5%	50.0%
White	1	0.2%	0.0%
Total Enrollment	438	100.0%	8.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
438	2.7%	8.0%	0.7%	0.0%	0.0%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**  
**Kandy Stripe Academy**

School No.: 378

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.3%	0.0%
Black or African American	313	94.0%	32.3%
Hispanic	12	3.6%	25.0%
White	7	2.1%	71.4%
Total Enrollment	333	100.0%	32.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
333	33.6%	31.8%	0.6%	5.1%	19.5%	5.4%	24.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

## Appendix G

## Anna Kelso Elementary School

School No.: 187

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	2	0.4%	0.0%
Black or African American	190	37.1%	17.9%
Hispanic	319	62.3%	42.6%
Two or more	1	0.2%	0.0%
Total Enrollment	512	100.0%	33.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
512	35.4%	4.9%	26.0%	0.6%	1.0%	4.5%	11.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**James Law Elementary School**

School No.: 263

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.2%	0.0%
Asian	7	0.8%	0.0%
Black or African American	556	64.0%	6.5%
Hispanic	279	32.1%	6.8%
Native Hawaiian and Other Pacific Islander	1	0.1%	0.0%
Two or more	9	1.0%	11.1%
White	15	1.7%	6.7%
Total Enrollment	869	100.0%	6.6%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
869	90.2%	4.4%	0.2%	0.0%	1.7%	0.6%	0.8%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Lucian Lockhart Elementary School**

School No.: 195

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.3%	0.0%
Asian	3	0.4%	0.0%
Black or African American	658	93.2%	10.6%
Hispanic	25	3.5%	8.0%
Two or more	10	1.4%	20.0%
White	8	1.1%	12.5%
Total Enrollment	706	100.0%	10.6%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
706	15.2%	9.8%	3.3%	3.3%	3.5%	2.7%	4.4%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**James Mitchell Elementary School**

School No.: 264

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.2%	0.0%
Asian	9	1.7%	66.7%
Black or African American	148	28.2%	62.8%
Hispanic	359	68.5%	48.5%
Two or more	2	0.4%	100.0%
White	5	1.0%	80.0%
Total Enrollment	524	100.0%	53.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
524	83.0%	45.0%	0.2%	19.3%	17.9%	0.2%	43.7%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Martin Luther King Jr. Early Childhood Center**

School No.: 355

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	4	1.0%	75.0%
Black or African American	222	53.4%	99.1%
Hispanic	178	42.8%	99.4%
Two or more	7	1.7%	100.0%
White	5	1.2%	100.0%
Total Enrollment	416	100.0%	99.0%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
416	99.0%	93.0%	95.0%	94.5%	7.9%	76.2%	7.9%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Lora Peck Elementary School**

School No.: 217

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	1	0.2%	100.0%
Black or African American	272	46.6%	48.2%
Hispanic	301	51.5%	49.8%
Two or more	2	0.3%	50.0%
White	8	1.4%	75.0%
Total Enrollment	584	100.0%	49.5%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
584	88.9%	11.3%	0.0%	12.8%	0.3%	4.1%	48.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Henry Petersen Elementary School**

School No.: 265

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.4%	0.0%
Asian	1	0.2%	0.0%
Black or African American	98	19.7%	3.1%
Hispanic	392	78.7%	0.3%
Native Hawaiian and Other Pacific Islander	1	0.2%	0.0%
White	4	0.8%	0.0%
<b>Total Enrollment</b>	<b>498</b>	<b>100.0%</b>	<b>0.8%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
498	94.0%	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Billy R. Reagan K-8 Education Center**

School No.: 382

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.2%	0.0%
Asian	1	0.1%	0.0%
Black or African American	392	32.6%	1.8%
Hispanic	787	65.5%	0.6%
Native Hawaiian and Other Pacific Islander	2	0.2%	0.0%
Two or more	3	0.2%	33.3%
White	15	1.2%	0.0%
Total Enrollment	1,202	100.0%	1.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,202	90.4%	0.2%	0.1%	0.9%	0.9%	1.0%	0.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**James Reynolds Elementary School**

School No.: 225

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	4	0.7%	100.0%
Asian	9	1.6%	100.0%
Black or African American	480	87.3%	87.7%
Hispanic	53	9.6%	81.1%
White	4	0.7%	25.0%
Total Enrollment	550	100.0%	86.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
550	87.8%	86.9%	86.7%	86.7%	86.7%	86.7%	86.7%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Juan Seguin Elementary School**

School No.: 373

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	78	12.9%	80.8%
Hispanic	527	86.8%	93.9%
Two or more	1	0.2%	100.0%
White	1	0.2%	0.0%
Total Enrollment	607	100.0%	92.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
607	92.6%	81.5%	58.0%	38.9%	7.9%	17.5%	5.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Charles Shearn Elementary School**

School No.: 239

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.3%	50.0%
Asian	26	3.7%	57.7%
Black or African American	149	21.0%	26.2%
Hispanic	504	71.2%	50.4%
Two or more	6	0.8%	66.7%
White	21	3.0%	47.6%
Total Enrollment	708	100.0%	45.6%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
708	92.5%	41.4%	6.1%	6.6%	1.0%	1.1%	0.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**South Early College High School**

School No.: 486

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.3%	0.0%
Asian	7	1.8%	71.4%
Black or African American	242	60.5%	54.5%
Hispanic	141	35.3%	44.0%
Two or more	4	1.0%	50.0%
White	5	1.3%	40.0%
Total Enrollment	400	100.0%	50.8%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
400	50.5%	37.3%	16.8%	0.0%	0.3%	9.3%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Ross Sterling High School**

School No.: 014

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.2%	0.0%
Asian	6	0.4%	16.7%
Black or African American	844	50.8%	33.1%
Hispanic	764	46.0%	19.6%
Two or more	6	0.4%	16.7%
White	37	2.2%	29.7%
Total Enrollment	1,660	100.0%	26.6%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,660	91.4%	24.9%	0.3%	3.7%	1.7%	0.3%	1.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Albert Thomas Middle School**

School No.: 077

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	5	0.8%	0.0%
Black or African American	402	62.7%	0.2%
Hispanic	213	33.2%	0.0%
Native Hawaiian and Other Pacific Islander	1	0.2%	0.0%
Two or more	5	0.8%	0.0%
White	15	2.3%	0.0%
Total Enrollment	641	100.0%	0.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
641	1.9%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Ruby Thompson Elementary School**

School No.: 243

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	455	89.0%	91.0%
Hispanic	47	9.2%	95.7%
Native Hawaiian and Other Pacific Islander	1	0.2%	100.0%
Two or more	6	1.2%	66.7%
White	2	0.4%	100.0%
Total Enrollment	511	100.0%	91.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
511	91.6%	91.0%	90.8%	90.8%	1.0%	91.0%	90.8%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**TSU Charter Lab School**

School No.: 328

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	122	95.3%	0.0%
Hispanic	3	2.3%	0.0%
Two or more	3	2.3%	0.0%
Total Enrollment	128	100.0%	0.0%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
128	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Tina Whidby Elementary School**

School No.: 257

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	100.0%
Asian	19	2.8%	57.9%
Black or African American	517	75.0%	73.9%
Hispanic	117	17.0%	81.2%
Two or more	5	0.7%	60.0%
White	30	4.4%	43.3%
Total Enrollment	689	100.0%	73.3%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
689	91.3%	15.8%	24.8%	25.4%	0.0%	9.9%	61.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Windsor Village Elementary School**

School No.: 260

School Office: South

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.2%	0.0%
Asian	4	0.5%	25.0%
Black or African American	356	41.1%	30.6%
Hispanic	495	57.1%	24.6%
Native Hawaiian and Other Pacific Islander	1	0.1%	100.0%
Two or more	1	0.1%	0.0%
White	8	0.9%	0.0%
<b>Total Enrollment</b>	<b>867</b>	<b>100.0%</b>	<b>26.9%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
867	98.4%	20.8%	2.0%	8.7%	4.7%	0.5%	0.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Superintendent's Schools Office**

School No.: 921

School Office: Superintendent's

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	12	0.2%	0.0%
Asian	15	0.2%	13.3%
Black or African American	4,594	58.8%	16.5%
Hispanic	3,078	39.4%	25.6%
Native Hawaiian and Other Pacific Islander	3	0.0%	33.3%
Two or more	41	0.5%	36.6%
White	74	0.9%	29.7%
<b>Total Enrollment</b>	<b>7,817</b>	<b>100.0%</b>	<b>20.3%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
7,817	63.4%	13.5%	4.7%	6.0%	1.3%	2.7%	3.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Edward Blackshear Elementary School**

School No.: 110

School Office: Superintendent's

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	1	0.2%	0.0%
Black or African American	483	86.3%	2.3%
Hispanic	69	12.3%	4.3%
Two or more	5	0.9%	20.0%
White	2	0.4%	0.0%
Total Enrollment	560	100.0%	2.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
560	4.3%	2.3%	0.7%	0.5%	0.5%	1.3%	0.9%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Matthew Dogan Elementary School**

School No.: 140

School Office: Superintendent's

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	3	0.4%	0.0%
Black or African American	223	32.7%	26.5%
Hispanic	449	65.7%	33.4%
Two or more	3	0.4%	33.3%
White	5	0.7%	20.0%
Total Enrollment	683	100.0%	30.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
683	90.3%	9.5%	9.8%	27.7%	1.5%	5.4%	18.9%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Patrick Henry Middle School**

School No.: 052

School Office: Superintendent's

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	4	0.4%	0.0%
Black or African American	104	10.5%	37.5%
Hispanic	867	87.5%	39.3%
Two or more	3	0.3%	66.7%
White	13	1.3%	61.5%
Total Enrollment	991	100.0%	39.4%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
991	85.2%	22.3%	8.9%	18.8%	0.1%	7.9%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Highland Heights Elementary**

School No.: 174

School Office: Superintendent's

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	324	51.9%	25.6%
Hispanic	292	46.8%	41.1%
Two or more	5	0.8%	40.0%
White	3	0.5%	0.0%
Total Enrollment	624	100.0%	32.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
624	89.6%	31.3%	0.2%	1.3%	0.2%	5.3%	1.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**  
**Kashmere High School**

School No.: 007

School Office: Superintendent's

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.3%	0.0%
Black or African American	548	62.4%	3.6%
Hispanic	311	35.4%	2.3%
Native Hawaiian and Other Pacific Islander	1	0.1%	0.0%
Two or more	3	0.3%	0.0%
White	12	1.4%	0.0%
<b>Total Enrollment</b>	<b>878</b>	<b>100.0%</b>	<b>3.1%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
878	78.2%	3.0%	0.3%	0.5%	0.3%	0.8%	0.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Reagan Mading Elementary School**

School No.: 203

School Office: Superintendent's

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	426	76.9%	8.7%
Hispanic	124	22.4%	12.1%
Two or more	3	0.5%	0.0%
White	1	0.2%	0.0%
Total Enrollment	554	100.0%	9.4%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
554	92.8%	7.4%	2.2%	0.4%	0.0%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Mabel Wesley Elementary**

School No.: 254

School Office: Superintendent's

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.2%	0.0%
Black or African American	314	75.5%	53.8%
Hispanic	85	20.4%	40.0%
Two or more	4	1.0%	25.0%
White	12	2.9%	58.3%
Total Enrollment	416	100.0%	50.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
416	53.4%	37.0%	0.2%	0.5%	13.2%	0.0%	0.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Phillis Wheatley High School**

School No.: 018

School Office: Superintendent's

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.2%	0.0%
Asian	3	0.3%	33.3%
Black or African American	589	50.9%	28.4%
Hispanic	553	47.8%	13.7%
Native Hawaiian and Other Pacific Islander	1	0.1%	0.0%
Two or more	4	0.3%	25.0%
White	5	0.4%	40.0%
<b>Total Enrollment</b>	<b>1,157</b>	<b>100.0%</b>	<b>21.3%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,157	87.2%	19.2%	11.8%	1.7%	1.6%	3.2%	1.7%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Carter Woodson School**

School No.: 127

School Office: Superintendent's

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	4	0.5%	25.0%
Black or African American	716	84.7%	23.0%
Hispanic	106	12.5%	35.8%
Native Hawaiian and Other Pacific Islander	1	0.1%	100.0%
Two or more	10	1.2%	70.0%
White	8	0.9%	50.0%
Total Enrollment	845	100.0%	25.6%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
845	52.7%	12.9%	6.0%	6.3%	0.6%	1.2%	9.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Evan Worthing High School**

School No.: 019

School Office: Superintendent's

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.2%	0.0%
Asian	4	0.4%	0.0%
Black or African American	867	78.2%	0.8%
Hispanic	222	20.0%	1.4%
Two or more	1	0.1%	0.0%
White	13	1.2%	0.0%
Total Enrollment	1,109	100.0%	0.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,109	3.2%	0.8%	0.3%	0.1%	0.1%	0.2%	0.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**  
**West Schools Office**

School No.: 919

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	120	0.2%	50.0%
Asian	3,617	6.3%	49.1%
Black or African American	13,449	23.5%	40.6%
Hispanic	33,961	59.3%	50.7%
Native Hawaiian and Other Pacific Islander	61	0.1%	39.3%
Two or more	622	1.1%	50.0%
White	5,408	9.4%	49.1%
<b>Total Enrollment</b>	<b>57,238</b>	<b>100.0%</b>	<b>48.0%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
57,238	81.6%	32.8%	20.9%	14.2%	5.2%	9.5%	5.8%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Ralph Anderson Elementary**

School No.: 105

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	23	2.7%	0.0%
Black or African American	188	21.8%	3.2%
Hispanic	626	72.6%	1.6%
Native Hawaiian and Other Pacific Islander	1	0.1%	0.0%
Two or more	3	0.3%	0.0%
White	20	2.3%	0.0%
Total Enrollment	862	100.0%	1.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
862	3.2%	0.9%	0.3%	1.4%	1.4%	1.0%	0.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Ashford Elementary School**

School No.: 273

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.3%	33.3%
Asian	31	3.5%	87.1%
Black or African American	410	46.1%	61.5%
Hispanic	312	35.1%	75.3%
Two or more	27	3.0%	59.3%
White	107	12.0%	66.4%
Total Enrollment	890	100.0%	67.6%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
890	70.0%	60.8%	38.7%	13.8%	4.3%	5.3%	7.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Jewel Askew Elementary School**

School No.: 274

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.2%	100.0%
Asian	121	11.0%	94.2%
Black or African American	404	36.7%	89.9%
Hispanic	376	34.1%	96.0%
Native Hawaiian and Other Pacific Islander	3	0.3%	100.0%
Two or more	25	2.3%	96.0%
White	171	15.5%	97.1%
Total Enrollment	1,102	100.0%	93.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,102	95.4%	93.6%	0.5%	23.2%	0.5%	79.2%	91.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Kate Bell Elementary School**

School No.: 151

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.2%	0.0%
Asian	11	1.3%	18.2%
Black or African American	220	26.8%	9.5%
Hispanic	553	67.3%	7.4%
Two or more	9	1.1%	0.0%
White	27	3.3%	3.7%
Total Enrollment	822	100.0%	7.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
822	86.4%	2.7%	5.1%	0.2%	0.2%	5.4%	0.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**  
**Bellaire High School**

School No.: 002

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	9	0.2%	44.4%
Asian	501	13.4%	34.5%
Black or African American	752	20.2%	35.6%
Hispanic	1,627	43.6%	43.1%
Native Hawaiian and Other Pacific Islander	3	0.1%	0.0%
Two or more	72	1.9%	27.8%
White	767	20.6%	38.7%
<b>Total Enrollment</b>	<b>3,731</b>	<b>100.0%</b>	<b>39.2%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
3,731	92.8%	38.2%	15.8%	0.0%	0.8%	6.7%	7.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Roy P. Benavidez Elementary School**

School No.: 295

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	136	12.0%	33.1%
Black or African American	105	9.2%	28.6%
Hispanic	860	75.6%	34.5%
Two or more	10	0.9%	30.0%
White	27	2.4%	11.1%
Total Enrollment	1,138	100.0%	33.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,138	66.5%	32.2%	0.7%	17.3%	0.6%	0.4%	3.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Braeburn Elementary School**

School No.: 114

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.2%	50.0%
Asian	2	0.2%	100.0%
Black or African American	64	7.7%	64.1%
Hispanic	756	91.0%	77.6%
Two or more	1	0.1%	100.0%
White	6	0.7%	83.3%
<b>Total Enrollment</b>	<b>831</b>	<b>100.0%</b>	<b>76.7%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
831	92.1%	36.3%	30.8%	0.0%	0.2%	65.6%	1.4%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Briarmeadow Charter School**

School No.: 344

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.3%	100.0%
Asian	153	23.3%	92.2%
Black or African American	63	9.6%	92.1%
Hispanic	230	35.0%	94.3%
Native Hawaiian and Other Pacific Islander	1	0.2%	100.0%
Two or more	23	3.5%	95.7%
White	186	28.3%	94.6%
<b>Total Enrollment</b>	<b>658</b>	<b>100.0%</b>	<b>93.8%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
658	93.8%	2.1%	0.0%	93.8%	0.3%	0.2%	1.8%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

## Appendix G

## Leroy Cunningham Elementary School

School No.: 136

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	40	5.0%	27.5%
Black or African American	100	12.5%	34.0%
Hispanic	650	81.0%	66.5%
White	12	1.5%	16.7%
Total Enrollment	802	100.0%	59.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
802	92.1%	58.6%	0.5%	0.5%	0.1%	0.6%	5.7%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Ray Daily Elementary School**

School No.: 396

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.2%	100.0%
Asian	151	15.3%	62.3%
Black or African American	328	33.2%	31.4%
Hispanic	356	36.0%	39.0%
Native Hawaiian and Other Pacific Islander	4	0.4%	75.0%
Two or more	15	1.5%	46.7%
White	133	13.4%	41.4%
Total Enrollment	989	100.0%	40.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
989	61.4%	27.6%	19.9%	24.5%	1.2%	25.9%	2.4%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Horace Elrod Elementary School**

School No.: 148

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.2%	50.0%
Asian	34	4.1%	88.2%
Black or African American	207	24.8%	81.6%
Hispanic	566	67.9%	86.2%
Native Hawaiian and Other Pacific Islander	1	0.1%	100.0%
Two or more	4	0.5%	100.0%
White	19	2.3%	63.2%
<b>Total Enrollment</b>	<b>833</b>	<b>100.0%</b>	<b>84.6%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
833	93.6%	56.8%	66.3%	0.7%	0.4%	12.5%	12.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Ralph Waldo Emerson Elementary School**

School No.: 149

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.2%	0.0%
Asian	45	4.1%	51.1%
Black or African American	200	18.2%	49.5%
Hispanic	674	61.3%	61.7%
Native Hawaiian and Other Pacific Islander	1	0.1%	100.0%
Two or more	3	0.3%	33.3%
White	175	15.9%	46.9%
<b>Total Enrollment</b>	<b>1,100</b>	<b>100.0%</b>	<b>56.5%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,100	65.2%	7.3%	50.9%	15.9%	0.1%	1.9%	1.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Energized for Excellence Early Childhood Center**

School No.: 350

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	5	0.8%	100.0%
Asian	53	8.1%	81.1%
Black or African American	293	44.6%	90.1%
Hispanic	291	44.3%	92.8%
Two or more	4	0.6%	100.0%
White	11	1.7%	90.9%
Total Enrollment	657	100.0%	90.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
657	91.3%	87.5%	4.0%	0.6%	0.6%	0.6%	0.8%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Energized for Excellence Elementary School**

School No.: 364

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	5	0.3%	100.0%
Asian	16	0.8%	81.3%
Black or African American	205	10.8%	89.3%
Hispanic	1,655	87.5%	94.2%
White	10	0.5%	90.0%
Total Enrollment	1,891	100.0%	93.5%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,891	94.1%	0.3%	93.4%	0.2%	0.2%	0.7%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Energized for Excellence Middle School**

School No.: 342

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	7	1.6%	100.0%
Black or African American	21	4.8%	95.2%
Hispanic	401	92.2%	94.5%
Native Hawaiian and Other Pacific Islander	1	0.2%	100.0%
White	5	1.1%	80.0%
Total Enrollment	435	100.0%	94.5%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
435	94.5%	65.3%	94.5%	0.0%	0.0%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Energized for STEM Central High School**

School No.: 321

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	48	25.7%	93.8%
Hispanic	139	74.3%	91.4%
Total Enrollment	187	100.0%	92.0%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
187	93.6%	92.0%	91.4%	0.0%	0.0%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Energized for STEM Central Middle School**

School No.: 459

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.3%	100.0%
Asian	2	0.5%	100.0%
Black or African American	17	4.5%	94.1%
Hispanic	360	94.5%	91.9%
White	1	0.3%	100.0%
Total Enrollment	381	100.0%	92.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
381	92.1%	62.7%	91.9%	0.3%	0.0%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Energized for STEM West High School**

School No.: 455

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	2	0.6%	100.0%
Black or African American	17	5.0%	88.2%
Hispanic	324	94.5%	92.0%
Total Enrollment	343	100.0%	91.8%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
343	92.1%	84.8%	91.5%	0.0%	0.0%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Energized for STEM West Middle School**

School No.: 390

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Black or African American	12	5.8%	100.0%
Hispanic	194	93.7%	95.4%
White	1	0.5%	100.0%
Total Enrollment	207	100.0%	95.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
207	95.7%	88.9%	95.7%	0.0%	0.0%	0.0%	0.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Walter Fondren Middle School**

School No.: 072

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.2%	0.0%
Asian	29	2.6%	0.0%
Black or African American	350	31.4%	1.4%
Hispanic	705	63.3%	0.6%
Native Hawaiian and Other Pacific Islander	3	0.3%	0.0%
Two or more	7	0.6%	0.0%
White	18	1.6%	5.6%
<b>Total Enrollment</b>	<b>1,114</b>	<b>100.0%</b>	<b>0.9%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,114	36.3%	0.6%	0.2%	0.1%	0.1%	0.3%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Jenard Gross Elementary**

School No.: 369

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	13	1.8%	38.5%
Black or African American	329	46.5%	37.7%
Hispanic	344	48.6%	49.4%
Native Hawaiian and Other Pacific Islander	2	0.3%	0.0%
Two or more	3	0.4%	33.3%
White	17	2.4%	52.9%
Total Enrollment	708	100.0%	43.6%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
708	91.0%	7.6%	24.3%	9.6%	0.3%	6.2%	18.4%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Sharon Halpin Early Childhood Center**

School No.: 131

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.4%	100.0%
Asian	10	2.1%	50.0%
Black or African American	115	24.1%	38.3%
Hispanic	348	72.8%	66.1%
Two or more	1	0.2%	100.0%
White	2	0.4%	50.0%
<b>Total Enrollment</b>	<b>478</b>	<b>100.0%</b>	<b>59.2%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
478	97.5%	50.4%	36.2%	0.6%	0.6%	0.4%	11.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Gary L. Herod Elementary School**

School No.: 173

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	100.0%
Asian	78	8.9%	43.6%
Black or African American	222	25.3%	32.0%
Hispanic	352	40.1%	38.9%
Native Hawaiian and Other Pacific Islander	1	0.1%	0.0%
Two or more	27	3.1%	37.0%
White	196	22.3%	61.7%
<b>Total Enrollment</b>	<b>877</b>	<b>100.0%</b>	<b>42.6%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
877	90.2%	5.0%	16.2%	26.0%	0.7%	0.6%	10.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Inspired for Excellence Academy West**

School No.: 300

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	3	1.0%	100.0%
Black or African American	89	30.2%	80.9%
Hispanic	201	68.1%	97.5%
Two or more	1	0.3%	100.0%
White	1	0.3%	100.0%
Total Enrollment	295	100.0%	92.5%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
295	92.9%	82.4%	36.9%	0.0%	0.0%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Las Américas Newcomer School**

School No.: 340

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.4%	0.0%
Asian	22	8.3%	59.1%
Black or African American	47	17.7%	8.5%
Hispanic	193	72.6%	18.7%
White	3	1.1%	33.3%
Total Enrollment	266	100.0%	20.3%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
266	60.9%	18.4%	6.0%	5.6%	4.9%	2.6%	2.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**  
**Jane Long Academy**

School No.: 059

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.3%	33.3%
Asian	77	7.4%	20.8%
Black or African American	131	12.5%	19.1%
Hispanic	789	75.5%	13.8%
Two or more	7	0.7%	42.9%
White	38	3.6%	15.8%
Total Enrollment	1,045	100.0%	15.3%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,045	83.4%	15.3%	0.2%	0.1%	0.0%	0.1%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Henry Wadsworth Longfellow Elementary School**

School No.: 196

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	77	8.6%	58.4%
Black or African American	520	58.1%	45.8%
Hispanic	209	23.4%	56.5%
Native Hawaiian and Other Pacific Islander	2	0.2%	100.0%
Two or more	10	1.1%	60.0%
White	76	8.5%	60.5%
<b>Total Enrollment</b>	<b>895</b>	<b>100.0%</b>	<b>50.8%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
895	94.5%	3.1%	46.5%	12.8%	0.0%	2.8%	1.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Ila McNamara Elementary School**

School No.: 227

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	108	10.7%	38.9%
Black or African American	148	14.7%	52.0%
Hispanic	684	67.7%	55.7%
Two or more	4	0.4%	50.0%
White	65	6.4%	49.2%
<b>Total Enrollment</b>	<b>1,010</b>	<b>100.0%</b>	<b>52.9%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,010	93.6%	40.6%	31.2%	11.5%	11.1%	2.8%	22.7%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Meyerland Performing and Visual Arts Middle School**

School No.: 055

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.2%	66.7%
Asian	39	2.2%	30.8%
Black or African American	636	36.0%	48.6%
Hispanic	833	47.2%	44.9%
Native Hawaiian and Other Pacific Islander	2	0.1%	0.0%
Two or more	33	1.9%	63.6%
White	220	12.5%	50.0%
<b>Total Enrollment</b>	<b>1,766</b>	<b>100.0%</b>	<b>46.9%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,766	90.5%	12.6%	0.1%	34.3%	23.0%	5.5%	5.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Middle College High School at HCC Gulfton**

School No.: 484

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	1.0%	50.0%
Asian	2	1.0%	100.0%
Black or African American	36	17.7%	83.3%
Hispanic	153	75.4%	75.8%
White	10	4.9%	60.0%
Total Enrollment	203	100.0%	76.4%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
203	85.2%	65.0%	18.7%	8.9%	4.9%	72.4%	1.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



Appendix G

A. A. Milne Elementary School

School No.: 299

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	4	0.6%	50.0%
Asian	3	0.4%	66.7%
Black or African American	392	57.6%	45.7%
Hispanic	262	38.5%	42.7%
Native Hawaiian and Other Pacific Islander	1	0.1%	0.0%
Two or more	3	0.4%	66.7%
White	15	2.2%	33.3%
Total Enrollment	680	100.0%	44.4%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
680	77.2%	6.5%	32.9%	16.6%	0.9%	2.6%	6.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

## Appendix G

## Gabriela Mistral Early Childhood Center

School No.: 354

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.5%	0.0%
Asian	36	9.5%	58.3%
Black or African American	37	9.8%	48.6%
Hispanic	288	76.2%	77.1%
Two or more	1	0.3%	100.0%
White	14	3.7%	71.4%
Total Enrollment	378	100.0%	72.0%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
378	92.6%	58.5%	60.8%	32.0%	22.8%	4.0%	36.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Neff Early Learning Center**

School No.: 209

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	39	5.3%	61.5%
Black or African American	52	7.1%	38.5%
Hispanic	612	83.6%	69.0%
Two or more	5	0.7%	80.0%
White	24	3.3%	37.5%
Total Enrollment	732	100.0%	65.4%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
732	81.3%	1.9%	64.6%	0.4%	1.8%	0.0%	0.4%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Pat Neff Elementary School**

School No.: 394

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	51	6.0%	78.4%
Black or African American	62	7.3%	53.2%
Hispanic	707	83.8%	69.0%
Native Hawaiian and Other Pacific Islander	1	0.1%	0.0%
Two or more	1	0.1%	100.0%
White	21	2.5%	52.4%
<b>Total Enrollment</b>	<b>844</b>	<b>100.0%</b>	<b>67.9%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
844	93.1%	35.4%	25.8%	29.5%	36.8%	0.5%	6.9%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Cynthia Parker Elementary School**

School No.: 215

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.3%	66.7%
Asian	19	2.1%	21.1%
Black or African American	177	19.8%	19.8%
Hispanic	410	46.0%	33.7%
Two or more	27	3.0%	37.0%
White	256	28.7%	32.0%
Total Enrollment	892	100.0%	30.4%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
892	96.0%	30.0%	22.8%	2.4%	0.1%	10.8%	15.9%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**John J. Pershing Middle School**

School No.: 064

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	6	0.3%	50.0%
Asian	134	7.4%	39.6%
Black or African American	601	33.0%	8.0%
Hispanic	636	34.9%	61.8%
Native Hawaiian and Other Pacific Islander	5	0.3%	20.0%
Two or more	45	2.5%	22.2%
White	393	21.6%	18.8%
Total Enrollment	1,820	100.0%	32.0%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,820	93.8%	32.0%	0.2%	26.2%	0.1%	5.3%	0.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Thomas Pilgrim Academy**

School No.: 218

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	6	0.5%	66.7%
Black or African American	105	8.6%	34.3%
Hispanic	1,081	88.4%	78.4%
Two or more	2	0.2%	100.0%
White	29	2.4%	58.6%
Total Enrollment	1,223	100.0%	74.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,223	97.7%	63.0%	36.1%	20.4%	4.2%	7.3%	5.8%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Piney Point Elementary School**

School No.: 219

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	7	0.5%	85.7%
Asian	92	6.7%	72.8%
Black or African American	139	10.2%	48.2%
Hispanic	1,069	78.4%	79.4%
Native Hawaiian and Other Pacific Islander	1	0.1%	0.0%
Two or more	4	0.3%	75.0%
White	52	3.8%	53.8%
<b>Total Enrollment</b>	<b>1,364</b>	<b>100.0%</b>	<b>74.8%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,364	82.3%	74.6%	0.1%	74.3%	11.1%	73.8%	1.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Samuel Red Elementary School**

School No.: 224

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.3%	0.0%
Asian	29	4.0%	65.5%
Black or African American	182	25.1%	32.4%
Hispanic	389	53.7%	52.2%
Two or more	10	1.4%	40.0%
White	112	15.5%	50.0%
Total Enrollment	724	100.0%	47.1%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
724	90.7%	33.0%	30.1%	6.9%	12.4%	18.0%	0.8%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Paul Revere Middle School**

School No.: 060

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	6	0.4%	0.0%
Asian	88	5.3%	0.0%
Black or African American	467	28.2%	0.9%
Hispanic	947	57.3%	0.2%
Native Hawaiian and Other Pacific Islander	3	0.2%	0.0%
Two or more	9	0.5%	0.0%
White	134	8.1%	0.7%
<b>Total Enrollment</b>	<b>1,654</b>	<b>100.0%</b>	<b>0.4%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,654	20.3%	0.3%	0.0%	0.0%	0.1%	0.2%	0.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Sylvan Rodríguez Elementary School**

School No.: 372

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	100.0%
Asian	24	2.2%	91.7%
Black or African American	98	8.9%	82.7%
Hispanic	955	87.1%	84.3%
White	18	1.6%	61.1%
Total Enrollment	1,096	100.0%	83.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,096	89.3%	28.7%	68.1%	51.6%	38.9%	37.8%	19.7%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**School at St. George Place**

School No.: 353

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.3%	33.3%
Asian	148	16.6%	56.8%
Black or African American	127	14.3%	53.5%
Hispanic	342	38.4%	56.4%
Two or more	35	3.9%	62.9%
White	235	26.4%	57.4%
Total Enrollment	890	100.0%	56.5%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
890	92.2%	47.9%	2.1%	0.9%	4.5%	54.0%	7.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Shadowbriar Elementary School**

School No.: 276

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	17	3.0%	17.6%
Black or African American	289	51.0%	22.5%
Hispanic	160	28.2%	20.0%
Two or more	13	2.3%	30.8%
White	88	15.5%	34.1%
Total Enrollment	567	100.0%	23.6%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
567	84.7%	22.0%	0.4%	0.7%	0.5%	2.3%	7.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Sharpstown International School**

School No.: 081

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	90	7.7%	0.0%
Black or African American	101	8.6%	0.0%
Hispanic	939	80.3%	0.4%
Native Hawaiian and Other Pacific Islander	2	0.2%	0.0%
Two or more	6	0.5%	0.0%
White	31	2.7%	0.0%
<b>Total Enrollment</b>	<b>1,169</b>	<b>100.0%</b>	<b>0.3%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,169	93.1%	0.1%	0.0%	0.0%	0.0%	0.2%	0.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Sugar Grove Middle School**

School No.: 163

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.2%	0.0%
Asian	35	4.0%	0.0%
Black or African American	159	18.3%	0.6%
Hispanic	649	74.6%	0.8%
Two or more	4	0.5%	0.0%
White	21	2.4%	0.0%
Total Enrollment	870	100.0%	0.7%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
870	10.8%	0.7%	0.2%	0.0%	0.0%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**William Sutton Elementary School**

School No.: 248

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	3	0.2%	100.0%
Asian	161	12.7%	88.2%
Black or African American	111	8.7%	95.5%
Hispanic	911	71.7%	94.7%
Two or more	2	0.2%	100.0%
White	82	6.5%	93.9%
Total Enrollment	1,270	100.0%	93.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,270	93.9%	92.3%	23.0%	24.3%	1.2%	21.3%	11.3%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Tanglewood Middle School**

School No.: 068

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	65	7.3%	32.3%
Black or African American	149	16.6%	30.9%
Hispanic	432	48.2%	23.6%
Native Hawaiian and Other Pacific Islander	5	0.6%	40.0%
Two or more	26	2.9%	50.0%
White	215	24.0%	28.8%
Total Enrollment	896	100.0%	27.5%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
896	28.0%	0.4%	26.9%	0.2%	0.1%	0.1%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Eleanor Tinsley Elementary School**

School No.: 374

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	8	1.0%	0.0%
Black or African American	137	17.0%	4.4%
Hispanic	656	81.2%	7.6%
Two or more	1	0.1%	0.0%
White	6	0.7%	0.0%
Total Enrollment	808	100.0%	6.9%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
808	91.8%	1.5%	4.2%	0.5%	0.2%	3.0%	0.6%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Valley West Elementary School**

School No.: 285

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	18	2.0%	0.0%
Black or African American	416	45.5%	0.7%
Hispanic	456	49.8%	0.7%
Native Hawaiian and Other Pacific Islander	1	0.1%	0.0%
Two or more	5	0.5%	0.0%
White	18	2.0%	0.0%
<b>Total Enrollment</b>	<b>915</b>	<b>100.0%</b>	<b>0.7%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
915	92.9%	0.5%	0.3%	0.3%	0.3%	0.3%	0.5%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Walnut Bend Elementary School**

School No.: 253

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	26	2.9%	19.2%
Black or African American	330	37.0%	10.9%
Hispanic	429	48.0%	12.4%
Native Hawaiian and Other Pacific Islander	1	0.1%	0.0%
Two or more	10	1.1%	30.0%
White	96	10.8%	22.9%
<b>Total Enrollment</b>	<b>893</b>	<b>100.0%</b>	<b>13.3%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
893	77.3%	8.1%	0.6%	11.3%	10.5%	1.7%	3.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Louie Welch Middle School**

School No.: 056

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	0.0%
Asian	8	1.0%	0.0%
Black or African American	422	51.0%	0.0%
Hispanic	371	44.8%	0.5%
Two or more	2	0.2%	0.0%
White	24	2.9%	0.0%
<b>Total Enrollment</b>	<b>828</b>	<b>100.0%</b>	<b>0.2%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
828	21.6%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**West Briar Middle School**

School No.: 099

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.2%	50.0%
Asian	114	8.9%	71.9%
Black or African American	378	29.6%	71.7%
Hispanic	487	38.2%	79.1%
Native Hawaiian and Other Pacific Islander	5	0.4%	60.0%
Two or more	23	1.8%	73.9%
White	266	20.9%	76.7%
<b>Total Enrollment</b>	<b>1,275</b>	<b>100.0%</b>	<b>75.5%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,275	86.6%	73.5%	61.3%	70.3%	63.5%	0.0%	0.2%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**  
**Westside High School**

School No.: 036

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	6	0.2%	0.0%
Asian	219	6.6%	54.8%
Black or African American	1,029	31.2%	59.8%
Hispanic	1,368	41.5%	48.2%
Native Hawaiian and Other Pacific Islander	6	0.2%	50.0%
Two or more	55	1.7%	58.2%
White	615	18.6%	66.2%
<b>Total Enrollment</b>	<b>3,298</b>	<b>100.0%</b>	<b>55.7%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
3,298	91.4%	48.7%	12.6%	8.6%	0.0%	0.0%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Edward White Elementary School**

School No.: 267

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
Asian	124	14.3%	0.0%
Black or African American	42	4.8%	0.0%
Hispanic	683	78.6%	0.3%
Two or more	2	0.2%	0.0%
White	18	2.1%	0.0%
Total Enrollment	869	100.0%	0.2%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
869	90.9%	0.1%	0.1%	0.1%	0.0%	0.1%	0.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.



**Appendix G**

**Mark White Elementary School**

School No.: 483

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	8	1.0%	100.0%
Asian	133	17.3%	94.7%
Black or African American	152	19.8%	95.4%
Hispanic	298	38.9%	97.7%
Native Hawaiian and Other Pacific Islander	2	0.3%	100.0%
Two or more	24	3.1%	100.0%
White	150	19.6%	99.3%
<b>Total Enrollment</b>	<b>767</b>	<b>100.0%</b>	<b>97.1%</b>

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
767	97.1%	96.3%	5.5%	95.7%	3.7%	2.5%	0.7%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

## Appendix G

## Margaret Long Wisdom High School

School No.: 009

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	2	0.1%	50.0%
Asian	140	5.9%	21.4%
Black or African American	357	15.0%	19.9%
Hispanic	1,735	73.0%	19.8%
Native Hawaiian and Other Pacific Islander	3	0.1%	33.3%
Two or more	10	0.4%	20.0%
White	129	5.4%	17.1%
Total Enrollment	2,376	100.0%	19.8%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
2,376	87.2%	12.4%	7.1%	2.4%	5.1%	6.2%	2.0%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

**Appendix G**

**Young Learners Charter School**

School No.: 392

School Office: West

<b>Student Enrollment and Percent Parent Engagement by Race/Ethnicity, 2017–2018</b>			
<b>Ethnicity</b>	<b>Total Unduplicated Enrollment</b>	<b>Percent Unduplicated Enrollment</b>	<b>Percent Parental Involvement+</b>
American Indian and Alaskan Native	1	0.1%	100.0%
Asian	4	0.2%	25.0%
Black or African American	661	40.7%	68.8%
Hispanic	928	57.1%	85.3%
Two or more	8	0.5%	100.0%
White	22	1.4%	68.2%
Total Enrollment	1,624	100.0%	78.3%

<b>Title I, Part A School Percent Parent Engagement by Category, 2017–2018</b>							
<b>Enrollment</b>	<b>Individual/School Compact</b>	<b>Conference</b>	<b>Education/ Training</b>	<b>Family Literacy</b>	<b>Parent Literacy</b>	<b>Planning</b>	<b>Volunteer</b>
1,624	98.3%	78.3%	0.2%	4.1%	4.1%	4.1%	4.1%

Sources: Chancery 07/09/2018

Note: Percentages were calculated based on cumulative student enrollment in a Title I, Part A school during the 2017–2018 school year, regardless of ADA membership status. + Students who had parental engagement data in any category coded in Chancery, excluding individual and schoolwide compact.

Appendix H

Table H-1. Percent of Survey Respondents Who Indicated That Their Children’s HISD Title I School Provided Them Specified Documents and Opportunities Based on School Office and Campus, 2017–2018				
		The school provided me a copy of the Parent and Family Engagement Policy	The school provided me a copy of the School-Parent Compact	The school provided me opportunities to give input on the creation of or revisions to the Parent and Family Engagement Policy and the School-Parent Compact
Respondent Counts and Percentages	N	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>62.5</b>	<b>59.6</b>	<b>48.2</b>
<b>Achieve 180 Schools Office</b>	<b>972</b>	<b>56.1</b>	<b>52.4</b>	<b>48.6</b>
Attucks MS	10	50.0	40.0	20.0
Bellfort ECC	39	74.4	66.7	71.8
Bonham ES	103	61.2	60.2	57.3
Bruce ES	6	33.3	83.3	33.3
Cook ES	37	62.2	40.5	48.6
Cullen MS	1	*	*	*
Edison MS	4	*	*	*
Foerster ES	11	63.6	63.6	54.5
Fondren ES	29	51.7	58.6	58.6
Forest Brook MS	34	38.2	38.2	32.4
Gallegos ES	5	40.0	80.0	20.0
Gregory-Lincoln PK-8	8	12.5	25.0	25.0
High School Ahead Acad MS	15	86.7	86.7	86.7
Hilliard ES	8	62.5	37.5	0.0
Kashmere Gardens ES	3	*	*	*
Key MS	1	*	*	*
Lawson MS	40	40.0	50.0	27.5
Lewis ES	46	54.3	47.8	56.5
Liberty HS	28	39.3	28.6	35.7
Looscan ES	9	33.3	66.7	55.6
Madison HS	11	45.5	36.4	45.5
Martinez C ES	3	*	*	*
Milby HS	49	57.1	44.9	46.9
Montgomery ES	179	59.8	55.9	47.5

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

### Appendix H

Table H-1. Percent of Survey Respondents Who Indicated That Their Children’s HISD Title I School Provided Them Specified Documents and Opportunities Based on School Office and Campus, 2017–2018				
		The school provided me a copy of the Parent and Family Engagement Policy	The school provided me a copy of the School-Parent Compact	The school provided me opportunities to give input on the creation of or revisions to the Parent and Family Engagement Policy and the School-Parent Compact
Respondent Counts and Percentages	N	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>62.5</b>	<b>59.6</b>	<b>48.2</b>
North Forest HS	20	75.0	70.0	30.0
Pugh ES	18	61.1	44.4	44.4
Sharpstown HS	45	51.1	46.7	44.4
Stevens ES	41	46.3	46.3	51.2
TCAH	1	*	*	*
V Prep South	15	60.0	53.3	46.7
Washington HS	31	77.4	61.3	58.1
Westbury HS	50	54.0	50.0	56.0
Yates HS	27	40.7	37.0	33.3
Young ES	45	62.2	55.6	55.6
<b>East Schools Office</b>	<b>3077</b>	<b>61.8</b>	<b>60.0</b>	<b>50.7</b>
Austin HS	98	53.1	58.2	48.0
BCM Biotech Academy at Rusk	6	100.0	83.3	66.7
Bonner ES	119	62.2	64.7	58.0
Briscoe ES	37	56.8	54.1	51.4
Burnet ES	1	*	*	*
Cage ES	126	68.3	63.5	51.6
Carrillo ES	127	91.3	91.3	66.1
Chavez HS	293	57.0	55.3	44.4
Chrysalis MS	72	79.2	76.4	68.1
Crespo ES	53	73.6	66.0	60.4
Davila ES	86	68.6	69.8	62.8
Deady MS	129	51.2	53.5	44.2
DeZavala ES	8	62.5	75.0	50.0
East EC HS	34	47.1	44.1	32.4

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

Appendix H

Table H-1. Percent of Survey Respondents Who Indicated That Their Children’s HISD Title I School Provided Them Specified Documents and Opportunities Based on School Office and Campus, 2017–2018				
		The school provided me a copy of the Parent and Family Engagement Policy	The school provided me a copy of the School-Parent Compact	The school provided me opportunities to give input on the creation of or revisions to the Parent and Family Engagement Policy and the School-Parent Compact
Respondent Counts and Percentages	N	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>62.5</b>	<b>59.6</b>	<b>48.2</b>
Eastwood Acad HS	130	72.3	73.8	60.8
Franklin ES	17	41.2	41.2	29.4
Furr HS	274	25.2	19.0	17.2
Harris JR ES	96	70.8	64.6	51.0
Harris RP ES	47	91.5	87.2	78.7
Henderson JP ES	261	61.3	62.1	54.4
Holland MS	16	31.3	25.0	25.0
HSLJ	119	48.7	56.3	31.9
Lantrip ES	92	65.2	62.0	54.3
Laurenzo ECC	97	87.6	82.5	72.2
Middle College HS - Fraga	38	52.6	42.1	44.7
Mount Carmel Acad HS	42	85.7	90.5	69.0
Navarro MS	5	60.0	40.0	80.0
Oates ES	33	63.6	63.6	51.5
Ortiz MS	138	42.8	39.1	33.3
Park Place ES	109	71.6	61.5	58.7
Patterson ES	106	73.6	72.6	62.3
Pleasantville ES	44	93.2	77.3	75.0
Port Houston ES	28	60.7	64.3	57.1
Robinson ES	2	0.0	0.0	0.0
Rucker ES	46	60.9	58.7	56.5
Sanchez ES	34	70.6	64.7	61.8
Southmayd ES	64	70.3	65.6	59.4
Stevenson MS	20	60.0	85.0	65.0
Tijerina ES	4	*	*	*

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

Appendix H

Table H-1. Percent of Survey Respondents Who Indicated That Their Children’s HISD Title I School Provided Them Specified Documents and Opportunities Based on School Office and Campus, 2017–2018				
		The school provided me a copy of the Parent and Family Engagement Policy	The school provided me a copy of the School-Parent Compact	The school provided me opportunities to give input on the creation of or revisions to the Parent and Family Engagement Policy and the School-Parent Compact
Respondent Counts and Percentages	N	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>62.5</b>	<b>59.6</b>	<b>48.2</b>
Whittier ES	25	96.0	96.0	96.0
Young Scholars	1	*	*	*
<b>North Schools Office</b>	<b>4334</b>	<b>66.5</b>	<b>64.5</b>	<b>54.9</b>
Atherton ES	179	87.2	85.5	86.0
Barrick ES	116	62.1	55.2	48.3
Berry ES	72	72.2	62.5	44.4
Burbank ES	115	70.4	61.7	53.0
Burbank MS	565	66.9	66.4	54.7
Burrus ES	113	73.5	73.5	61.1
Coop ES	338	57.7	57.7	50.0
De Chaumes ES	31	45.2	41.9	48.4
Durkee ES	133	66.9	60.9	51.9
Eliot ES	487	63.9	64.9	57.3
Elmore ES	77	58.4	53.2	46.8
Farias ECC	53	71.7	69.8	66.0
Fleming MS	151	43.7	41.1	17.2
Fonville MS	10	80.0	80.0	60.0
Fonwood ECC	95	63.2	60.0	55.8
Garcia ES	206	54.4	51.5	51.9
Henderson NQ ES	57	98.2	98.2	96.5
Herrera ES	32	87.5	87.5	68.8
Houston MSTC HS	89	85.4	83.1	76.4
Isaacs ES	82	67.1	61.0	46.3
Janowski ES	31	58.1	67.7	58.1
Jordan HS	66	40.9	43.9	33.3

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

### Appendix H

Table H-1. Percent of Survey Respondents Who Indicated That Their Children’s HISD Title I School Provided Them Specified Documents and Opportunities Based on School Office and Campus, 2017–2018				
		The school provided me a copy of the Parent and Family Engagement Policy	The school provided me a copy of the School-Parent Compact	The school provided me opportunities to give input on the creation of or revisions to the Parent and Family Engagement Policy and the School-Parent Compact
Respondent Counts and Percentages	N	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>62.5</b>	<b>59.6</b>	<b>48.2</b>
Kennedy ES	71	74.6	70.4	52.1
Leland YMCPA	20	50.0	60.0	45.0
Lyons ES	199	74.9	68.3	53.8
Marshall ES	131	57.3	56.5	39.7
Martinez R ES	26	96.2	92.3	84.6
McGowen ES	4	*	*	*
McReynolds MS	24	62.5	66.7	66.7
Moreno ES	236	65.7	67.4	54.7
North Houston EC HS	71	85.9	85.9	67.6
Northline ES	70	70.0	65.7	65.7
Osborne ES	16	75.0	43.8	18.8
Paige ES	7	71.4	57.1	57.1
Ross ES	11	81.8	72.7	81.8
Scarborough ES	280	68.2	65.4	55.7
Scroggins ES	65	78.5	73.8	61.5
Shadydale ES	2	*	*	*
Williams MS	3	*	*	*
<b>Northwest Schools Office</b>	<b>2666</b>	<b>65.1</b>	<b>60.9</b>	<b>48.8</b>
Arabic Immersion	45	66.7	73.3	57.8
Benbrook ES	137	51.1	51.1	40.1
Black MS	44	56.8	36.4	36.4
Browning ES	30	86.7	80.0	80.0
Challenge EC HS	11	100.0	72.7	54.5
Clifton MS	11	63.6	81.8	63.6
Crockett ES	230	74.3	65.2	57.4

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



### Appendix H

Table H-1. Percent of Survey Respondents Who Indicated That Their Children’s HISD Title I School Provided Them Specified Documents and Opportunities Based on School Office and Campus, 2017–2018				
		The school provided me a copy of the Parent and Family Engagement Policy	The school provided me a copy of the School-Parent Compact	The school provided me opportunities to give input on the creation of or revisions to the Parent and Family Engagement Policy and the School-Parent Compact
Respondent Counts and Percentages	N	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>62.5</b>	<b>59.6</b>	<b>48.2</b>
DeBakey HS	108	53.7	46.3	34.3
Durham ES	38	73.7	78.9	63.2
Field ES	13	53.8	38.5	38.5
Garden Oaks	54	79.6	74.1	61.1
H AIS HS	119	58.0	58.0	46.2
Hamilton MS	37	67.6	56.8	32.4
Heights HS	34	55.9	55.9	35.3
Helms ES	30	63.3	63.3	40.0
Hogg MS	32	68.8	53.1	43.8
Jefferson ES	293	83.3	73.0	56.0
Ketelsen ES	158	71.5	67.7	60.1
Lamar HS	144	48.6	43.8	34.7
Love ES	28	53.6	50.0	28.6
MacGregor ES	163	57.7	57.7	40.5
Marshall MS	125	54.4	56.0	52.0
Memorial ES	10	60.0	60.0	30.0
Northside HS	38	63.2	60.5	28.9
Rice School PK-8	94	72.3	77.7	48.9
Roosevelt ES	43	60.5	67.4	55.8
Scarborough HS	23	34.8	21.7	34.8
Sherman ES	23	73.9	52.2	52.2
Sinclair ES	58	69.0	60.3	56.9
Smith ES	247	55.9	53.4	49.0
Wainwright ES	25	48.0	48.0	44.0
Waltrip HS	22	45.5	45.5	40.9

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

### Appendix H

Table H-1. Percent of Survey Respondents Who Indicated That Their Children’s HISD Title I School Provided Them Specified Documents and Opportunities Based on School Office and Campus, 2017–2018				
		The school provided me a copy of the Parent and Family Engagement Policy	The school provided me a copy of the School-Parent Compact	The school provided me opportunities to give input on the creation of or revisions to the Parent and Family Engagement Policy and the School-Parent Compact
Respondent Counts and Percentages	N	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>62.5</b>	<b>59.6</b>	<b>48.2</b>
Wharton ES	41	87.8	87.8	70.7
Wilson ES	75	82.7	84.0	53.3
YWCPA	83	66.3	55.4	44.6
<b>South Schools Office</b>	<b>2835</b>	<b>61.2</b>	<b>59.0</b>	<b>42.9</b>
Alcott ES	112	47.3	42.0	32.1
Almeda ES	48	56.3	45.8	41.7
Bastian ES	16	62.5	56.3	56.3
Baylor College MS	48	66.7	66.7	41.7
Brookline ES	6	83.3	100.0	83.3
Codwell ES	24	54.2	58.3	33.3
Cornelius ES	347	73.8	75.8	24.8
DeAnda ES	33	69.7	66.7	54.5
Energy Inst HS	49	46.9	55.1	30.6
Foster ES	2	*	*	*
Frost ES	112	53.6	45.5	38.4
Garden Villas ES	15	73.3	73.3	40.0
Golfcrest ES	26	46.2	30.8	30.8
Gregg ES	135	60.0	55.6	48.1
Grissom ES	90	70.0	66.7	65.6
Hartman MS	19	57.9	47.4	42.1
Hartsfield ES	4	*	*	*
Hines-Caldwell ES	38	73.7	55.3	50.0
Hobby ES	346	72.5	72.8	45.4
Jones HS	5	0.0	0.0	20.0
Kandy Stripe Acad ES	2	*	*	*

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

### Appendix H

Table H-1. Percent of Survey Respondents Who Indicated That Their Children’s HISD Title I School Provided Them Specified Documents and Opportunities Based on School Office and Campus, 2017–2018				
		The school provided me a copy of the Parent and Family Engagement Policy	The school provided me a copy of the School-Parent Compact	The school provided me opportunities to give input on the creation of or revisions to the Parent and Family Engagement Policy and the School-Parent Compact
Respondent Counts and Percentages	N	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>62.5</b>	<b>59.6</b>	<b>48.2</b>
Kelso ES	111	58.6	47.7	40.5
Law ES	55	60.0	49.1	43.6
Lockhart ES	32	56.3	50.0	40.6
Mitchell ES	2	*	*	*
MLK ECC	144	68.8	66.0	61.8
Peck ES	6	50.0	0.0	0.0
Petersen ES	3	*	*	*
Reagan Ed Ctr PK-8	37	64.9	43.2	43.2
Reynolds ES	18	66.7	50.0	44.4
Seguin ES	92	62.0	53.3	44.6
Shearn ES	279	60.2	55.2	52.7
South EC HS	12	33.3	66.7	16.7
Sterling HS	77	53.2	53.2	37.7
Thomas MS	12	91.7	83.3	83.3
Thompson ES	131	58.0	59.5	45.0
TSU Charter	10	60.0	50.0	30.0
Whidby ES	283	42.8	50.5	41.7
Windsor Village ES	54	57.4	63.0	42.6
<b>Superintendent’s Schools Office</b>	<b>253</b>	<b>65.2</b>	<b>66.4</b>	<b>49.0</b>
Blackshear ES	46	23.9	58.7	10.9
Dogan ES	32	84.4	71.9	65.6
Henry MS	32	68.8	50.0	34.4
Highland Heights ES	56	96.4	92.9	92.9
Kashmere HS	14	64.3	57.1	28.6
Mading ES	5	80.0	80.0	80.0

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

### Appendix H

Table H-1. Percent of Survey Respondents Who Indicated That Their Children’s HISD Title I School Provided Them Specified Documents and Opportunities Based on School Office and Campus, 2017–2018				
		The school provided me a copy of the Parent and Family Engagement Policy	The school provided me a copy of the School-Parent Compact	The school provided me opportunities to give input on the creation of or revisions to the Parent and Family Engagement Policy and the School-Parent Compact
Respondent Counts and Percentages	N	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>62.5</b>	<b>59.6</b>	<b>48.2</b>
Wesley ES	0	—	—	—
Wheatley HS	38	55.3	57.9	36.8
Woodson PK-8	21	57.1	57.1	38.1
Worthing HS	9	55.6	44.4	55.6
<b>West Schools Office</b>	<b>7,749</b>	<b>60.8</b>	<b>57.1</b>	<b>45.0</b>
Anderson ES	64	57.8	54.7	42.2
Ashford ES	24	54.2	58.3	33.3
Askew ES	53	69.8	60.4	37.7
Bell ES	37	56.8	51.4	37.8
Bellaire HS	289	79.9	77.9	57.8
Benavidez ES	12	50.0	33.3	50.0
Braeburn ES	91	80.2	91.2	74.7
Briar Meadow	43	81.4	79.1	55.8
Cunningham ES	436	52.5	50.5	43.6
Daily ES	290	58.6	45.9	36.9
Elrod ES	53	66.0	29.9	50.9
Emerson ES	52	57.7	61.2	44.2
Energized ECC	317	73.5	54.3	46.7
Energized ES	1,648	49.3	47.6	35.1
Energized MS	236	92.8	58.5	18.2
E-STEM Central HS	134	23.9	53.8	36.6
E-STEM Central MS	418	63.6	58.7	44.0
E-STEM West HS	46	58.7	47.0	43.5
E-STEM West MS	124	48.4	91.5	32.3
Fondren MS	73	60.3	56.2	45.2

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

### Appendix H

Table H-1. Percent of Survey Respondents Who Indicated That Their Children’s HISD Title I School Provided Them Specified Documents and Opportunities Based on School Office and Campus, 2017–2018				
		The school provided me a copy of the Parent and Family Engagement Policy	The school provided me a copy of the School-Parent Compact	The school provided me opportunities to give input on the creation of or revisions to the Parent and Family Engagement Policy and the School-Parent Compact
Respondent Counts and Percentages	N	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>62.5</b>	<b>59.6</b>	<b>48.2</b>
Gross ES	16	56.3	56.3	50.0
Halpin ECC	136	74.3	69.9	69.1
Herod ES	113	73.5	69.0	54.9
Inspired Acad	62	8.1	11.3	12.9
Las Americas MS	0	—	—	—
Long Acad	26	42.3	42.3	38.5
Longfellow ES	77	85.7	79.2	57.1
McNamara ES	299	77.9	70.9	63.2
Meyerland MS	115	59.1	65.2	34.8
Middle College HS - Gulfton	43	67.4	74.4	69.8
Milne ES	2	*	*	*
Mistral ECC	126	73.0	61.1	60.3
Neff ECC	121	71.1	66.9	57.0
Neff ES	79	55.7	50.6	41.8
Parker ES	141	83.0	71.6	54.6
Pershing MS	196	51.0	52.6	37.8
Pilgrim ES	83	53.0	43.4	43.4
Piney Point ES	187	64.2	57.2	59.9
Red ES	86	60.5	59.3	43.0
Revere MS	20	75.0	65.0	60.0
Rodriguez ES	6	66.7	50.0	33.3
School at St. George ES	52	75.0	71.2	67.3
Shadowbriar ES	12	75.0	66.7	41.7
Sharpstown Intl	188	57.4	54.8	47.9
Sugar Grove MS	20	85.0	40.0	30.0

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

### Appendix H

Table H-1. Percent of Survey Respondents Who Indicated That Their Children’s HISD Title I School Provided Them Specified Documents and Opportunities Based on School Office and Campus, 2017–2018				
		The school provided me a copy of the Parent and Family Engagement Policy	The school provided me a copy of the School-Parent Compact	The school provided me opportunities to give input on the creation of or revisions to the Parent and Family Engagement Policy and the School-Parent Compact
Respondent Counts and Percentages	N	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>62.5</b>	<b>59.6</b>	<b>48.2</b>
Sutton ES	359	54.0	49.3	42.6
Tanglewood MS	31	67.7	48.4	45.2
Tinsley ES	52	63.5	55.8	59.6
Valley West ES	56	67.9	58.9	64.3
Walnut Bend ES	13	53.8	46.2	46.2
Welch MS	11	36.4	63.6	18.2
West Briar MS	40	50.0	47.5	32.5
Westside HS	70	55.7	52.9	38.6
White E ES	150	48.7	47.3	47.3
White M ES	68	60.3	54.4	51.5
Wisdom HS	152	50.0	56.6	50.0
Young Learners	101	99.0	99.0	99.0

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

Appendix H

**Table H-2. Percent of Survey Respondents Who Rated the Trainings and Meetings They Attended at Their Children’s Title I School as Either ‘Extremely Helpful’ or ‘Quite Helpful’ Based on School Office and Campus, 2017–2018**

	Annual Title I Meeting/Title I Parent Meetings		Trainings and materials to address your family’s needs		Trainings and materials to help you and your family members acquire education and skills, such as reading, GED, ESL, computer skills and/or job skills, etc.		Trainings and materials to help you and your family members support your child’s learning at home		One on one meetings between you and the teacher, principal, assistant principal or counselor about your child		IEP or 504 meetings for my child with a disability	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>Respondent Counts and Percentages</b>												
<b>HISD Districtwide</b>	<b>3,838</b>	<b>82.9</b>	<b>2,629</b>	<b>89.4</b>	<b>1,730</b>	<b>88.8</b>	<b>3,291</b>	<b>90.6</b>	<b>5,022</b>	<b>88.7</b>	<b>1,287</b>	<b>82.0</b>
<b>Achieve 180 Schools Office</b>	<b>178</b>	<b>83.1</b>	<b>112.0</b>	<b>84.8</b>	<b>93</b>	<b>89.2</b>	<b>126</b>	<b>89.7</b>	<b>219</b>	<b>86.3</b>	<b>76</b>	<b>76.3</b>
Attucks MS	3	*	0	–	0	–	0	–	0	–	1	*
Bellfort ECC	11	81.8	5	100.0	3	*	8	87.5	13	100.0	0	–
Bonham ES	17	76.5	5	80.0	9	77.8	12	100.0	15	80.0	5	60.0
Bruce ES	1	*	0	–	0	–	0	–	3	*	0	–
Cook ES	8	100.0	9	100.0	4	*	8	100.0	7	100.0	2	*
Cullen MS	1	*	1	*	0	–	1	*	0	–	0	–
Edison MS	2	*	0	–	0	–	0	–	1	*	0	–
Foerster ES	2	*	2	*	2	*	2	*	3	*	3	*
Fondren ES	7	85.7	5	100.0	6	100.0	5	80.0	11	90.9	6	66.7
Forest Brook MS	1	*	0	–	0	–	1	*	2	*	3	*
Gallegos ES	0	–	2	*	2	*	2	*	3	*	0	–
Gregory-Lincoln PK-8	1	*	0	–	1	*	1	*	6	100.0	0	–
High School Ahead Acad MS	3	*	0	–	0	–	0	–	2	*	0	–
Hilliard ES	1	*	0	–	1	*	1	*	0	–	0	–
Kashmere Gardens ES	1	*	1	*	0	–	0	–	0	–	0	–
Key MS	1	*	1	*	0	–	0	–	0	–	0	–
Lawson MS	3	*	1	*	2	*	4	*	3	*	3	*
Lewis ES	4	*	2	*	3	*	5	100.0	6	100.0	2	*
Liberty HS	6	100.0	3	*	5	80.0	3	*	3	*	0	–
Looscan ES	1	*	1	*	1	*	1	*	2	*	1	*
Madison HS	3	*	3	*	1	*	5	80.0	6	83.3	4	*
Martinez C ES	1	*	1	*	2	*	2	*	2	*	0	–
Milby HS	12	75.0	9	66.7	4	*	6	83.3	15	93.3	6	83.3
Montgomery ES	23	95.7	7	100.0	5	100.0	17	88.2	35	80.0	6	66.7
North Forest HS	5	80.0	4	*	6	100.0	3	*	5	80.0	3	*
Pugh ES	2	*	4	*	3	*	3	*	6	83.3	1	*
Sharpstown HS	9	88.9	7	85.7	6	66.7	4	*	10	70.0	2	*
Stevens ES	7	85.7	5	100.0	4	*	5	100.0	7	85.7	1	*
TCAH	0	–	0	–	0	–	1	*	1	*	0	–

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

Appendix H

Table H-2. Percent of Survey Respondents Who Rated the Trainings and Meetings They Attended at Their Children’s Title I School as Either ‘Extremely Helpful’ or ‘Quite Helpful’ Based on School Office and Campus, 2017–2018

	Annual Title I Meeting/Title I Parent Meetings		Trainings and materials to address your family’s needs		Trainings and materials to help you and your family members acquire education and skills, such as reading, GED, ESL, computer skills and/or job skills, etc.		Trainings and materials to help you and your family members support your child’s learning at home		One on one meetings between you and the teacher, principal, assistant principal or counselor about your child		IEP or 504 meetings for my child with a disability	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>Respondent Counts and Percentages</b>												
<b>HISD Districtwide</b>	<b>3,838</b>	<b>82.9</b>	<b>2,629</b>	<b>89.4</b>	<b>1,730</b>	<b>88.8</b>	<b>3,291</b>	<b>90.6</b>	<b>5,022</b>	<b>88.7</b>	<b>1,287</b>	<b>82.0</b>
V Prep South	2	50.0	2	*	1	*	0	–	3	*	1	*
Washington HS	16	87.5	13	84.6	11	100.0	10	100.0	17	76.5	9	100.0
Westbury HS	10	80.0	5	40.0	2	*	4	*	12	83.3	5	40.0
Yates HS	3	*	3	*	2	*	1	*	6	100.0	5	80.0
Young ES	11	81.8	11	90.9	7	85.7	11	90.9	14	92.9	5	100.0
<b>East Schools Office</b>	<b>529</b>	<b>81.5</b>	<b>284</b>	<b>85.9</b>	<b>185</b>	<b>87.6</b>	<b>394</b>	<b>89.1</b>	<b>687</b>	<b>89.1</b>	<b>128</b>	<b>84.4</b>
Austin HS	18	88.9	7	42.9	7	71.4	7	100.0	16	87.5	10	100.0
BCM Biotech Academy at Rusk	3	*	0	–	1	*	1	*	4	*	1	*
Bonner ES	27	77.8	14	85.7	8	75.0	17	88.2	24	91.7	4	*
Briscoe ES	11	100.0	4	*	3	*	4	*	6	33.3	2	*
Burnet ES	0	–	0	–	0	–	0	–	0	–	0	–
Cage ES	25	76.0	12	66.7	10	90.0	21	100.0	30	96.7	9	55.6
Carrillo ES	52	75.0	28	78.6	7	85.7	32	71.9	54	94.4	2	*
Chavez HS	29	75.9	12	83.3	13	76.9	15	73.3	24	62.5	7	71.4
Chrysalis MS	16	100.0	5	80.0	3	*	5	100.0	16	100.0	2	*
Crespo ES	16	93.8	6	100.0	4	*	9	88.9	17	82.4	2	*
Davila ES	17	100.0	12	100.0	5	100.0	17	100.0	26	96.2	4	*
Deady MS	19	78.9	8	87.5	6	83.3	10	60.0	24	83.3	8	87.5
DeZavala ES	1	*	0	–	0	–	0	–	3	*	0	–
East EC HS	9	66.7	5	100.0	2	*	4	*	6	83.3	0	–
Eastwood Acad HS	31	87.1	23	95.7	10	70.0	20	85.0	39	92.3	6	83.3
Franklin ES	2	*	2	*	1	*	3	*	2	*	0	–
Furr HS	14	64.3	6	66.7	7	85.7	4	*	19	78.9	3	66.7
Harris JR ES	20	40.0	7	100.0	4	*	10	90.0	16	68.8	3	100.0
Harris RP ES	9	100.0	5	100.0	2	*	4	*	8	100.0	0	–
Henderson JP ES	50	82.0	26	80.8	18	83.3	42	90.5	87	89.7	17	82.4
Holland MS	0	–	0	–	0	–	2	*	3	*	0	–
HSLJ	4	*	3	*	5	80.0	7	85.7	12	83.3	2	*
Lantrip ES	20	70.0	9	66.7	2	*	26	96.2	25	88.0	8	100.0
Laurenzo ECC	23	87.0	14	100.0	11	100.0	19	100.0	39	97.4	2	*

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



Appendix H

Table H-2. Percent of Survey Respondents Who Rated the Trainings and Meetings They Attended at Their Children’s Title I School as Either ‘Extremely Helpful’ or ‘Quite Helpful’ Based on School Office and Campus, 2017–2018

	Annual Title I Meeting/Title I Parent Meetings		Trainings and materials to address your family’s needs		Trainings and materials to help you and your family members acquire education and skills, such as reading, GED, ESL, computer skills and/or job skills, etc.		Trainings and materials to help you and your family members support your child’s learning at home		One on one meetings between you and the teacher, principal, assistant principal or counselor about your child		IEP or 504 meetings for my child with a disability	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>Respondent Counts and Percentages</b>												
<b>HISD Districtwide</b>	<b>3,838</b>	<b>82.9</b>	<b>2,629</b>	<b>89.4</b>	<b>1,730</b>	<b>88.8</b>	<b>3,291</b>	<b>90.6</b>	<b>5,022</b>	<b>88.7</b>	<b>1,287</b>	<b>82.0</b>
Middle College HS - Fraga	6	83.3	3	*	1	*	2	*	2	*	0	—
Mount Carmel Acad HS	16	93.8	8	87.5	2	*	6	100.0	14	100.0	3	*
Navarro MS	2	*	2	*	2	*	2	*	2	*	2	*
Oates ES	1	*	3	*	3	*	5	100.0	4	*	0	—
Ortiz MS	9	77.8	6	83.3	4	*	6	83.3	14	100.0	4	*
Park Place ES	20	80.0	10	90.0	16	93.8	21	85.7	32	90.6	3	*
Patterson ES	18	77.8	8	75.0	6	100.0	13	100.0	26	88.5	7	100.0
Pleasantville ES	16	100.0	18	100.0	11	100.0	25	92.0	25	96.0	9	88.9
Port Houston ES	5	80.0	5	80.0	5	80.0	8	100.0	9	88.9	1	*
Robinson ES	0	—	0	—	0	—	0	—	0	—	0	—
Rucker ES	4	*	3	*	0	—	7	85.7	15	86.7	0	—
Sanchez ES	3	*	2	*	2	*	5	100.0	6	83.3	0	—
Southmayd ES	5	100.0	3	*	1	*	4	*	11	100.0	1	*
Stevenson MS	6	83.3	3	*	3	*	9	77.8	7	100.0	4	*
Tijerina ES	0	—	0	—	0	—	0	—	1	*	0	—
Whittier ES	2	*	2	*	0	—	2	*	18	72.2	2	*
Young Scholars	0	—	0	—	0	—	0	—	1	*	0	—
<b>North Schools Office</b>	<b>850</b>	<b>86.4</b>	<b>683</b>	<b>92.7</b>	<b>452</b>	<b>92.5</b>	<b>804</b>	<b>95.1</b>	<b>995</b>	<b>92.7</b>	<b>310</b>	<b>87.1</b>
Atherton ES	108	99.1	131	100.0	116	97.4	119	99.2	102	99.0	75	100.0
Barrick ES	14	78.6	17	76.5	9	88.9	26	100.0	26	92.3	10	70.0
Berry ES	19	89.5	14	92.9	11	100.0	18	100.0	18	72.2	5	100.0
Burbank ES	21	85.7	13	76.9	9	100.0	20	90.0	31	93.5	4	*
Burbank MS	76	86.8	44	88.6	31	74.2	42	85.7	88	92.0	25	88.0
Burrus ES	19	94.7	18	88.9	5	100.0	22	95.5	28	92.9	5	80.0
Coop ES	55	83.6	42	88.1	19	100.0	52	92.3	68	91.2	15	93.3
De Chaumes ES	4	*	4	*	4	*	5	100.0	11	100.0	1	*
Durkee ES	13	76.9	10	80.0	4	*	10	100.0	28	96.4	3	*
Eliot ES	128	89.8	111	94.6	67	92.5	154	94.8	137	94.9	29	89.7
Elmore ES	5	60.0	2	*	2	*	6	100.0	9	88.9	1	*
Farias ECC	17	100.0	17	94.1	9	88.9	18	100.0	23	91.3	2	*

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

Appendix H

Table H-2. Percent of Survey Respondents Who Rated the Trainings and Meetings They Attended at Their Children’s Title I School as Either ‘Extremely Helpful’ or ‘Quite Helpful’ Based on School Office and Campus, 2017–2018

	Annual Title I Meeting/Title I Parent Meetings		Trainings and materials to address your family’s needs		Trainings and materials to help you and your family members acquire education and skills, such as reading, GED, ESL, computer skills and/or job skills, etc.		Trainings and materials to help you and your family members support your child’s learning at home		One on one meetings between you and the teacher, principal, assistant principal or counselor about your child		IEP or 504 meetings for my child with a disability	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>Respondent Counts and Percentages</b>												
<b>HISD Districtwide</b>	<b>3,838</b>	<b>82.9</b>	<b>2,629</b>	<b>89.4</b>	<b>1,730</b>	<b>88.8</b>	<b>3,291</b>	<b>90.6</b>	<b>5,022</b>	<b>88.7</b>	<b>1,287</b>	<b>82.0</b>
Fleming MS	6	16.7	1	*	1	*	0	–	0	–	3	*
Fonville MS	2	*	0	–	0	–	1	*	2	*	0	–
Fonwood ECC	26	100.0	21	100.0	18	100.0	28	100.0	28	100.0	13	92.3
Garcia ES	20	80.0	17	82.4	12	91.7	20	95.0	25	92.0	9	66.7
Henderson NQ ES	53	94.3	52	96.2	0		50	96.0	33	93.9	11	90.9
Herrera ES	21	95.2	13	92.3	12	91.7	16	100.0	19	89.5	7	85.7
Houston MSTC HS	16	87.5	11	100.0	18	100.0	12	100.0	15	86.7	9	77.8
Isaacs ES	5	60.0	3	*	4	*	2	*	19	100.0	6	83.3
Janowski ES	1	*	4	*	3	*	4	*	6	83.3	0	–
Jordan HS	8	75.0	5	100.0	3	*	7	100.0	8	75.0	3	*
Kennedy ES	9	44.4	2	*	2	*	7	100.0	9	100.0	2	*
Leland YMCPA	8	62.5	3	*	2	*	4	*	9	100.0	7	85.7
Lyons ES	24	75.0	13	100.0	9	88.9	17	100.0	33	87.9	5	80.0
Marshall ES	8	75.0	6	83.3	3	*	8	100.0	17	88.2	2	*
Martinez R ES	20	95.0	20	95.0	20	100.0	20	95.0	20	95.0	7	100.0
McGowen ES	3	*	0	–	2	*	2	*	2	*	2	*
McReynolds MS	0	–	0	–	0	–	0	–	1	*	3	*
Moreno ES	36	91.7	26	92.3	17	88.2	40	92.5	49	91.8	13	92.3
North Houston EC HS	17	76.5	4	*	3	*	6	100.0	16	81.3	1	*
Northline ES	15	66.7	10	100.0	6	100.0	12	100.0	22	86.4	6	66.7
Osborne ES	1	*	1	*	2	*	1	*	2	*	1	*
Paige ES	2	*	1	*	1	*	1	*	2	*	0	–
Ross ES	4	*	4	*	2	*	5	100.0	6	100.0	0	–
Scarborough ES	45	71.1	28	82.1	17	76.5	36	77.8	61	86.9	19	73.7
Scroggins ES	19	73.7	15	93.3	9	100.0	13	84.6	21	95.2	6	33.3
Shadydale ES	1	*	0	–	0	–	0	–	0	–	0	–
Williams MS	1	*	0	–	0	–	0	–	1	*	0	–
<b>Northwest Schools Office</b>	<b>522</b>	<b>78.5</b>	<b>328</b>	<b>87.2</b>	<b>174</b>	<b>85.6</b>	<b>442</b>	<b>86.0</b>	<b>822</b>	<b>86.4</b>	<b>207</b>	<b>75.4</b>
Arabic Immersion	22	77.3	12	83.3	8	75.0	19	68.4	22	90.9	4	*
Benbrook ES	19	57.9	11	45.5	8	62.5	10	70.0	24	70.8	5	20.0

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

Appendix H

Table H-2. Percent of Survey Respondents Who Rated the Trainings and Meetings They Attended at Their Children’s Title I School as Either ‘Extremely Helpful’ or ‘Quite Helpful’ Based on School Office and Campus, 2017–2018

	Annual Title I Meeting/Title I Parent Meetings		Trainings and materials to address your family’s needs		Trainings and materials to help you and your family members acquire education and skills, such as reading, GED, ESL, computer skills and/or job skills, etc.		Trainings and materials to help you and your family members support your child’s learning at home		One on one meetings between you and the teacher, principal, assistant principal or counselor about your child		IEP or 504 meetings for my child with a disability	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>Respondent Counts and Percentages</b>												
<b>HISD Districtwide</b>	<b>3,838</b>	<b>82.9</b>	<b>2,629</b>	<b>89.4</b>	<b>1,730</b>	<b>88.8</b>	<b>3,291</b>	<b>90.6</b>	<b>5,022</b>	<b>88.7</b>	<b>1,287</b>	<b>82.0</b>
Black MS	10	80.0	2	*	0	—	2	*	17	70.6	7	71.4
Browning ES	20	90.0	15	93.3	16	100.0	15	93.3	24	70.8	10	90.0
Challenge EC HS	7	57.1	3	*	2	*	4	*	4	*	2	*
Clifton MS	3	*	2	*	0	—	1	*	3	*	1	*
Crockett ES	52	88.5	42	90.5	16	93.8	58	94.8	84	96.4	11	81.8
DeBakey HS	17	82.4	8	87.5	3	*	10	70.0	46	69.6	3	*
Durham ES	5	60.0	2	*	0	—	4	*	7	100.0	3	*
Field ES	1	*	1	*	0	—	2	*	4	*	3	*
Garden Oaks	13	76.9	10	80.0	2	*	15	86.7	42	88.1	14	78.6
H AIS HS	18	72.2	8	87.5	7	100.0	12	91.7	16	93.8	5	100.0
Hamilton MS	11	90.9	7	85.7	2	*	6	83.3	17	88.2	4	*
Heights HS	9	100.0	5	100.0	1	*	5	100.0	12	91.7	10	60.0
Helms ES	6	100.0	5	100.0	2	*	13	84.6	22	95.5	2	*
Hogg MS	8	87.5	4	*	2	*	9	77.8	15	80.0	2	*
Jefferson ES	56	78.6	41	90.2	21	95.2	45	91.1	52	90.4	17	88.2
Ketelsen ES	22	86.4	11	90.9	4	*	15	100.0	36	100.0	2	*
Lamar HS	29	55.2	14	71.4	11	63.6	18	61.1	43	81.4	18	61.1
Love ES	6	100.0	1	*	4	*	3	*	7	85.7	1	*
MacGregor ES	30	70.0	17	88.2	8	87.5	22	86.4	39	87.2	4	*
Marshall MS	13	92.3	9	88.9	7	100.0	8	87.5	17	100.0	5	100.0
Memorial ES	4	*	2	*	1	*	4	*	5	100.0	2	*
Northside HS	1	*	1	*	2	*	1	*	5	60.0	0	—
Rice School PK-8	26	88.5	12	100.0	9	88.9	18	100.0	49	85.7	20	90.0
Roosevelt ES	15	60.0	6	100.0	3	*	9	55.6	12	100.0	4	*
Scarborough HS	7	71.4	4	*	2	*	6	66.7	5	80.0	0	—
Sherman ES	1	*	2	*	2	*	7	100.0	8	100.0	1	*
Sinclair ES	7	85.7	3	*	1	*	6	100.0	20	90.0	5	100.0
Smith ES	24	91.7	20	75.0	9	88.9	32	81.3	50	82.0	4	*
Wainwright ES	3	*	1	*	0	—	3	*	5	80.0	4	*
Waltrip HS	6	83.3	3	*	2	*	3	*	6	83.3	5	60.0

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

Appendix H

**Table H-2. Percent of Survey Respondents Who Rated the Trainings and Meetings They Attended at Their Children’s Title I School as Either ‘Extremely Helpful’ or ‘Quite Helpful’ Based on School Office and Campus, 2017–2018**

	Annual Title I Meeting/Title I Parent Meetings		Trainings and materials to address your family’s needs		Trainings and materials to help you and your family members acquire education and skills, such as reading, GED, ESL, computer skills and/or job skills, etc.		Trainings and materials to help you and your family members support your child’s learning at home		One on one meetings between you and the teacher, principal, assistant principal or counselor about your child		IEP or 504 meetings for my child with a disability	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>Respondent Counts and Percentages</b>												
<b>HISD Districtwide</b>	<b>3,838</b>	<b>82.9</b>	<b>2,629</b>	<b>89.4</b>	<b>1,730</b>	<b>88.8</b>	<b>3,291</b>	<b>90.6</b>	<b>5,022</b>	<b>88.7</b>	<b>1,287</b>	<b>82.0</b>
Wharton ES	13	100.0	14	92.9	7	100.0	20	90.0	30	93.3	3	*
Wilson ES	19	63.2	23	95.7	4	*	27	88.9	54	85.2	20	50.0
YWCPA	19	68.4	7	100.0	8	75.0	10	90.0	20	70.0	6	50.0
<b>South Schools Office</b>	<b>480</b>	<b>83.5</b>	<b>366</b>	<b>89.1</b>	<b>247</b>	<b>83.8</b>	<b>410</b>	<b>90.2</b>	<b>597</b>	<b>87.1</b>	<b>141</b>	<b>75.2</b>
Alcott ES	20	55.0	9	55.6	10	80.0	6	83.3	11	81.8	9	44.4
Alameda ES	4	*	6	50.0	2	*	4	100.0	5	60.0	3	*
Bastian ES	4	*	1	*	2	*	3	*	5	60.0	3	*
Baylor College MS	13	92.3	6	66.7	3	*	8	62.5	27	70.4	11	90.9
Brookline ES	5	60.0	2	*	0	–	3	*	4	*	0	–
Codwell ES	5	100.0	6	66.7	0	–	4	*	6	83.3	3	*
Cornelius ES	111	95.5	150	96.7	75	97.3	120	97.5	121	95.0	8	100.0
DeAnda ES	7	85.7	5	100.0	2	*	6	100.0	8	100.0	2	*
Energy Inst HS	6	83.3	5	60.0	4	*	11	72.7	23	95.7	9	77.8
Foster ES	1	*	0	–	0	–	0	–	0	–	0	–
Frost ES	57	63.2	27	85.2	37	59.5	29	65.5	34	85.3	11	81.8
Garden Villas ES	6	83.3	3	*	0	–	2	*	5	60.0	2	*
Golfcrest ES	6	33.3	0	–	1	*	0	–	2	*	1	*
Gregg ES	17	88.2	12	75.0	6	100.0	18	100.0	21	85.7	8	87.5
Grissom ES	8	50.0	5	100.0	10	90.0	7	100.0	12	91.7	1	*
Hartman MS	2	*	0	–	1	*	1	*	3	*	1	*
Hartsfield ES	0	–	1	*	1	*	0	–	0	–	1	*
Hines-Caldwell ES	8	75.0	4	*	3	*	2	*	5	80.0	1	*
Hobby ES	39	94.9	14	92.9	13	76.9	31	93.5	37	83.8	9	88.9
Jones HS	1	*	0	–	0	–	0	–	1	*	1	*
Kandy Stripe Acad ES	0	–	0	–	0	–	0	–	2	*	0	–
Kelso ES	8	87.5	6	100.0	1	*	7	85.7	11	90.9	1	*
Law ES	6	83.3	6	83.3	6	66.7	12	100.0	21	95.2	4	*
Lockhart ES	3	*	5	100.0	1	*	5	100.0	14	78.6	3	*
Mitchell ES	1	*	1	*	0	–	1	*	2	*	1	*
MLK ECC	37	100.0	26	100.0	15	100.0	33	100.0	45	100.0	7	100.0

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

Appendix H

Table H-2. Percent of Survey Respondents Who Rated the Trainings and Meetings They Attended at Their Children’s Title I School as Either ‘Extremely Helpful’ or ‘Quite Helpful’ Based on School Office and Campus, 2017–2018

	Annual Title I Meeting/Title I Parent Meetings		Trainings and materials to address your family’s needs		Trainings and materials to help you and your family members acquire education and skills, such as reading, GED, ESL, computer skills and/or job skills, etc.		Trainings and materials to help you and your family members support your child’s learning at home		One on one meetings between you and the teacher, principal, assistant principal or counselor about your child		IEP or 504 meetings for my child with a disability	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>Respondent Counts and Percentages</b>												
<b>HISD Districtwide</b>	<b>3,838</b>	<b>82.9</b>	<b>2,629</b>	<b>89.4</b>	<b>1,730</b>	<b>88.8</b>	<b>3,291</b>	<b>90.6</b>	<b>5,022</b>	<b>88.7</b>	<b>1,287</b>	<b>82.0</b>
Peck ES	0	–	1	*	1	*	2	*	3	*	3	*
Petersen ES	0	–	0	–	0	–	1	*	2	*	1	*
Reagan Ed Ctr PK-8	9	100.0	8	100.0	4	*	7	100.0	13	69.2	5	100.0
Reynolds ES	2	*	3	*	4	*	6	83.3	7	85.7	3	*
Seguin ES	14	71.4	6	66.7	3	*	4	*	15	73.3	3	*
Shearn ES	30	83.3	14	92.9	8	100.0	20	90.0	33	100.0	4	*
South EC HS	1	*	1	*	0	–	0	–	8	62.5	0	–
Sterling HS	19	89.5	8	87.5	11	81.8	12	58.3	19	78.9	9	66.7
Thomas MS	2	*	2	*	1	*	1	*	2	*	0	–
Thompson ES	7	71.4	4	*	4	*	11	90.9	23	91.3	6	83.3
TSU Charter	0	–	0	0.0	0	–	1	*	2	*	1	*
Whidby ES	13	84.6	12	58.3	14	85.7	22	81.8	29	79.3	5	80.0
Windsor Village ES	8	100.0	7	100.0	4	*	10	100.0	16	87.5	1	*
<b>Superintendent’s Schools Office</b>	<b>71</b>	<b>81.7</b>	<b>31</b>	<b>83.9</b>	<b>26</b>	<b>88.5</b>	<b>60.0</b>	<b>88.3</b>	<b>99</b>	<b>89.9</b>	<b>32</b>	<b>93.8</b>
Blackshear ES	3	*	5	80.0	3	*	2	*	10	70.0	2	*
Dogan ES	3	*	2	*	1	*	5	100.0	4	*	2	*
Henry MS	9	77.8	7	100.0	6	100.0	7	85.7	14	78.6	4	*
Highland Heights ES	35	85.7	2	*	1	*	29	96.6	48	100.0	14	100.0
Kashmere HS	4	*	6	66.7	5	80.0	5	80.0	7	71.4	5	100.0
Mading ES	2	*	2	*	2	*	3	*	2	*	2	*
Wesley ES	0	–	0	–	0	–	0	–	0	–	0	–
Wheatley HS	11	72.7	6	66.7	6	83.3	6	66.7	6	83.3	1	*
Woodson PK-8	1	*	0	–	1	*	1	*	2	*	0	–
Worthing HS	3	*	1	*	1	*	2	*	6	100.0	2	*
<b>West Schools Office</b>	<b>1,208</b>	<b>82.7</b>	<b>825</b>	<b>89.8</b>	<b>553</b>	<b>89.3</b>	<b>1,055</b>	<b>90.1</b>	<b>1,603</b>	<b>88.0</b>	<b>393</b>	<b>83.2</b>
Anderson ES	15	80.0	12	91.7	7	100.0	17	100.0	20	90.0	7	85.7
Ashford ES	9	88.9	8	50.0	3	100.0	10	60.0	11	100.0	5	60.0
Askew ES	18	66.7	12	50.0	9	66.7	12	83.3	23	69.6	6	83.3
Bell ES	3	*	4	*	4	*	7	100.0	10	80.0	3	*
Bellaire HS	133	97.0	167	98.8	128	99.2	171	98.8	202	99.0	51	90.2

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

Appendix H

Table H-2. Percent of Survey Respondents Who Rated the Trainings and Meetings They Attended at Their Children’s Title I School as Either ‘Extremely Helpful’ or ‘Quite Helpful’ Based on School Office and Campus, 2017–2018

	Annual Title I Meeting/Title I Parent Meetings		Trainings and materials to address your family’s needs		Trainings and materials to help you and your family members acquire education and skills, such as reading, GED, ESL, computer skills and/or job skills, etc.		Trainings and materials to help you and your family members support your child’s learning at home		One on one meetings between you and the teacher, principal, assistant principal or counselor about your child		IEP or 504 meetings for my child with a disability	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>Respondent Counts and Percentages</b>												
<b>HISD Districtwide</b>	<b>3,838</b>	<b>82.9</b>	<b>2,629</b>	<b>89.4</b>	<b>1,730</b>	<b>88.8</b>	<b>3,291</b>	<b>90.6</b>	<b>5,022</b>	<b>88.7</b>	<b>1,287</b>	<b>82.0</b>
Benavidez ES	4	*	2	*	2	*	3	100.0	2	100.0	1	*
Braeburn ES	15	93.3	11	81.8	9	88.9	13	100.0	13	100.0	7	100.0
Briar Meadow	12	75.0	13	92.3	6	100.0	23	78.3	29	82.8	14	92.9
Cunningham ES	66	78.8	38	92.1	19	84.2	48	91.7	77	87.0	9	55.6
Daily ES	42	90.5	29	89.7	19	84.2	53	92.5	68	92.6	9	77.8
Elrod ES	13	92.3	9	100.0	5	100.0	13	100.0	16	93.8	5	80.0
Emerson ES	10	80.0	5	80.0	2	*	7	100.0	11	81.8	2	*
Energized ECC	31	93.5	34	94.1	26	96.2	38	92.1	34	94.1	21	100.0
Energized ES	111	75.7	73	83.6	45	73.3	98	87.8	137	84.7	25	68.0
Energized MS	14	78.6	5	60.0	6	66.7	12	83.3	33	90.9	8	50.0
E-STEM Central HS	15	33.3	4	*	8	37.5	6	16.7	10	40.0	3	*
E-STEM Central MS	31	64.5	16	75.0	7	71.4	15	73.3	39	74.4	6	50.0
E-STEM West HS	3	*	2	*	3	*	2	50.0	5	100.0	0	–
E-STEM West MS	22	68.2	13	84.6	7	71.4	9	66.7	27	88.9	1	*
Fondren MS	12	75.0	7	100.0	3	*	9	88.9	20	75.0	3	*
Gross ES	0	–	2	*	1	*	3	*	3	*	0	–
Halpin ECC	45	97.8	33	93.9	14	92.9	47	97.9	47	95.7	12	100.0
Herod ES	21	85.7	4	*	3	*	22	90.9	59	93.2	9	88.9
Inspired Acad	3	*	1	*	1	*	3	*	3	*	0	–
Las Americas MS	0	–	0	–	0	–	0	–	0	–	0	–
Long Acad	1	*	2	*	0	–	1	*	5	80.0	0	–
Longfellow ES	25	72.0	8	100.0	4	*	11	81.8	43	81.4	12	91.7
McNamara ES	49	98.0	17	94.1	23	100.0	17	94.1	38	94.7	5	80.0
Meyerland MS	24	45.8	7	71.4	2	*	10	70.0	36	91.7	16	100.0
Middle College HS - Gulfton	19	84.2	13	69.2	12	66.7	12	66.7	23	60.9	5	100.0
Milne ES	0	–	1	*	0	–	0	–	1	*	1	*
Mistral ECC	29	96.6	23	100.0	12	100.0	32	96.9	46	91.3	6	50.0
Neff ECC	23	87.0	23	95.7	13	100.0	29	96.6	31	93.5	6	83.3
Neff ES	14	64.3	10	80.0	5	60.0	13	84.6	7	85.7	1	*
Parker ES	32	78.1	20	85.0	9	88.9	34	94.1	58	89.7	12	91.7

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

Appendix H

Table H-2. Percent of Survey Respondents Who Rated the Trainings and Meetings They Attended at Their Children’s Title I School as Either ‘Extremely Helpful’ or ‘Quite Helpful’ Based on School Office and Campus, 2017–2018

	Annual Title I Meeting/Title I Parent Meetings		Trainings and materials to address your family’s needs		Trainings and materials to help you and your family members acquire education and skills, such as reading, GED, ESL, computer skills and/or job skills, etc.		Trainings and materials to help you and your family members support your child’s learning at home		One on one meetings between you and the teacher, principal, assistant principal or counselor about your child		IEP or 504 meetings for my child with a disability	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>Respondent Counts and Percentages</b>												
<b>HISD Districtwide</b>	<b>3,838</b>	<b>82.9</b>	<b>2,629</b>	<b>89.4</b>	<b>1,730</b>	<b>88.8</b>	<b>3,291</b>	<b>90.6</b>	<b>5,022</b>	<b>88.7</b>	<b>1,287</b>	<b>82.0</b>
Pershing MS	21	81.0	12	83.3	4	*	13	69.2	46	73.9	12	83.3
Pilgrim ES	10	70.0	6	66.7	4	*	9	77.8	16	81.3	3	*
Piney Point ES	57	87.7	28	100.0	23	100.0	38	97.4	46	91.3	5	100.0
Red ES	20	65.0	13	92.3	12	100.0	23	87.0	26	84.6	7	85.7
Revere MS	6	66.7	4	*	2	*	3	*	7	100.0	0	–
Rodriguez ES	1	*	2	*	1	*	1	*	2	*	1	*
School at St. George ES	13	84.6	7	100.0	3	*	8	87.5	24	87.5	5	100.0
Shadowbriar ES	4	*	4	*	2	*	2	*	4	100.0	0	
Sharpstown Intl	19	78.9	5	60.0	3	*	8	75.0	18	94.4	6	66.7
Sugar Grove MS	0	–	0	–	0	–	0	–	0	–	0	–
Sutton ES	40	92.5	20	90.0	17	94.1	46	97.8	65	96.9	8	100.0
Tanglewood MS	10	90.0	3	*	3	*	4	*	8	75.0	4	*
Tinsley ES	6	100.0	4	*	5	100.0	5	100.0	10	60.0	2	*
Valley West ES	5	80.0	8	100.0	2	*	11	90.9	14	92.9	6	83.3
Walnut Bend ES	3	*	3	*	2	*	4	*	7	71.4	2	*
Welch MS	5	20.0	1	*	1	*	0		4	*	3	*
West Briar MS	10	90.0	6	100.0	3	*	6	66.7	15	80.0	9	66.7
Westside HS	16	81.3	10	80.0	6	83.3	5	80.0	26	76.9	11	63.6
White E ES	24	87.5	17	100.0	12	100.0	21	100.0	21	85.7	3	*
White M ES	21	85.7	9	88.9	4	*	18	83.3	20	85.0	3	*
Wisdom HS	37	89.2	26	92.3	22	81.8	23	78.3	28	85.7	29	93.1
Young Learners	16	75.0	9	77.8	5	80.0	7	71.4	9	66.7	3	*

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

Appendix H

**Table H-3. Percent of Survey Respondents Who Indicated Either 'At least 4 Times' or 2–3 Times' Regarding How Often They Engaged in Volunteer Activities for Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	Assisted with school programs and student activities from any location at any time		Attended school assemblies, performances, sporting events, ceremonies or celebrations, audience of school board meetings, etc.		Assisted administrators, teachers, and students at this school or in the classroom	
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>19,854</b>	<b>45.7</b>	<b>20,157</b>	<b>62.5</b>	<b>19,545</b>	<b>34.2</b>
<b>Achieve 180 Schools Office</b>	<b>859</b>	<b>43.0</b>	<b>871</b>	<b>60.3</b>	<b>844</b>	<b>31.5</b>
Attucks MS	5	60.0	6	66.7	6	50.0
Belfort ECC	35	60.0	36	72.2	37	43.2
Bonham ES	84	44.0	85	57.6	85	30.6
Bruce ES	4	*	4	*	4	*
Cook ES	34	47.1	34	55.9	33	33.3
Cullen MS	1	*	1	*	1	*
Edison MS	4	*	3	*	3	*
Foerster ES	11	72.7	11	72.7	11	45.5
Fondren ES	24	37.5	25	60.0	24	37.5
Forest Brook MS	32	25.0	33	45.5	31	12.9
Gallegos ES	4	*	4	*	4	*
Gregory-Lincoln PK-8	8	50.0	8	75.0	7	57.1
High School Ahead Acad MS	13	23.1	13	23.1	12	8.3
Hilliard ES	8	12.5	8	37.5	8	0.0
Kashmere Gardens ES	3	*	3	*	3	*
Key MS	1	*	1	*	1	*
Lawson MS	39	38.5	39	59.0	39	25.6
Lewis ES	35	48.6	37	78.4	33	42.4
Liberty HS	25	44.0	24	50.0	25	24.0
Looscan ES	9	44.4	9	77.8	9	33.3
Madison HS	11	54.5	11	54.5	11	36.4
Martinez C ES	3	*	3	*	3	*
Milby HS	43	37.2	45	46.7	41	26.8
Montgomery ES	163	35.0	167	64.1	161	21.1
North Forest HS	19	68.4	18	50.0	18	33.3
Pugh ES	18	55.6	17	58.8	16	56.3
Sharpstown HS	37	29.7	39	61.5	36	27.8

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



### Appendix H

**Table H-3. Percent of Survey Respondents Who Indicated Either 'At least 4 Times' or '2–3 Times' Regarding How Often They Engaged in Volunteer Activities for Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	Assisted with school programs and student activities from any location at any time		Attended school assemblies, performances, sporting events, ceremonies or celebrations, audience of school board meetings, etc.		Assisted administrators, teachers, and students at this school or in the classroom	
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>19,854</b>	<b>45.7</b>	<b>20,157</b>	<b>62.5</b>	<b>19,545</b>	<b>34.2</b>
Stevens ES	30	40.0	31	48.4	29	27.6
TCAH	1	*	1	*	1	*
V Prep South	13	30.8	13	53.8	14	35.7
Washington HS	31	58.1	30	73.3	30	40.0
Westbury HS	48	50.0	49	75.5	48	45.8
Yates HS	24	37.5	24	54.2	22	31.8
Young ES	39	51.3	39	48.7	38	42.1
<b>East Schools Office</b>	<b>2,808</b>	<b>41.6</b>	<b>2,869</b>	<b>59.4</b>	<b>2,804</b>	<b>33.5</b>
Austin HS	88	31.8	88	44.3	88	31.8
BCM Biotech Academy at Rusk	6	66.7	6	83.3	6	66.7
Bonner ES	100	52.0	106	78.3	97	32.0
Briscoe ES	28	42.9	32	78.1	29	27.6
Burnet ES	1	*	1	*	1	*
Cage ES	118	41.5	112	44.6	117	26.5
Carrillo ES	115	44.3	124	64.5	114	40.4
Chavez HS	272	34.6	276	48.6	269	21.2
Chrysalis MS	69	50.7	70	38.6	71	25.4
Crespo ES	46	39.1	51	54.9	49	32.7
Davila ES	83	43.4	84	60.7	79	31.6
Deady MS	121	25.6	122	47.5	119	17.6
DeZavala ES	6	66.7	6	83.3	6	50.0
East EC HS	31	74.2	30	70.0	30	53.3
Eastwood Acad HS	121	35.5	119	46.2	122	27.9
Franklin ES	16	62.5	15	86.7	16	50.0
Furr HS	252	23.8	258	44.2	256	51.6
Harris JR ES	91	51.6	90	70.0	90	40.0
Harris RP ES	42	47.6	40	60.0	36	25.0
Henderson JP ES	225	39.1	236	56.8	228	28.1

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

Appendix H

**Table H-3. Percent of Survey Respondents Who Indicated Either 'At least 4 Times' or '2–3 Times' Regarding How Often They Engaged in Volunteer Activities for Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	Assisted with school programs and student activities from any location at any time		Attended school assemblies, performances, sporting events, ceremonies or celebrations, audience of school board meetings, etc.		Assisted administrators, teachers, and students at this school or in the classroom	
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>19,854</b>	<b>45.7</b>	<b>20,157</b>	<b>62.5</b>	<b>19,545</b>	<b>34.2</b>
Holland MS	16	18.8	16	43.8	16	18.8
HSLJ	113	29.2	114	50.0	115	20.0
Lantrip ES	85	54.1	89	68.5	83	41.0
Laurenzo ECC	93	51.6	95	80.0	94	33.0
Middle College HS - Fraga	36	13.9	36	33.3	37	27.0
Mount Carmel Acad HS	40	55.0	40	67.5	41	31.7
Navarro MS	5	60.0	5	60.0	5	60.0
Oates ES	30	43.3	30	60.0	31	54.8
Ortiz MS	116	33.6	118	55.9	119	22.7
Park Place ES	101	54.5	102	73.5	97	40.2
Patterson ES	101	69.3	103	78.6	100	54.0
Pleasantville ES	42	83.3	43	93.0	42	69.0
Port Houston ES	28	28.6	28	71.4	28	32.1
Robinson ES	1	*	2	*	0	–
Rucker ES	38	55.3	41	70.7	40	42.5
Sanchez ES	30	46.7	32	75.0	31	35.5
Southmayd ES	55	45.5	62	88.7	55	32.7
Stevenson MS	18	61.1	18	83.3	18	44.4
Tijerina ES	3	*	3	*	3	*
Whittier ES	25	28.0	25	92.0	25	20.0
Young Scholars	1	*	1	*	1	*
<b>North Schools Office</b>	<b>3,941</b>	<b>44.4</b>	<b>4,031</b>	<b>65.1</b>	<b>3,874</b>	<b>31.9</b>
Atherton ES	176	94.9	174	92.5	174	92.0
Barrick ES	107	47.7	109	65.1	103	26.2
Berry ES	68	70.6	70	82.9	68	36.8
Burbank ES	97	39.2	104	66.3	97	27.8
Burbank MS	525	33.5	540	62.6	520	18.3
Burrus ES	105	61.0	108	78.7	98	39.8

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

### Appendix H

**Table H-3. Percent of Survey Respondents Who Indicated Either 'At least 4 Times' or '2–3 Times' Regarding How Often They Engaged in Volunteer Activities for Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	Assisted with school programs and student activities from any location at any time		Attended school assemblies, performances, sporting events, ceremonies or celebrations, audience of school board meetings, etc.		Assisted administrators, teachers, and students at this school or in the classroom	
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>19,854</b>	<b>45.7</b>	<b>20,157</b>	<b>62.5</b>	<b>19,545</b>	<b>34.2</b>
Coop ES	294	39.8	307	68.4	292	22.3
De Chaumes ES	27	33.3	28	64.3	28	39.3
Durkee ES	117	33.3	121	53.7	116	16.4
Eliot ES	448	42.4	454	65.0	445	32.8
Elmore ES	64	40.6	64	59.4	61	24.6
Farias ECC	50	64.0	51	72.5	48	50.0
Fleming MS	147	15.6	147	26.5	147	28.6
Fonville MS	10	10.0	9	44.4	10	10.0
Fonwood ECC	90	60.0	91	82.4	89	44.9
Garcia ES	160	34.4	169	58.0	158	20.9
Henderson NQ ES	56	92.9	56	91.1	56	92.9
Herrera ES	32	75.0	32	81.3	32	75.0
Houston MSTC HS	82	80.5	80	86.3	79	70.9
Isaacs ES	76	39.5	74	77.0	71	22.5
Janowski ES	27	44.4	27	51.9	29	24.1
Jordan HS	65	27.7	65	35.4	65	27.7
Kennedy ES	60	40.0	62	59.7	59	35.6
Leland YMCPA	19	68.4	19	68.4	19	57.9
Lyons ES	189	54.0	188	64.9	176	34.1
Marshall ES	119	39.5	125	61.6	119	18.5
Martinez R ES	25	68.0	26	69.2	26	61.5
McGowen ES	2	*	2	*	2	*
McReynolds MS	24	83.3	23	82.6	24	79.2
Moreno ES	208	36.5	215	64.7	201	19.4
North Houston EC HS	69	37.7	70	65.7	66	24.2
Northline ES	62	30.6	63	52.4	62	17.7
Osborne ES	14	35.7	14	50.0	12	25.0
Paige ES	6	16.7	7	57.1	6	0.0

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

Appendix H

**Table H-3. Percent of Survey Respondents Who Indicated Either 'At least 4 Times' or '2–3 Times' Regarding How Often They Engaged in Volunteer Activities for Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	Assisted with school programs and student activities from any location at any time		Attended school assemblies, performances, sporting events, ceremonies or celebrations, audience of school board meetings, etc.		Assisted administrators, teachers, and students at this school or in the classroom	
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>19,854</b>	<b>45.7</b>	<b>20,157</b>	<b>62.5</b>	<b>19,545</b>	<b>34.2</b>
Ross ES	11	72.7	11	81.8	10	60.0
Scarborough ES	247	24.3	260	55.4	244	16.8
Scroggins ES	59	61.0	63	81.0	59	44.1
Shadydale ES	2	*	1	*	1	*
Williams MS	2	*	2	*	2	*
<b>Northwest Schools Office</b>	<b>2,466</b>	<b>54.5</b>	<b>2,500</b>	<b>72.2</b>	<b>2,423</b>	<b>39.5</b>
Arabic Immersion	42	73.8	43	86.0	42	54.8
Benbrook ES	124	44.4	125	53.6	120	26.7
Black MS	41	63.4	41	73.2	41	58.5
Browning ES	29	55.2	29	75.9	29	55.2
Challenge EC HS	11	54.5	11	54.5	11	45.5
Clifton MS	9	44.4	10	60.0	8	12.5
Crockett ES	219	59.8	224	80.8	216	38.9
DeBakey HS	99	37.4	103	56.3	100	22.0
Durham ES	37	83.8	37	89.2	37	70.3
Field ES	13	84.6	13	92.3	13	84.6
Garden Oaks	50	94.0	51	90.2	50	74.0
H AIS HS	116	41.4	116	64.7	116	27.6
Hamilton MS	34	64.7	34	76.5	31	41.9
Heights HS	27	44.4	28	64.3	26	34.6
Helms ES	29	75.9	30	93.3	30	60.0
Hogg MS	31	51.6	31	87.1	31	38.7
Jefferson ES	278	52.5	282	70.9	269	42.4
Ketelsen ES	141	62.4	144	79.9	139	43.9
Lamar HS	129	66.7	130	78.5	128	39.8
Love ES	27	51.9	27	85.2	27	40.7
MacGregor ES	155	56.1	159	85.5	152	41.4
Marshall MS	108	26.9	111	49.5	111	15.3

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

### Appendix H

<b>Table H-3. Percent of Survey Respondents Who Indicated Either 'At least 4 Times' or '2–3 Times' Regarding How Often They Engaged in Volunteer Activities for Their Children's HISD Title I School Based on School Office and Campus, 2017–2018</b>						
	<b>Assisted with school programs and student activities from any location at any time</b>		<b>Attended school assemblies, performances, sporting events, ceremonies or celebrations, audience of school board meetings, etc.</b>		<b>Assisted administrators, teachers, and students at this school or in the classroom</b>	
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>19,854</b>	<b>45.7</b>	<b>20,157</b>	<b>62.5</b>	<b>19,545</b>	<b>34.2</b>
Memorial ES	9	55.6	9	88.9	9	55.6
Northside HS	34	14.7	35	34.3	33	18.2
Rice School PK-8	88	56.8	91	69.2	86	37.2
Roosevelt ES	42	81.0	42	88.1	42	73.8
Scarborough HS	23	47.8	22	45.5	21	33.3
Sherman ES	22	59.1	22	68.2	22	36.4
Sinclair ES	55	74.5	55	92.7	54	53.7
Smith ES	222	38.3	217	57.1	213	25.4
Wainwright ES	21	47.6	21	76.2	19	31.6
Waltrip HS	19	63.2	19	68.4	19	42.1
Wharton ES	41	80.5	41	95.1	40	72.5
Wilson ES	71	67.6	74	75.7	71	56.3
YWCPA	70	47.1	73	78.1	67	28.4
<b>South Schools Office</b>	<b>2,600</b>	<b>44.3</b>	<b>2,625</b>	<b>59.8</b>	<b>2,563</b>	<b>33.4</b>
Alcott ES	82	29.3	81	54.3	81	23.5
Almeda ES	39	48.7	39	61.5	39	41.0
Bastian ES	16	18.8	16	56.3	16	18.8
Baylor College MS	42	61.9	42	76.2	42	40.5
Brookline ES	6	83.3	6	83.3	6	83.3
Codwell ES	22	50.0	23	60.9	22	27.3
Cornelius ES	341	31.7	341	28.2	345	15.9
DeAnda ES	31	51.6	31	74.2	28	28.6
Energy Inst HS	43	53.5	48	79.2	44	43.2
Foster ES	2	*	2	*	2	*
Frost ES	108	46.3	105	59.0	104	66.3
Garden Villas ES	13	61.5	15	86.7	14	50.0
Golfcrest ES	24	33.3	22	59.1	22	27.3
Gregg ES	123	41.5	131	60.3	123	26.8

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

Appendix H

Table H-3. Percent of Survey Respondents Who Indicated Either 'At least 4 Times' or '2–3 Times' Regarding How Often They Engaged in Volunteer Activities for Their Children's HISD Title I School Based on School Office and Campus, 2017–2018						
	Assisted with school programs and student activities from any location at any time		Attended school assemblies, performances, sporting events, ceremonies or celebrations, audience of school board meetings, etc.		Assisted administrators, teachers, and students at this school or in the classroom	
Respondent Counts and Percentages	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>19,854</b>	<b>45.7</b>	<b>20,157</b>	<b>62.5</b>	<b>19,545</b>	<b>34.2</b>
Grissom ES	85	38.8	82	65.9	79	24.1
Hartman MS	18	77.8	18	77.8	17	64.7
Hartsfield ES	3	*	3	*	3	*
Hines-Caldwell ES	36	33.3	35	51.4	34	23.5
Hobby ES	314	51.9	315	67.3	315	36.5
Jones HS	4	*	4	*	4	*
Kandy Stripe Acad ES	2	*	2	*	2	*
Kelso ES	105	32.4	106	61.3	101	28.7
Law ES	52	30.8	51	58.8	52	30.8
Lockhart ES	31	61.3	31	67.7	29	41.4
Mitchell ES	2	*	2	*	2	*
MLK ECC	131	62.6	135	91.1	129	44.2
Peck ES	6	66.7	6	83.3	6	66.7
Petersen ES	2	*	2	*	1	*
Reagan Ed Ctr PK-8	36	33.3	36	55.6	36	27.8
Reynolds ES	18	38.9	18	55.6	18	27.8
Seguin ES	81	54.3	85	65.9	78	44.9
Shearn ES	250	40.4	252	53.2	240	25.4
South EC HS	11	27.3	12	25.0	11	27.3
Sterling HS	71	62.0	73	71.2	71	63.4
Thomas MS	12	25.0	11	18.2	12	16.7
Thompson ES	125	32.8	124	65.3	125	20.8
TSU Charter	10	20.0	10	20.0	10	20.0
Whidby ES	252	56.7	257	70.4	249	47.4
Windsor Village ES	51	35.3	53	54.7	51	15.7
<b>Superintendent's Schools Office</b>	<b>233</b>	<b>35.2</b>	<b>236</b>	<b>66.5</b>	<b>223.0</b>	<b>34.1</b>
Blackshear ES	43	37.2	44	65.9	43	34.9
Dogan ES	29	72.4	29	82.8	27	77.8

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

Appendix H

**Table H-3. Percent of Survey Respondents Who Indicated Either 'At least 4 Times' or '2–3 Times' Regarding How Often They Engaged in Volunteer Activities for Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	Assisted with school programs and student activities from any location at any time		Attended school assemblies, performances, sporting events, ceremonies or celebrations, audience of school board meetings, etc.		Assisted administrators, teachers, and students at this school or in the classroom	
	N	%	N	%	N	%
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>19,854</b>	<b>45.7</b>	<b>20,157</b>	<b>62.5</b>	<b>19,545</b>	<b>34.2</b>
Henry MS	27	44.4	30	60.0	27	48.1
Highland Heights ES	54	11.1	55	87.3	54	5.6
Kashmere HS	13	23.1	13	53.8	12	25.0
Mading ES	5	40.0	5	100.0	4	*
Wesley ES	0	–	0	–	0	–
Wheatley HS	35	37.1	35	48.6	32	28.1
Woodson PK-8	20	25.0	18	27.8	17	35.3
Worthing HS	7	57.1	7	57.1	7	42.9
<b>West Schools Office</b>	<b>6,947</b>	<b>46.0</b>	<b>7,025</b>	<b>60.0</b>	<b>6,814</b>	<b>34.6</b>
Anderson ES	52	34.6	55	65.5	54	24.1
Ashford ES	20	50.0	20	80.0	20	45.0
Askew ES	49	59.2	47	76.6	48	56.3
Bell ES	33	39.4	33	60.6	33	30.3
Bellaire HS	275	57.8	275	63.6	274	28.5
Benavidez ES	7	71.4	7	85.7	6	66.7
Braeburn ES	87	31.0	87	37.9	85	22.4
Briar Meadow	43	95.3	43	88.4	42	71.4
Cunningham ES	385	41.6	385	54.0	369	28.5
Daily ES	264	40.9	268	58.6	258	24.4
Elrod ES	45	64.4	46	65.2	42	38.1
Emerson ES	38	55.3	39	74.4	36	44.4
Energized ECC	296	80.7	301	76.4	295	68.1
Energized ES	1,454	50.4	1,461	63.8	1,413	39.5
Energized MS	217	22.6	216	26.4	216	17.1
E-STEM Central HS	125	22.4	125	39.2	124	14.5
E-STEM Central MS	379	23.7	375	38.4	367	18.0
E-STEM West HS	42	28.6	40	40.0	40	22.5
E-STEM West MS	113	34.5	116	48.3	112	18.8

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

### Appendix H

Table H-3. Percent of Survey Respondents Who Indicated Either 'At least 4 Times' or '2–3 Times' Regarding How Often They Engaged in Volunteer Activities for Their Children's HISD Title I School Based on School Office and Campus, 2017–2018						
	Assisted with school programs and student activities from any location at any time		Attended school assemblies, performances, sporting events, ceremonies or celebrations, audience of school board meetings, etc.		Assisted administrators, teachers, and students at this school or in the classroom	
Respondent Counts and Percentages	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>19,854</b>	<b>45.7</b>	<b>20,157</b>	<b>62.5</b>	<b>19,545</b>	<b>34.2</b>
Fondren MS	67	14.9	70	41.4	66	13.6
Gross ES	14	42.9	15	93.3	16	31.3
Halpin ECC	120	36.7	127	66.1	117	35.0
Herod ES	107	71.0	107	83.2	103	56.3
Inspired Acad	59	39.0	60	55.0	59	40.7
Las Americas MS	0	–	0	–	0	–
Long Acad	24	37.5	23	43.5	24	37.5
Longfellow ES	72	61.1	77	84.4	73	64.4
McNamara ES	268	46.3	263	52.5	259	39.0
Meyerland MS	103	57.3	106	82.1	102	38.2
Middle College HS - Gulfton	39	41.0	39	43.6	37	37.8
Milne ES	2	*	2	*	2	*
Mistral ECC	113	46.0	118	74.6	116	41.4
Neff ECC	107	46.7	112	75.0	99	30.3
Neff ES	68	42.6	72	63.9	63	27.0
Parker ES	138	79.0	138	92.0	136	64.7
Pershing MS	179	49.2	187	72.2	179	36.9
Pilgrim ES	69	34.8	68	36.8	68	19.1
Piney Point ES	159	49.7	165	67.9	158	36.7
Red ES	83	65.1	81	77.8	80	55.0
Revere MS	17	52.9	18	72.2	18	50.0
Rodriguez ES	6	33.3	6	50.0	6	33.3
School at St. George ES	52	67.3	51	86.3	49	51.0
Shadowbriar ES	10	50.0	11	90.9	10	40.0
Sharpstown Intl	165	27.9	174	52.3	169	12.4
Sugar Grove MS	19	10.5	20	25.0	20	30.0
Sutton ES	299	41.8	307	53.1	301	28.9
Tanglewood MS	27	63.0	25	76.0	27	44.4

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



Appendix H

Table H-3. Percent of Survey Respondents Who Indicated Either 'At least 4 Times' or '2–3 Times' Regarding How Often They Engaged in Volunteer Activities for Their Children's HISD Title I School Based on School Office and Campus, 2017–2018						
	Assisted with school programs and student activities from any location at any time		Attended school assemblies, performances, sporting events, ceremonies or celebrations, audience of school board meetings, etc.		Assisted administrators, teachers, and students at this school or in the classroom	
Respondent Counts and Percentages	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>19,854</b>	<b>45.7</b>	<b>20,157</b>	<b>62.5</b>	<b>19,545</b>	<b>34.2</b>
Tinsley ES	42	21.4	42	42.9	40	20.0
Valley West ES	53	45.3	52	57.7	52	26.9
Walnut Bend ES	12	75.0	12	75.0	12	58.3
Welch MS	10	10.0	11	63.6	10	0.0
West Briar MS	33	54.5	36	80.6	32	43.8
Westside HS	61	65.6	60	75.0	60	41.7
White E ES	124	37.9	131	51.9	118	27.1
White M ES	63	33.3	61	62.3	59	28.8
Wisdom HS	144	34.0	146	44.5	145	31.0
Young Learners	95	32.6	93	44.1	95	23.2

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

Appendix H

**Table H-4a. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	School clearly explained assessments used to determine my child's academic achievement		The school communicates with me in a timely manner about the academic progress and needs of my child		The school provides helpful suggestions on how my family and I can help improve my child's progress		The school communicates with me in a manner that I can understand		The school has encouraged me to participate in positions such as on planning committees, advisory groups, PTO, school board, school improvement teams, etc.		The school values my opinions and experiences when it comes to decisions concerning my child's education		The school encourages me to observe my child in the classroom		The school ensures my family has opportunities to access information about community programs, services, and agencies to meet my family's needs	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>20,719</b>	<b>87.1</b>	<b>20,823</b>	<b>84.5</b>	<b>20,635</b>	<b>83.2</b>	<b>20,650</b>	<b>89.7</b>	<b>20,301</b>	<b>74.2</b>	<b>20,325</b>	<b>82.9</b>	<b>19,967</b>	<b>66.7</b>	<b>20,206</b>	<b>77.9</b>
<b>Achieve 180 Schools Office</b>	<b>877</b>	<b>84.2</b>	<b>886</b>	<b>91.2</b>	<b>868</b>	<b>81.7</b>	<b>877</b>	<b>84.5</b>	<b>855</b>	<b>69.2</b>	<b>864</b>	<b>79.9</b>	<b>844</b>	<b>62.7</b>	<b>857</b>	<b>76.1</b>
Attucks MS	5	60.0	6	50.0	5	60.0	5	60.0	5	60.0	5	40.0	5	40.0	5	40.0
Bellfort ECC	38	86.8	38	94.7	36	97.2	37	94.6	36	83.3	36	91.7	34	82.4	34	91.2
Bonham ES	96	90.6	96	90.6	97	89.7	95	91.6	92	77.2	96	90.6	93	68.8	92	84.8
Bruce ES	4	*	4	*	3	*	4	*	4	*	3	*	2	*	4	*
Cook ES	36	83.3	36	80.6	36	77.8	35	85.7	34	52.9	35	82.9	35	54.3	35	88.6
Cullen MS	1	*	1	*	1	*	1	*	1	*	1	*	1	*	1	*
Edison MS	4	*	4	*	3	*	4	*	4	*	4	*	4	*	4	*
Foerster ES	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*
Fondren ES	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*
Forest Brook MS	32	65.6	31	58.1	28	46.4	31	48.4	30	40.0	31	45.2	29	31.0	29	48.3
Gallegos ES	4	*	4	*	4	*	4	*	4	*	4	*	4	*	4	*
Gregory-Lincoln PK-8	7	71.4	8	75.0	8	75.0	8	75.0	7	71.4	8	75.0	8	75.0	8	75.0
High School Ahead Acad MS	15	93.3	15	100.0	15	100.0	15	100.0	15	93.3	15	100.0	15	86.7	15	100.0
Hilliard ES	7	85.7	7	100.0	7	100.0	8	100.0	8	87.5	7	100.0	8	87.5	7	71.4
Kashmere Gardens ES	3	*	3	*	3	*	3	*	3	*	3	*	3	*	3	*
Key MS	1	*	1	*	1	*	1	0.0	1	*	1	*	0	*	1	*
Lawson MS	38	81.6	39	71.8	38	68.4	37	75.7	38	68.4	38	73.7	39	64.1	39	71.8
Lewis ES	40	95.0	44	90.9	42	97.6	40	95.0	40	92.5	41	97.6	40	85.0	42	95.2
Liberty HS	26	80.8	26	73.1	25	72.0	27	85.2	27	66.7	27	74.1	25	64.0	26	73.1
Looscan ES	9	77.8	9	77.8	6	66.7	9	77.8	8	62.5	9	88.9	9	55.6	9	77.8
Madison HS	11	81.8	11	72.7	11	81.8	11	72.7	11	63.6	10	70.0	11	72.7	10	60.0
Martinez C ES	3	*	3	*	3	*	3	*	3	*	3	*	3	*	3	*

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

Appendix H

**Table H-4a. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	School clearly explained assessments used to determine my child's academic achievement		The school communicates with me in a timely manner about the academic progress and needs of my child		The school provides helpful suggestions on how my family and I can help improve my child's progress		The school communicates with me in a manner that I can understand		The school has encouraged me to participate in positions such as on planning committees, advisory groups, PTO, school board, school improvement teams, etc.		The school values my opinions and experiences when it comes to decisions concerning my child's education		The school encourages me to observe my child in the classroom		The school ensures my family has opportunities to access information about community programs, services, and agencies to meet my family's needs	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>20,719</b>	<b>87.1</b>	<b>20,823</b>	<b>84.5</b>	<b>20,635</b>	<b>83.2</b>	<b>20,650</b>	<b>89.7</b>	<b>20,301</b>	<b>74.2</b>	<b>20,325</b>	<b>82.9</b>	<b>19,967</b>	<b>66.7</b>	<b>20,206</b>	<b>77.9</b>
Milby HS	46	82.6	47	63.8	46	71.7	46	73.9	46	73.9	44	77.3	45	51.1	44	77.3
Montgomery ES	169	88.2	172	82.6	173	84.4	171	87.7	168	60.7	170	77.6	168	57.1	173	66.5
North Forest HS	19	78.9	19	89.5	18	88.9	18	77.8	18	88.9	18	77.8	16	50.0	17	88.2
Pugh ES	18	77.8	18	77.8	18	88.9	18	94.4	18	77.8	18	83.3	17	47.1	18	83.3
Sharpstown HS	40	80.0	41	78.0	39	74.4	39	89.7	36	61.1	39	84.6	36	66.7	40	77.5
Stevens ES	39	84.6	38	86.8	37	78.4	40	90.0	35	71.4	36	83.3	34	52.9	32	71.9
TCAH	1	*	1	*	1	*	1	*	1	*	1	*	1	*	1	*
V Prep South	14	78.6	14	71.4	15	66.7	15	73.3	14	57.1	13	69.2	12	66.7	13	61.5
Washington HS	30	86.7	29	82.8	28	82.1	30	80.0	28	75.0	29	82.8	27	63.0	29	79.3
Westbury HS	48	68.8	48	79.2	48	77.1	48	81.3	48	68.8	48	72.9	48	64.6	47	72.3
Yates HS	26	80.8	26	69.2	26	73.1	26	76.9	26	53.8	26	73.1	26	57.7	26	73.1
Young ES	43	97.7	43	95.3	43	97.7	43	93.0	42	73.8	41	78.0	42	71.4	42	83.3
<b>East Schools Office</b>	<b>2,941</b>	<b>85.3</b>	<b>2,972</b>	<b>81.8</b>	<b>2,958</b>	<b>83.0</b>	<b>2,944</b>	<b>83.0</b>	<b>2,910</b>	<b>70.7</b>	<b>2,904</b>	<b>81.9</b>	<b>2,869</b>	<b>64.0</b>	<b>2,897</b>	<b>77.9</b>
Austin HS	91	86.8	91	86.8	90	81.1	89	94.4	85	72.9	89	84.3	88	68.2	88	78.4
BCM Biotech Academy at Rusk	6	83.3	6	66.7	6	83.3	6	83.3	6	66.7	6	83.3	6	50.0	6	66.7
Bonner ES	114	86.8	110	80.0	112	78.6	111	91.9	108	65.7	110	79.1	106	67.9	108	84.3
Briscoe ES	34	91.2	35	82.9	34	91.2	34	94.1	31	74.2	31	90.3	32	65.6	32	84.4
Burnet ES	1	*	1	*	1	*	1	*	1	*	1	*	1	*	1	*
Cage ES	121	97.5	124	96.0	121	92.6	122	96.7	118	80.5	118	91.5	119	71.4	117	86.3
Carrillo ES	124	91.9	127	91.3	127	90.6	124	96.8	123	84.6	126	86.5	123	52.0	124	86.3
Chavez HS	284	82.7	286	77.6	283	73.5	282	83.3	280	56.4	283	73.9	281	54.8	285	75.1
Chrysalis MS	72	93.1	70	90.0	69	87.0	70	91.4	70	72.9	69	88.4	67	65.7	69	82.6

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

Appendix H

**Table H-4a. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	School clearly explained assessments used to determine my child's academic achievement		The school communicates with me in a timely manner about the academic progress and needs of my child		The school provides helpful suggestions on how my family and I can help improve my child's progress		The school communicates with me in a manner that I can understand		The school has encouraged me to participate in positions such as on planning committees, advisory groups, PTO, school board, school improvement teams, etc.		The school values my opinions and experiences when it comes to decisions concerning my child's education		The school encourages me to observe my child in the classroom		The school ensures my family has opportunities to access information about community programs, services, and agencies to meet my family's needs	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>20,719</b>	<b>87.1</b>	<b>20,823</b>	<b>84.5</b>	<b>20,635</b>	<b>83.2</b>	<b>20,650</b>	<b>89.7</b>	<b>20,301</b>	<b>74.2</b>	<b>20,325</b>	<b>82.9</b>	<b>19,967</b>	<b>66.7</b>	<b>20,206</b>	<b>77.9</b>
Crespo ES	53	98.1	53	88.7	53	90.6	52	96.2	52	75.0	53	88.7	53	67.9	53	88.7
Davila ES	82	92.7	85	94.1	84	92.9	84	95.2	79	74.7	83	89.2	79	70.9	81	85.2
Deady MS	122	82.0	124	74.2	124	66.1	124	87.9	120	58.3	124	71.8	121	59.5	123	61.8
DeZavala ES	6	83.3	6	83.3	6	50.0	6	100.0	6	66.7	6	83.3	6	33.3	6	50.0
East EC HS	30	80.0	30	70.0	29	79.3	30	76.7	29	65.5	30	73.3	29	58.6	30	76.7
Eastwood Acad HS	123	91.9	127	87.4	126	87.3	127	94.5	127	77.2	126	88.9	127	64.6	127	74.8
Franklin ES	17	88.2	17	94.1	17	94.1	16	100.0	17	76.5	17	88.2	17	64.7	17	88.2
Furr HS	257	42.4	261	38.3	260	69.2	261	69.7	261	41.0	245	60.0	252	49.6	254	48.0
Harris JR ES	90	82.2	91	74.7	89	78.7	90	82.2	88	72.7	88	77.3	86	57.0	86	73.3
Harris RP ES	44	95.5	43	88.4	46	91.3	42	95.2	42	71.4	44	88.6	40	70.0	44	88.6
Henderson JP ES	253	98.0	255	92.5	253	92.9	247	95.5	244	76.6	245	87.3	241	70.1	243	82.7
Holland MS	13	76.9	14	85.7	14	78.6	15	100.0	15	53.3	15	80.0	14	57.1	14	78.6
HSLJ	116	81.9	117	75.2	116	59.5	117	83.8	116	56.9	116	75.0	116	49.1	116	70.7
Lantrip ES	90	90.0	91	90.1	91	86.8	89	92.1	89	75.3	88	85.2	85	60.0	85	75.3
Laurenzo ECC	96	94.8	96	94.8	96	94.8	95	95.8	96	90.6	96	90.6	95	88.4	95	95.8
Middle College HS - Fraga	38	100.0	36	97.2	38	89.5	38	97.4	38	73.7	38	92.1	37	62.2	37	91.9
Mount Carmel Acad HS	40	100.0	42	92.9	40	95.0	42	100.0	41	85.4	40	97.5	36	77.8	38	92.1
Navarro MS	5	80.0	5	80.0	5	80.0	5	80.0	5	80.0	5	80.0	5	60.0	5	80.0
Oates ES	28	92.9	31	93.5	32	90.6	32	96.9	32	93.8	31	90.3	31	74.2	32	96.9
Ortiz MS	127	75.6	129	77.5	126	69.8	125	84.8	128	60.9	125	72.8	124	61.3	124	66.1
Park Place ES	107	95.3	107	91.6	107	95.3	106	98.1	102	92.2	101	94.1	101	75.2	106	92.5
Patterson ES	103	93.2	105	88.6	105	93.3	105	94.3	104	87.5	104	85.6	102	80.4	104	87.5

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

Appendix H

**Table H-4a. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	School clearly explained assessments used to determine my child's academic achievement		The school communicates with me in a timely manner about the academic progress and needs of my child		The school provides helpful suggestions on how my family and I can help improve my child's progress		The school communicates with me in a manner that I can understand		The school has encouraged me to participate in positions such as on planning committees, advisory groups, PTO, school board, school improvement teams, etc.		The school values my opinions and experiences when it comes to decisions concerning my child's education		The school encourages me to observe my child in the classroom		The school ensures my family has opportunities to access information about community programs, services, and agencies to meet my family's needs	
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>20,719</b>	<b>87.1</b>	<b>20,823</b>	<b>84.5</b>	<b>20,635</b>	<b>83.2</b>	<b>20,650</b>	<b>89.7</b>	<b>20,301</b>	<b>74.2</b>	<b>20,325</b>	<b>82.9</b>	<b>19,967</b>	<b>66.7</b>	<b>20,206</b>	<b>77.9</b>
Pleasantville ES	41	100.0	43	97.7	43	95.3	43	90.7	43	83.7	43	97.7	43	86.0	41	90.2
Port Houston ES	26	100.0	28	100.0	28	100.0	26	96.2	28	89.3	27	92.6	27	88.9	27	85.2
Robinson ES	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*
Rucker ES	45	95.6	44	86.4	45	95.6	45	93.3	44	86.4	42	88.1	40	65.0	41	80.5
Sanchez ES	31	93.5	29	82.8	30	90.0	30	90.0	31	93.5	30	93.3	28	64.3	31	83.9
Southmayd ES	62	83.9	64	84.4	63	84.1	64	95.3	62	75.8	62	77.4	62	62.9	61	85.2
Stevenson MS	18	66.7	18	72.2	18	66.7	18	83.3	18	77.8	16	75.0	18	55.6	16	87.5
Tijerina ES	3	*	3	*	3	*	3	*	3	*	3	*	3	*	2	*
Whittier ES	25	76.0	25	92.0	25	92.0	25	96.0	25	72.0	25	96.0	25	72.0	25	92.0
Young Scholars	1	*	1	*	1	*	1	*	1	*	1	*	1	*	1	*
<b>North Schools Office</b>	<b>4,134</b>	<b>90.0</b>	<b>4,158</b>	<b>87.1</b>	<b>4,127</b>	<b>86.6</b>	<b>4,135</b>	<b>90.9</b>	<b>4,061</b>	<b>75.0</b>	<b>4,068</b>	<b>85.0</b>	<b>3,985</b>	<b>66.1</b>	<b>4,059</b>	<b>79.4</b>
Atherton ES	174	98.3	170	99.4	173	98.8	167	98.8	171	98.8	170	98.2	170	98.8	169	98.2
Barrick ES	109	88.1	114	89.5	111	88.3	113	91.2	110	76.4	107	79.4	105	50.5	111	76.6
Berry ES	70	92.9	71	95.8	71	93.0	71	95.8	70	85.7	71	91.5	66	72.7	69	88.4
Burbank ES	110	93.6	110	92.7	112	90.2	111	95.5	104	66.3	107	85.0	102	58.8	103	77.7
Burbank MS	554	89.7	554	83.2	541	83.0	551	91.3	544	71.9	539	83.3	519	58.0	542	79.7
Burrus ES	112	93.8	110	94.5	112	91.1	108	87.0	111	82.0	110	95.5	107	79.4	113	90.3
Coop ES	322	91.6	322	88.8	322	88.2	329	90.3	317	72.9	315	88.6	314	65.6	314	78.0
De Chaumes ES	29	96.6	29	100.0	29	93.1	29	100.0	27	74.1	27	100.0	28	82.1	29	82.8
Durkee ES	126	89.7	128	89.8	126	88.1	125	88.8	125	84.8	124	89.5	120	70.8	127	89.8
Eliot ES	473	94.7	475	90.9	472	93.9	469	94.7	463	79.9	463	88.1	455	68.1	462	80.5
Elmore ES	72	86.1	70	80.0	68	80.9	69	85.5	68	66.2	68	82.4	65	67.7	65	66.2

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

Appendix H

**Table H-4a. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	School clearly explained assessments used to determine my child's academic achievement		The school communicates with me in a timely manner about the academic progress and needs of my child		The school provides helpful suggestions on how my family and I can help improve my child's progress		The school communicates with me in a manner that I can understand		The school has encouraged me to participate in positions such as on planning committees, advisory groups, PTO, school board, school improvement teams, etc.		The school values my opinions and experiences when it comes to decisions concerning my child's education		The school encourages me to observe my child in the classroom		The school ensures my family has opportunities to access information about community programs, services, and agencies to meet my family's needs	
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>20,719</b>	<b>87.1</b>	<b>20,823</b>	<b>84.5</b>	<b>20,635</b>	<b>83.2</b>	<b>20,650</b>	<b>89.7</b>	<b>20,301</b>	<b>74.2</b>	<b>20,325</b>	<b>82.9</b>	<b>19,967</b>	<b>66.7</b>	<b>20,206</b>	<b>77.9</b>
Farias ECC	52	98.1	51	98.0	51	98.0	51	96.1	50	92.0	51	92.2	51	80.4	51	90.2
Fleming MS	141	44.0	142	43.0	141	46.8	142	48.6	142	50.0	142	50.7	141	49.6	142	50.0
Fonville MS	9	88.9	9	88.9	9	88.9	9	100.0	7	71.4	9	88.9	8	75.0	8	75.0
Fonwood ECC	89	94.4	90	94.4	88	95.5	89	95.5	90	88.9	90	93.3	87	81.6	90	93.3
Garcia ES	178	88.2	181	85.1	177	81.4	179	88.8	174	72.4	179	77.1	180	70.6	173	79.8
Henderson NQ ES	55	92.7	55	90.9	55	94.5	55	94.5	55	90.9	55	92.7	55	94.5	55	92.7
Herrera ES	32	81.3	32	81.3	31	77.4	32	81.3	32	78.1	31	80.6	32	68.8	32	78.1
Houston MSTC HS	83	89.2	84	92.9	84	92.9	82	93.9	82	93.9	82	91.5	81	84.0	82	91.5
Isaacs ES	76	97.4	76	89.5	76	88.2	76	94.7	68	76.5	74	82.4	71	63.4	72	72.2
Janowski ES	27	96.3	28	82.1	29	79.3	28	100.0	27	51.9	29	82.8	27	40.7	27	66.7
Jordan HS	66	92.4	66	87.9	66	86.4	65	90.8	65	66.2	66	86.4	66	65.2	66	84.8
Kennedy ES	67	88.1	68	82.4	63	82.5	69	89.9	65	64.6	65	76.9	62	71.0	67	73.1
Leland YMCPA	20	85.0	20	65.0	20	65.0	20	90.0	20	75.0	20	85.0	20	55.0	20	70.0
Lyons ES	193	91.7	198	88.9	195	87.2	198	94.4	196	75.5	191	84.3	191	60.7	191	77.0
Marshall ES	128	85.2	131	83.2	128	79.7	131	87.0	128	59.4	128	79.7	125	52.0	129	67.4
Martinez R ES	26	100.0	26	100.0	25	96.0	26	100.0	26	96.2	26	96.2	26	96.2	26	96.2
McGowen ES	3	*	3	*	2	*	2	*	2	*	0	—	3	*	3	*
McReynolds MS	23	91.3	24	91.7	24	83.3	24	87.5	24	79.2	24	91.7	24	87.5	24	91.7
Moreno ES	226	94.2	224	89.3	222	91.0	223	93.7	220	76.8	220	85.0	215	57.7	219	79.9
North Houston EC HS	70	91.4	69	81.2	69	73.9	68	89.7	69	72.5	68	79.4	68	54.4	68	77.9
Northline ES	65	90.8	64	90.6	67	91.0	62	93.5	62	72.6	62	88.7	59	66.1	63	81.0
Osborne ES	14	92.9	13	92.3	15	73.3	16	87.5	11	72.7	10	80.0	10	80.0	11	90.9

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

Appendix H

**Table H-4a. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	School clearly explained assessments used to determine my child's academic achievement		The school communicates with me in a timely manner about the academic progress and needs of my child		The school provides helpful suggestions on how my family and I can help improve my child's progress		The school communicates with me in a manner that I can understand		The school has encouraged me to participate in positions such as on planning committees, advisory groups, PTO, school board, school improvement teams, etc.		The school values my opinions and experiences when it comes to decisions concerning my child's education		The school encourages me to observe my child in the classroom		The school ensures my family has opportunities to access information about community programs, services, and agencies to meet my family's needs	
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>20,719</b>	<b>87.1</b>	<b>20,823</b>	<b>84.5</b>	<b>20,635</b>	<b>83.2</b>	<b>20,650</b>	<b>89.7</b>	<b>20,301</b>	<b>74.2</b>	<b>20,325</b>	<b>82.9</b>	<b>19,967</b>	<b>66.7</b>	<b>20,206</b>	<b>77.9</b>
Paige ES	6	100.0	7	85.7	7	85.7	7	100.0	5	80.0	5	80.0	6	50.0	5	60.0
Ross ES	11	81.8	11	81.8	10	90.0	9	88.9	11	72.7	11	81.8	11	81.8	11	90.9
Scarborough ES	257	91.1	266	89.5	269	88.1	263	94.7	254	64.6	262	85.5	248	59.3	254	69.3
Scroggins ES	63	88.9	64	82.8	64	84.4	64	92.2	63	73.0	64	84.4	64	70.3	63	82.5
Shadydale ES	1	*	1	*	1	*	1	*	1	*	1	*	1	*	1	*
Williams MS	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*
<b>Northwest Schools Office</b>	<b>2,548</b>	<b>85.6</b>	<b>2,555</b>	<b>82.8</b>	<b>2,533</b>	<b>80.0</b>	<b>2,539</b>	<b>90.4</b>	<b>2,516</b>	<b>76.1</b>	<b>2,500</b>	<b>81.9</b>	<b>2,446</b>	<b>60.3</b>	<b>2,475</b>	<b>78.4</b>
Arabic Immersion	43	81.4	42	81.0	3	*	42	88.1	43	86.0	42	81.0	42	66.7	39	71.8
Benbrook ES	132	89.4	132	84.8	128	81.3	128	85.9	125	72.0	126	77.0	117	59.8	119	73.9
Black MS	42	76.2	41	63.4	41	68.3	41	87.8	42	71.4	40	75.0	41	31.7	41	65.9
Browning ES	29	82.8	29	86.2	29	79.3	29	86.2	29	86.2	29	89.7	28	78.6	29	96.6
Challenge EC HS	11	100.0	11	90.9	11	90.9	11	100.0	11	90.9	11	81.8	11	45.5	11	90.9
Clifton MS	9	77.8	8	100.0	8	75.0	8	87.5	8	75.0	8	87.5	7	71.4	8	100.0
Crockett ES	223	89.2	226	89.4	223	88.8	226	94.7	222	84.2	219	92.2	216	63.0	221	84.6
DeBakey HS	104	86.5	104	80.8	104	63.5	102	90.2	103	77.7	104	70.2	103	31.1	102	69.6
Durham ES	38	86.8	37	91.9	38	84.2	38	92.1	38	92.1	38	89.5	37	81.1	37	89.2
Field ES	12	75.0	13	61.5	13	38.5	13	76.9	13	53.8	13	76.9	13	30.8	13	46.2
Garden Oaks	51	84.3	51	82.4	51	88.2	51	98.0	51	88.2	51	90.2	50	92.0	50	92.0
H AIS HS	116	87.9	117	79.5	112	75.0	117	89.7	118	67.8	116	87.1	115	48.7	116	81.9
Hamilton MS	33	84.8	34	79.4	34	79.4	34	91.2	34	85.3	34	79.4	34	50.0	32	81.3
Heights HS	29	51.7	29	55.2	29	48.3	28	71.4	28	50.0	26	53.8	29	34.5	27	51.9
Helms ES	29	86.2	30	90.0	30	86.7	30	96.7	30	86.7	30	93.3	29	58.6	30	70.0

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

Appendix H

**Table H-4a. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	School clearly explained assessments used to determine my child's academic achievement		The school communicates with me in a timely manner about the academic progress and needs of my child		The school provides helpful suggestions on how my family and I can help improve my child's progress		The school communicates with me in a manner that I can understand		The school has encouraged me to participate in positions such as on planning committees, advisory groups, PTO, school board, school improvement teams, etc.		The school values my opinions and experiences when it comes to decisions concerning my child's education		The school encourages me to observe my child in the classroom		The school ensures my family has opportunities to access information about community programs, services, and agencies to meet my family's needs	
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>20,719</b>	<b>87.1</b>	<b>20,823</b>	<b>84.5</b>	<b>20,635</b>	<b>83.2</b>	<b>20,650</b>	<b>89.7</b>	<b>20,301</b>	<b>74.2</b>	<b>20,325</b>	<b>82.9</b>	<b>19,967</b>	<b>66.7</b>	<b>20,206</b>	<b>77.9</b>
Hogg MS	32	90.6	32	78.1	32	75.0	32	93.8	32	84.4	30	96.7	27	37.0	31	83.9
Jefferson ES	282	93.6	284	90.1	282	91.8	280	95.0	281	81.9	284	88.0	277	70.4	281	87.2
Ketelsen ES	153	96.1	154	94.8	154	96.1	154	97.4	150	84.7	151	92.7	145	82.8	143	89.5
Lamar HS	132	66.7	129	64.3	130	49.2	128	78.1	127	63.0	121	61.2	125	27.2	125	54.4
Love ES	25	80.0	26	88.5	25	80.0	27	96.3	25	64.0	27	96.3	27	74.1	27	81.5
MacGregor ES	161	87.0	161	89.4	161	91.9	161	91.9	158	78.5	153	82.4	152	60.5	152	83.6
Marshall MS	116	83.6	116	72.4	113	69.9	114	86.8	116	60.3	115	71.3	109	57.8	113	69.0
Memorial ES	9	88.9	9	88.9	8	87.5	9	88.9	9	88.9	9	77.8	9	44.4	9	88.9
Northside HS	36	80.6	36	72.2	36	61.1	35	77.1	35	54.3	36	72.2	34	67.6	35	68.6
Rice School PK-8	93	88.2	92	85.9	93	80.6	91	94.5	90	75.6	91	83.5	88	67.0	87	74.7
Roosevelt ES	41	75.6	40	70.0	40	65.0	41	82.9	41	65.9	39	66.7	39	53.8	41	78.0
Scarborough HS	21	90.5	22	68.2	22	77.3	22	81.8	21	47.6	21	66.7	21	52.4	22	63.6
Sherman ES	22	86.4	21	81.0	21	90.5	21	85.7	21	61.9	22	68.2	18	61.1	19	84.2
Sinclair ES	55	80.0	56	89.3	56	78.6	56	98.2	56	91.1	55	85.5	56	67.9	54	94.4
Smith ES	241	88.0	241	85.9	236	86.9	238	91.6	233	74.2	231	86.1	224	68.3	235	78.3
Wainwright ES	22	95.5	23	87.0	23	87.0	23	91.3	20	60.0	21	81.0	21	42.9	22	68.2
Waltrip HS	19	73.7	19	63.2	19	63.2	18	72.2	19	57.9	18	55.6	18	50.0	19	63.2
Wharton ES	41	92.7	41	95.1	41	90.2	41	100.0	39	84.6	41	90.2	38	60.5	39	87.2
Wilson ES	72	72.2	75	81.3	75	76.0	75	85.3	73	82.2	75	78.7	73	71.2	73	75.3
YWCPA	74	77.0	74	60.8	73	57.5	75	81.3	75	72.0	73	67.1	73	49.3	73	67.1
<b>South Schools Office</b>	<b>2,668</b>	<b>88.2</b>	<b>2,665</b>	<b>85.0</b>	<b>2,649</b>	<b>84.9</b>	<b>2,649</b>	<b>90.1</b>	<b>2,625</b>	<b>79.7</b>	<b>2,652</b>	<b>85.0</b>	<b>2,586</b>	<b>73.8</b>	<b>2,603</b>	<b>82.4</b>
Alcott ES	80	68.8	81	60.5	77	66.2	78	67.9	80	53.8	77	63.6	79	51.9	77	59.7

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



Appendix H

**Table H-4a. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	School clearly explained assessments used to determine my child's academic achievement		The school communicates with me in a timely manner about the academic progress and needs of my child		The school provides helpful suggestions on how my family and I can help improve my child's progress		The school communicates with me in a manner that I can understand		The school has encouraged me to participate in positions such as on planning committees, advisory groups, PTO, school board, school improvement teams, etc.		The school values my opinions and experiences when it comes to decisions concerning my child's education		The school encourages me to observe my child in the classroom		The school ensures my family has opportunities to access information about community programs, services, and agencies to meet my family's needs	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>20,719</b>	<b>87.1</b>	<b>20,823</b>	<b>84.5</b>	<b>20,635</b>	<b>83.2</b>	<b>20,650</b>	<b>89.7</b>	<b>20,301</b>	<b>74.2</b>	<b>20,325</b>	<b>82.9</b>	<b>19,967</b>	<b>66.7</b>	<b>20,206</b>	<b>77.9</b>
Almeda ES	37	78.4	38	71.1	39	71.8	38	78.9	38	63.2	37	64.9	37	59.5	37	59.5
Bastian ES	16	75.0	15	73.3	15	53.3	15	86.7	16	75.0	15	73.3	15	66.7	15	66.7
Baylor College MS	44	84.1	45	75.6	42	64.3	44	81.8	45	60.0	43	76.7	44	43.2	41	70.7
Brookline ES	6	83.3	6	83.3	6	83.3	6	100.0	6	83.3	6	83.3	6	83.3	6	83.3
Codwell ES	24	83.3	24	87.5	24	83.3	23	87.0	24	79.2	24	83.3	24	79.2	24	62.5
Cornelius ES	342	98.8	343	98.8	339	98.8	342	96.5	340	99.4	338	98.8	340	97.6	343	99.1
DeAnda ES	30	80.0	31	77.4	31	83.9	31	93.5	31	67.7	31	83.9	27	59.3	30	70.0
Energy Inst HS	48	87.5	46	91.3	46	82.6	46	91.3	46	82.6	45	84.4	40	37.5	40	80.0
Foster ES	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*
Frost ES	109	99.1	108	98.1	109	98.2	109	99.1	108	96.3	105	98.1	109	98.2	108	98.1
Garden Villas ES	14	64.3	15	53.3	15	66.7	15	86.7	15	60.0	15	40.0	15	26.7	15	53.3
Golfcrest ES	24	58.3	24	62.5	24	66.7	23	78.3	23	69.6	24	62.5	22	40.9	22	63.6
Gregg ES	132	88.6	131	81.7	132	76.5	129	91.5	126	69.8	129	85.3	127	63.8	126	78.6
Grissom ES	83	85.5	76	76.3	77	79.2	82	85.4	74	59.5	80	70.0	77	55.8	83	65.1
Hartman MS	19	78.9	18	88.9	18	83.3	19	89.5	19	73.7	19	84.2	19	42.1	19	68.4
Hartsfield ES	3	100.0	3	100.0	3	*	3	*	3	*	3	*	3	*	3	*
Hines-Caldwell ES	36	88.9	36	83.3	35	80.0	36	83.3	36	80.6	36	72.2	36	58.3	36	75.0
Hobby ES	332	92.8	335	88.1	330	88.8	329	91.2	325	78.2	327	87.8	325	80.3	327	84.4
Jones HS	4	*	4	*	4	*	3	*	4	*	4	*	4	*	4	*
Kandy Stripe Acad ES	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*
Kelso ES	107	83.2	107	69.2	109	71.6	106	87.7	104	62.5	107	76.6	105	58.1	104	67.3
Law ES	54	87.0	53	86.8	54	90.7	54	92.6	53	79.2	51	88.2	53	73.6	52	78.8

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

Appendix H

**Table H-4a. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	School clearly explained assessments used to determine my child's academic achievement		The school communicates with me in a timely manner about the academic progress and needs of my child		The school provides helpful suggestions on how my family and I can help improve my child's progress		The school communicates with me in a manner that I can understand		The school has encouraged me to participate in positions such as on planning committees, advisory groups, PTO, school board, school improvement teams, etc.		The school values my opinions and experiences when it comes to decisions concerning my child's education		The school encourages me to observe my child in the classroom		The school ensures my family has opportunities to access information about community programs, services, and agencies to meet my family's needs	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>20,719</b>	<b>87.1</b>	<b>20,823</b>	<b>84.5</b>	<b>20,635</b>	<b>83.2</b>	<b>20,650</b>	<b>89.7</b>	<b>20,301</b>	<b>74.2</b>	<b>20,325</b>	<b>82.9</b>	<b>19,967</b>	<b>66.7</b>	<b>20,206</b>	<b>77.9</b>
Lockhart ES	32	90.6	32	84.4	31	83.9	32	93.8	32	90.6	31	80.6	31	83.9	30	90.0
Mitchell ES	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*
MLK ECC	138	97.1	137	96.4	137	97.8	139	97.8	137	93.4	134	95.5	128	91.4	130	95.4
Peck ES	6	50.0	6	66.7	6	50.0	5	100.0	6	50.0	6	66.7	6	66.7	6	50.0
Petersen ES	2	*	2	*	2	*	2	*	2	*	2	*	1	*	1	*
Reagan Ed Ctr PK-8	33	78.8	34	76.5	33	78.8	34	94.1	32	81.3	34	76.5	35	74.3	34	82.4
Reynolds ES	18	83.3	18	72.2	18	94.4	18	100.0	18	94.4	18	100.0	18	88.9	17	88.2
Seguin ES	86	81.4	88	79.5	87	75.9	89	87.6	86	70.9	87	80.5	82	67.1	85	68.2
Shearn ES	256	89.5	260	85.4	257	85.2	261	92.3	251	78.5	253	86.2	248	67.7	254	88.6
South EC HS	12	75.0	12	66.7	12	58.3	12	75.0	11	45.5	12	50.0	11	27.3	11	54.5
Sterling HS	74	73.0	74	78.4	73	79.5	72	79.2	73	79.5	74	79.7	71	64.8	71	84.5
Thomas MS	12	58.3	12	66.7	11	54.5	12	66.7	12	50.0	12	50.0	12	41.7	11	72.7
Thompson ES	124	87.9	124	84.7	123	85.4	120	92.5	123	79.7	120	84.2	123	64.2	123	84.6
TSU Charter	10	100.0	10	100.0	10	80.0	10	90.0	10	80.0	10	90.0	9	77.8	10	80.0
Whidby ES	265	88.3	259	85.7	262	86.3	254	86.6	258	86.4	262	86.6	249	83.5	253	81.4
Windsor Village ES	50	80.0	52	82.7	52	78.8	52	86.5	52	67.3	48	77.1	49	61.2	49	69.4
<b>Superintendent's Schools Office</b>	<b>240</b>	<b>83.3</b>	<b>236</b>	<b>82.2</b>	<b>232</b>	<b>80.2</b>	<b>235</b>	<b>86.0</b>	<b>229</b>	<b>75.5</b>	<b>233</b>	<b>82.4</b>	<b>229</b>	<b>77.7</b>	<b>229</b>	<b>83.4</b>
Blackshear ES	43	67.4	43	69.8	43	67.4	43	79.1	43	58.1	43	69.8	43	67.4	42	78.6
Dogan ES	29	93.1	29	93.1	29	93.1	29	93.1	27	92.6	29	93.1	27	92.6	27	85.2
Henry MS	30	83.3	30	80.0	28	75.0	28	89.3	28	75.0	27	81.5	28	60.7	28	82.1
Highland Heights ES	56	94.6	56	96.4	56	96.4	56	96.4	55	94.5	56	94.6	56	96.4	55	96.4
Kashmere HS	14	71.4	14	57.1	13	53.8	14	71.4	14	42.9	14	64.3	13	53.8	14	64.3

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

Appendix H

**Table H-4a. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	School clearly explained assessments used to determine my child's academic achievement		The school communicates with me in a timely manner about the academic progress and needs of my child		The school provides helpful suggestions on how my family and I can help improve my child's progress		The school communicates with me in a manner that I can understand		The school has encouraged me to participate in positions such as on planning committees, advisory groups, PTO, school board, school improvement teams, etc.		The school values my opinions and experiences when it comes to decisions concerning my child's education		The school encourages me to observe my child in the classroom		The school ensures my family has opportunities to access information about community programs, services, and agencies to meet my family's needs	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>20,719</b>	<b>87.1</b>	<b>20,823</b>	<b>84.5</b>	<b>20,635</b>	<b>83.2</b>	<b>20,650</b>	<b>89.7</b>	<b>20,301</b>	<b>74.2</b>	<b>20,325</b>	<b>82.9</b>	<b>19,967</b>	<b>66.7</b>	<b>20,206</b>	<b>77.9</b>
Mading ES	5	60.0	5	60.0	5	60.0	5	60.0	5	60.0	5	60.0	5	60.0	5	80.0
Wesley ES	0	–	0	–	0	–	0	–	0	–	0	–	0	–	0	–
Wheatley HS	36	75.0	35	77.1	36	69.4	36	72.2	33	66.7	34	76.5	34	64.7	34	70.6
Woodson PK-8	20	100.0	17	94.1	15	100.0	17	94.1	17	82.4	18	88.9	16	100.0	17	94.1
Worthing HS	7	85.7	7	71.4	7	71.4	7	100.0	7	71.4	7	85.7	7	71.4	7	85.7
<b>West Schools Office</b>	<b>7,311</b>	<b>86.7</b>	<b>7,351</b>	<b>84.9</b>	<b>7,268</b>	<b>82.0</b>	<b>7,271</b>	<b>89.2</b>	<b>7,105</b>	<b>73.0</b>	<b>7,131</b>	<b>82.0</b>	<b>7,008</b>	<b>67.9</b>	<b>7,086</b>	<b>75.3</b>
Anderson ES	55	76.4	58	72.4	57	77.2	58	79.3	54	68.5	53	73.6	53	60.4	55	74.5
Ashford ES	21	71.4	21	71.4	20	60.0	21	66.7	21	66.7	21	71.4	21	66.7	21	57.1
Askew ES	50	66.0	49	69.4	49	71.4	46	82.6	50	76.0	49	71.4	50	52.0	43	62.8
Bell ES	35	85.7	35	91.4	35	77.1	35	88.6	34	73.5	33	78.8	33	63.6	32	68.8
Bellaire HS	275	91.3	275	88.7	273	82.8	275	95.3	275	73.1	273	86.1	271	65.3	270	87.0
Benavidez ES	7	71.4	7	71.4	7	85.7	7	85.7	7	85.7	7	57.1	7	57.1	7	57.1
Braeburn ES	85	90.6	88	89.8	87	89.7	89	86.5	85	69.4	88	85.2	84	71.4	86	79.1
Briar Meadow	43	86.0	43	90.7	43	88.4	43	93.0	43	97.7	43	88.4	43	81.4	42	88.1
Cunningham ES	422	89.6	430	88.4	424	85.8	417	91.6	414	77.1	413	86.2	401	63.6	417	78.9
Daily ES	279	90.3	281	87.5	277	82.3	277	92.4	268	79.5	270	85.9	269	63.6	267	72.3
Elrod ES	50	82.0	49	89.8	49	93.9	51	94.1	48	81.3	50	88.0	51	80.4	51	78.4
Emerson ES	47	93.6	47	91.5	44	90.9	46	91.3	45	75.6	44	84.1	42	52.4	44	77.3
Energized ECC	305	99.0	302	98.7	302	99.3	301	99.3	304	95.1	302	98.3	300	98.0	303	95.7
Energized ES	1,542	84.7	1,539	85.5	1,530	82.7	1,522	89.1	1,480	67.8	1,499	82.2	1,474	74.4	1,480	70.4
Energized MS	220	81.8	218	80.7	212	75.5	213	83.6	205	64.4	210	74.3	208	56.3	206	58.7
E-STEM Central HS	131	68.7	131	59.5	130	53.8	129	69.8	131	41.2	129	61.2	126	44.4	130	56.9

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

Appendix H

**Table H-4a. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	School clearly explained assessments used to determine my child's academic achievement		The school communicates with me in a timely manner about the academic progress and needs of my child		The school provides helpful suggestions on how my family and I can help improve my child's progress		The school communicates with me in a manner that I can understand		The school has encouraged me to participate in positions such as on planning committees, advisory groups, PTO, school board, school improvement teams, etc.		The school values my opinions and experiences when it comes to decisions concerning my child's education		The school encourages me to observe my child in the classroom		The school ensures my family has opportunities to access information about community programs, services, and agencies to meet my family's needs	
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>20,719</b>	<b>87.1</b>	<b>20,823</b>	<b>84.5</b>	<b>20,635</b>	<b>83.2</b>	<b>20,650</b>	<b>89.7</b>	<b>20,301</b>	<b>74.2</b>	<b>20,325</b>	<b>82.9</b>	<b>19,967</b>	<b>66.7</b>	<b>20,206</b>	<b>77.9</b>
E-STEM Central MS	404	79.0	403	74.9	394	67.5	399	80.5	382	47.9	391	66.8	370	51.9	385	52.5
E-STEM West HS	43	76.7	42	71.4	42	76.2	40	82.5	38	60.5	40	77.5	38	57.9	40	67.5
E-STEM West MS	116	87.9	118	80.5	115	80.0	113	81.4	111	47.7	114	67.5	107	43.9	115	50.4
Fondren MS	64	71.9	68	66.2	66	62.1	68	75.0	64	60.9	68	63.2	68	60.3	66	66.7
Gross ES	15	93.3	14	92.9	15	80.0	15	86.7	15	60.0	14	85.7	15	60.0	15	73.3
Halpin ECC	129	96.1	130	92.3	132	93.9	133	96.2	124	87.9	128	92.2	126	78.6	124	90.3
Herod ES	110	86.4	110	90.0	109	83.5	109	96.3	110	89.1	105	90.5	106	65.1	105	82.9
Inspired Acad	59	71.2	58	77.6	58	79.3	58	81.0	58	62.1	57	75.4	56	57.1	59	67.8
Las Americas MS	0	—	0	—	0	—	0	—	0	—	0	—	0	—	0	—
Long Acad	25	84.0	26	88.5	26	80.8	26	80.8	25	52.0	24	79.2	23	52.2	23	69.6
Longfellow ES	75	90.7	75	81.3	75	82.7	76	92.1	76	85.5	74	81.1	74	59.5	74	89.2
McNamara ES	267	95.5	272	87.9	272	90.1	268	94.8	265	88.7	252	89.3	250	84.8	258	88.0
Meyerland MS	109	86.2	110	74.5	105	70.5	108	95.4	107	72.0	103	83.5	105	46.7	108	76.9
Middle College HS - Gulfton	39	89.7	40	77.5	39	82.1	39	79.5	39	76.9	39	82.1	39	66.7	39	79.5
Milne ES	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*
Mistral ECC	124	92.7	123	92.7	125	92.8	123	97.6	119	81.5	123	85.4	123	85.4	117	87.2
Neff ECC	118	91.5	119	93.3	118	91.5	117	93.2	110	76.4	114	86.8	114	78.9	109	82.6
Neff ES	70	91.4	74	86.5	71	85.9	73	87.7	67	74.6	71	80.3	69	63.8	71	88.7
Parker ES	138	82.6	137	89.1	135	82.2	138	97.8	137	89.1	135	85.2	136	64.7	136	78.7
Pershing MS	191	79.6	191	79.6	190	65.3	190	83.2	191	75.4	190	76.3	187	43.3	187	67.4
Pilgrim ES	80	88.8	82	87.8	79	87.3	81	92.6	73	67.1	75	86.7	72	72.2	74	81.1
Piney Point ES	174	93.1	177	93.2	175	92.0	176	95.5	172	83.7	173	91.3	170	87.1	169	86.4

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

Appendix H

**Table H-4a. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	School clearly explained assessments used to determine my child's academic achievement		The school communicates with me in a timely manner about the academic progress and needs of my child		The school provides helpful suggestions on how my family and I can help improve my child's progress		The school communicates with me in a manner that I can understand		The school has encouraged me to participate in positions such as on planning committees, advisory groups, PTO, school board, school improvement teams, etc.		The school values my opinions and experiences when it comes to decisions concerning my child's education		The school encourages me to observe my child in the classroom		The school ensures my family has opportunities to access information about community programs, services, and agencies to meet my family's needs	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>20,719</b>	<b>87.1</b>	<b>20,823</b>	<b>84.5</b>	<b>20,635</b>	<b>83.2</b>	<b>20,650</b>	<b>89.7</b>	<b>20,301</b>	<b>74.2</b>	<b>20,325</b>	<b>82.9</b>	<b>19,967</b>	<b>66.7</b>	<b>20,206</b>	<b>77.9</b>
Red ES	85	87.1	83	81.9	79	81.0	80	90.0	82	78.0	81	67.9	81	53.1	78	62.8
Revere MS	17	94.1	18	88.9	18	100.0	18	94.4	18	88.9	18	88.9	18	66.7	18	83.3
Rodriguez ES	6	100.0	6	66.7	6	83.3	6	66.7	6	66.7	5	80.0	6	83.3	6	83.3
School at St. George ES	50	88.0	50	82.0	49	81.6	48	85.4	45	91.1	48	87.5	47	68.1	46	80.4
Shadowbriar ES	10	70.0	10	90.0	9	77.8	10	100.0	10	60.0	9	77.8	10	70.0	9	66.7
Sharpstown Intl	183	88.5	184	77.7	182	75.3	186	80.1	183	60.1	181	67.4	175	50.9	180	72.2
Sugar Grove MS	20	25.0	19	21.1	19	31.6	20	35.0	20	55.0	19	52.6	20	70.0	19	52.6
Sutton ES	335	94.9	342	92.7	337	92.6	334	94.0	323	79.9	324	90.4	319	70.8	334	88.0
Tanglewood MS	27	70.4	26	80.8	27	63.0	27	88.9	27	74.1	26	80.8	27	59.3	28	67.9
Tinsley ES	48	91.7	47	85.1	46	78.3	45	84.4	41	70.7	42	83.3	42	73.8	45	71.1
Valley West ES	52	94.2	53	92.5	53	94.3	53	94.3	52	86.5	53	83.0	53	83.0	52	88.5
Walnut Bend ES	12	91.7	12	91.7	12	75.0	12	91.7	12	75.0	12	83.3	12	66.7	12	75.0
Welch MS	10	40.0	11	54.5	11	36.4	10	60.0	11	18.2	9	33.3	11	27.3	9	44.4
West Briar MS	38	73.7	38	81.6	38	63.2	37	83.8	38	73.7	35	80.0	36	47.2	35	71.4
Westside HS	63	79.4	63	65.1	61	60.7	62	85.5	63	69.8	60	68.3	58	37.9	62	71.0
White E ES	132	89.4	138	85.5	136	81.6	138	91.3	125	84.0	130	83.1	121	68.6	126	80.2
White M ES	65	90.8	63	88.9	62	80.6	62	91.9	62	80.6	63	85.7	60	73.3	61	73.8
Wisdom HS	142	82.4	146	82.2	143	81.1	144	88.2	142	68.3	143	83.2	139	69.8	139	78.4
Young Learners	97	90.7	98	92.9	98	93.9	97	89.7	96	84.4	97	89.7	90	88.9	97	90.7

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

Appendix H

**Table H-4b. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	The school provides support to my family when impacted by adverse events		My school partners with the community to provide programs and/or supports to enhance my child's learning experiences and skills		Campus administration does a good job running my child's school		School staff treats me with respect		The overall climate or feeling at my child's school is positive and helps my child learn		There is at least one teacher or other adult in this school that my child can talk to about a problem		The school gives instruction that meets the individual needs of my child		I am satisfied my child's school is providing the skills and education necessary to be successful at the next level	
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>19,955</b>	<b>80.3</b>	<b>19,882</b>	<b>82.8</b>	<b>20,499</b>	<b>87.9</b>	<b>20,540</b>	<b>91.1</b>	<b>20,528</b>	<b>90.0</b>	<b>20,575</b>	<b>90.2</b>	<b>20,461</b>	<b>88.4</b>	<b>20,653</b>	<b>90.3</b>
<b>Achieve 180 Schools Office</b>	<b>837</b>	<b>78.1</b>	<b>837</b>	<b>78.9</b>	<b>864</b>	<b>83.8</b>	<b>867</b>	<b>89.0</b>	<b>864</b>	<b>86.6</b>	<b>871</b>	<b>88.1</b>	<b>865</b>	<b>84.3</b>	<b>870</b>	<b>86.1</b>
Attucks MS	5	40.0	5	40.0	5	40.0	6	50.0	5	40.0	5	40.0	5	60.0	5	60.0
Bellfort ECC	35	91.4	34	97.1	34	94.1	36	100.0	35	100.0	36	100.0	35	100.0	36	97.2
Bonham ES	93	80.6	89	87.6	95	91.6	96	93.8	95	94.7	95	93.7	95	92.6	96	93.8
Bruce ES	4	*	3	*	4	*	4	*	4	*	4	*	3	*	3	*
Cook ES	34	73.5	31	83.9	36	80.6	36	97.2	36	91.7	36	86.1	35	82.9	36	77.8
Cullen MS	1	*	1	*	1	*	1	*	1	*	1	*	1	*	1	*
Edison MS	3	*	3	*	4	*	4	*	4	*	4	*	4	*	4	*
Foerster ES	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*
Fondren ES	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*
Forest Brook MS	29	62.1	30	63.3	31	61.3	31	74.2	30	60.0	31	77.4	32	56.3	32	62.5
Gallegos ES	4	*	4	*	4	*	4	100.0	4	*	4	*	3	*	4	*
Gregory-Lincoln PK-8	7	71.4	8	62.5	8	62.5	8	75.0	8	75.0	8	75.0	8	62.5	8	62.5
High School Ahead Acad MS	14	100.0	14	100.0	15	100.0	15	100.0	15	86.7	15	100.0	15	100.0	15	100.0
Hilliard ES	7	85.7	7	85.7	7	85.7	8	100.0	8	100.0	8	87.5	8	100.0	8	100.0
Kashmere Gardens ES	3	*	3	*	3	*	3	*	3	*	3	*	3	*	3	*
Key MS	1	*	1	*	1	*	1	*	1	*	1	*	1	*	1	*
Lawson MS	35	77.1	37	75.7	37	81.1	38	89.5	38	86.8	38	81.6	38	81.6	36	83.3
Lewis ES	39	89.7	39	94.9	41	100.0	40	100.0	39	100.0	40	100.0	38	100.0	39	100.0
Liberty HS	25	84.0	26	76.9	27	81.5	26	84.6	27	85.2	27	85.2	26	88.5	27	85.2
Looscan ES	9	88.9	9	77.8	9	77.8	9	66.7	9	77.8	9	88.9	9	88.9	8	87.5
Madison HS	10	70.0	10	70.0	10	70.0	10	70.0	9	66.7	10	70.0	10	80.0	10	80.0
Martinez C ES	3	*	3	*	3	*	3	*	3	*	3	*	3	*	3	*
Milby HS	44	75.0	44	77.3	45	77.8	44	84.1	45	75.6	44	81.8	45	77.8	44	81.8
Montgomery ES	167	71.3	168	71.4	166	83.7	170	90.0	168	87.5	168	86.9	168	86.3	170	88.8
North Forest HS	18	94.4	18	88.9	18	83.3	16	81.3	18	88.9	18	94.4	17	82.4	18	83.3

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

Appendix H

**Table H-4b. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	The school provides support to my family when impacted by adverse events		My school partners with the community to provide programs and/or supports to enhance my child's learning experiences and skills		Campus administration does a good job running my child's school		School staff treats me with respect		The overall climate or feeling at my child's school is positive and helps my child learn		There is at least one teacher or other adult in this school that my child can talk to about a problem		The school gives instruction that meets the individual needs of my child		I am satisfied my child's school is providing the skills and education necessary to be successful at the next level	
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>19,955</b>	<b>80.3</b>	<b>19,882</b>	<b>82.8</b>	<b>20,499</b>	<b>87.9</b>	<b>20,540</b>	<b>91.1</b>	<b>20,528</b>	<b>90.0</b>	<b>20,575</b>	<b>90.2</b>	<b>20,461</b>	<b>88.4</b>	<b>20,653</b>	<b>90.3</b>
Pugh ES	17	76.5	18	66.7	18	88.9	18	94.4	18	77.8	18	100.0	18	83.3	16	81.3
Sharpstown HS	35	77.1	38	81.6	39	89.7	40	95.0	38	89.5	38	76.3	39	79.5	39	87.2
Stevens ES	34	76.5	34	82.4	39	79.5	39	84.6	39	84.6	41	87.8	38	89.5	40	87.5
TCAH	1	*	1	*	1	*	1	*	1	*	1	*	1	*	1	*
V Prep South	15	66.7	13	61.5	14	85.7	14	92.9	15	86.7	14	92.9	15	86.7	15	86.7
Washington HS	29	79.3	29	79.3	28	75.0	30	83.3	30	80.0	30	96.7	31	80.6	30	83.3
Westbury HS	47	78.7	46	71.7	49	77.6	48	79.2	47	83.0	49	87.8	48	70.8	49	77.6
Yates HS	25	76.0	26	73.1	26	88.5	25	92.0	26	76.9	26	80.8	26	84.6	26	80.8
Young ES	40	90.0	41	90.2	42	95.2	39	97.4	41	100.0	42	95.2	43	88.4	43	90.7
<b>East Schools Office</b>	<b>2,882</b>	<b>80.2</b>	<b>2,868</b>	<b>83.6</b>	<b>2,944</b>	<b>86.3</b>	<b>2,934</b>	<b>89.9</b>	<b>2,945</b>	<b>87.7</b>	<b>2,940</b>	<b>88.8</b>	<b>2,944</b>	<b>87.4</b>	<b>2,949</b>	<b>89.7</b>
Austin HS	90	84.4	88	83.0	91	81.3	91	86.8	88	93.2	89	88.8	90	85.6	87	87.4
BCM Biotech Academy at Rusk	6	100.0	4	*	6	100.0	6	100.0	6	100.0	5	100.0	6	100.0	6	100.0
Bonner ES	108	82.4	108	83.3	108	90.7	110	87.3	113	90.3	113	87.6	112	88.4	114	92.1
Briscoe ES	30	93.3	31	80.6	33	90.9	34	97.1	33	87.9	33	87.9	33	84.8	33	84.8
Burnet ES	0	#DIV/0!	0	#DIV/0!	0	—	0	—	0	—	0	—	0	—	0	—
Cage ES	120	82.5	119	90.8	124	96.8	122	96.7	121	97.5	124	98.4	120	95.0	122	98.4
Carrillo ES	119	86.6	119	89.1	124	91.9	126	96.0	126	94.4	124	92.7	126	95.2	126	93.7
Chavez HS	283	77.4	282	80.9	284	77.8	283	85.5	284	80.6	284	85.2	284	86.3	279	87.8
Chrysalis MS	66	77.3	70	87.1	71	90.1	72	90.3	71	91.5	71	87.3	72	87.5	72	90.3
Crespo ES	51	84.3	52	92.3	52	96.2	52	98.1	52	94.2	53	92.5	53	92.5	53	98.1
Davila ES	78	85.9	79	88.6	83	94.0	84	95.2	82	95.1	85	92.9	85	95.3	85	95.3
Deady MS	123	69.1	120	71.7	125	79.2	121	87.6	124	79.0	120	86.7	125	84.0	122	86.9
DeZavala ES	6	66.7	5	80.0	6	66.7	6	100.0	6	100.0	5	80.0	6	83.3	5	80.0
East EC HS	30	76.7	30	80.0	31	80.6	30	90.0	30	83.3	30	90.0	29	93.1	30	93.3
Eastwood Acad HS	121	85.1	120	87.5	128	89.8	128	93.8	129	92.2	127	94.5	127	89.0	127	95.3
Franklin ES	17	76.5	16	93.8	17	94.1	17	94.1	17	88.2	17	94.1	17	82.4	17	88.2

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

Appendix H

**Table H-4b. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	The school provides support to my family when impacted by adverse events		My school partners with the community to provide programs and/or supports to enhance my child's learning experiences and skills		Campus administration does a good job running my child's school		School staff treats me with respect		The overall climate or feeling at my child's school is positive and helps my child learn		There is at least one teacher or other adult in this school that my child can talk to about a problem		The school gives instruction that meets the individual needs of my child		I am satisfied my child's school is providing the skills and education necessary to be successful at the next level	
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>19,955</b>	<b>80.3</b>	<b>19,882</b>	<b>82.8</b>	<b>20,499</b>	<b>87.9</b>	<b>20,540</b>	<b>91.1</b>	<b>20,528</b>	<b>90.0</b>	<b>20,575</b>	<b>90.2</b>	<b>20,461</b>	<b>88.4</b>	<b>20,653</b>	<b>90.3</b>
Furr HS	262	56.9	260	61.2	261	59.0	260	62.7	263	54.8	255	63.5	261	57.5	263	64.6
Harris JR ES	87	73.6	88	75.0	87	75.9	89	86.5	91	83.5	91	86.8	91	85.7	90	84.4
Harris RP ES	45	88.9	46	93.5	46	93.5	45	95.6	46	95.7	44	90.9	46	82.6	46	95.7
Henderson JP ES	240	86.7	243	91.8	250	94.8	249	94.0	252	95.6	249	96.4	250	94.4	249	95.6
Holland MS	15	80.0	14	78.6	16	81.3	16	100.0	16	81.3	16	81.3	15	80.0	15	80.0
HSLJ	115	79.1	113	77.0	117	88.9	112	92.0	116	91.4	115	83.5	116	87.1	116	91.4
Lantrip ES	84	79.8	83	83.1	90	94.4	88	95.5	89	93.3	90	93.3	89	89.9	89	89.9
Laurenzo ECC	95	94.7	94	94.7	94	96.8	95	93.7	96	96.9	96	94.8	94	96.8	95	96.8
Middle College HS - Fraga	37	78.4	36	83.3	37	100.0	36	97.2	37	100.0	38	92.1	36	88.9	36	94.4
Mount Carmel Acad HS	40	90.0	40	100.0	41	95.1	41	95.1	42	95.2	42	88.1	41	95.1	42	97.6
Navarro MS	4	*	4	*	4	*	4	*	4	*	4	*	4	*	4	*
Oates ES	32	90.6	32	90.6	32	93.8	32	96.9	31	93.5	32	90.6	32	93.8	32	93.8
Ortiz MS	126	66.7	125	76.8	124	77.4	123	85.4	121	78.5	123	87.0	121	78.5	125	82.4
Park Place ES	105	88.6	101	92.1	105	94.3	106	96.2	104	97.1	106	96.2	103	98.1	107	96.3
Patterson ES	100	92.0	102	95.1	103	95.1	103	98.1	104	98.1	105	92.4	105	95.2	105	98.1
Pleasantville ES	43	93.0	42	95.2	42	95.2	41	100.0	42	97.6	43	97.7	43	100.0	43	95.3
Port Houston ES	27	92.6	27	100.0	27	100.0	27	100.0	28	100.0	28	96.4	28	100.0	27	100.0
Robinson ES	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*
Rucker ES	42	92.9	40	82.5	43	95.3	43	95.3	42	95.2	43	97.7	44	100.0	45	93.3
Sanchez ES	29	86.2	28	92.9	31	96.8	31	96.8	29	96.6	30	96.7	31	93.5	32	96.9
Southmayd ES	59	81.4	59	84.7	63	87.3	62	96.8	62	90.3	61	95.1	61	90.2	62	90.3
Stevenson MS	16	75.0	17	70.6	18	77.8	18	88.9	17	82.4	18	83.3	17	88.2	17	82.4
Tijerina ES	3	*	3	*	3	*	3	*	3	*	3	*	3	*	3	*
Whittier ES	25	84.0	25	96.0	24	87.5	25	96.0	25	96.0	25	96.0	25	92.0	25	92.0
Young Scholars	1	*	1	*	1	*	1	*	1	*	1	*	1	*	1	*
<b>North Schools Office</b>	<b>4,030</b>	<b>81.2</b>	<b>3,978</b>	<b>84.0</b>	<b>4,113</b>	<b>89.4</b>	<b>4,123</b>	<b>91.7</b>	<b>4,124</b>	<b>91.6</b>	<b>4,123</b>	<b>91.2</b>	<b>4,089</b>	<b>90.6</b>	<b>4,137</b>	<b>92.2</b>

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



Appendix H

**Table H-4b. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	The school provides support to my family when impacted by adverse events		My school partners with the community to provide programs and/or supports to enhance my child's learning experiences and skills		Campus administration does a good job running my child's school		School staff treats me with respect		The overall climate or feeling at my child's school is positive and helps my child learn		There is at least one teacher or other adult in this school that my child can talk to about a problem		The school gives instruction that meets the individual needs of my child		I am satisfied my child's school is providing the skills and education necessary to be successful at the next level	
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>19,955</b>	<b>80.3</b>	<b>19,882</b>	<b>82.8</b>	<b>20,499</b>	<b>87.9</b>	<b>20,540</b>	<b>91.1</b>	<b>20,528</b>	<b>90.0</b>	<b>20,575</b>	<b>90.2</b>	<b>20,461</b>	<b>88.4</b>	<b>20,653</b>	<b>90.3</b>
Atherton ES	172	98.8	171	98.2	171	99.4	166	99.4	171	98.8	170	98.2	172	98.3	167	99.4
Barrick ES	107	83.2	102	87.3	111	87.4	111	92.8	111	91.9	110	89.1	109	88.1	111	91.9
Berry ES	68	92.6	68	92.6	69	91.3	71	98.6	71	95.8	70	92.9	69	92.8	70	95.7
Burbank ES	104	76.0	101	80.2	111	93.7	112	94.6	114	93.0	110	94.5	110	96.4	113	95.6
Burbank MS	530	74.3	530	82.1	544	89.3	548	91.2	545	92.1	547	91.4	548	90.1	552	93.5
Burrus ES	106	89.6	109	89.0	112	86.6	111	96.4	112	95.5	111	96.4	107	95.3	105	95.2
Coop ES	311	81.4	308	81.2	326	91.1	323	92.0	325	92.0	322	91.6	322	93.2	325	91.4
De Chaumes ES	27	85.2	29	89.7	28	100.0	28	100.0	28	100.0	29	100.0	27	100.0	29	93.1
Durkee ES	120	84.2	118	91.5	128	89.8	125	92.0	129	94.6	127	96.9	125	92.0	129	93.8
Eliot ES	462	85.7	451	86.7	463	93.1	468	94.0	469	93.6	471	92.6	465	94.2	477	95.0
Elmore ES	68	77.9	63	79.4	70	85.7	71	91.5	71	91.5	70	87.1	69	84.1	69	89.9
Farias ECC	51	92.2	50	92.0	52	96.2	52	94.2	52	96.2	52	96.2	52	96.2	50	98.0
Fleming MS	141	48.2	142	52.1	142	48.6	140	51.4	140	49.3	140	52.1	138	50.0	139	55.4
Fonville MS	7	57.1	7	85.7	8	87.5	8	75.0	7	85.7	7	100.0	9	88.9	8	100.0
Fonwood ECC	89	93.3	89	93.3	88	94.3	90	96.7	88	94.3	89	94.4	87	95.4	89	95.5
Garcia ES	176	73.9	173	81.5	182	87.9	179	87.7	181	89.5	178	87.6	174	89.1	177	93.8
Henderson NQ ES	55	90.9	55	92.7	55	92.7	55	94.5	55	94.5	55	94.5	55	92.7	55	92.7
Herrera ES	30	83.3	30	86.7	32	87.5	32	90.6	31	93.5	32	81.3	31	87.1	31	83.9
Houston MSTC HS	82	91.5	83	90.4	83	94.0	83	91.6	83	90.4	82	90.2	82	90.2	81	88.9
Isaacs ES	72	80.6	72	70.8	73	89.0	74	97.3	74	98.6	72	100.0	73	95.9	74	97.3
Janowski ES	26	73.1	26	84.6	27	92.6	27	92.6	29	96.6	29	93.1	26	76.9	29	93.1
Jordan HS	66	77.3	65	84.6	65	92.3	65	93.8	64	90.6	66	86.4	65	87.7	65	86.2
Kennedy ES	65	78.5	66	86.4	66	84.8	70	88.6	65	87.7	68	92.6	67	89.6	68	88.2
Leland YMCPA	19	100.0	20	80.0	20	85.0	20	100.0	19	94.7	20	95.0	20	85.0	19	89.5
Lyons ES	188	77.1	190	79.5	196	91.3	196	92.3	194	92.3	198	94.4	196	89.8	198	92.4
Marshall ES	130	77.7	123	72.4	129	84.5	128	88.3	129	87.6	129	91.5	128	89.8	125	91.2

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

Appendix H

**Table H-4b. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	The school provides support to my family when impacted by adverse events		My school partners with the community to provide programs and/or supports to enhance my child's learning experiences and skills		Campus administration does a good job running my child's school		School staff treats me with respect		The overall climate or feeling at my child's school is positive and helps my child learn		There is at least one teacher or other adult in this school that my child can talk to about a problem		The school gives instruction that meets the individual needs of my child		I am satisfied my child's school is providing the skills and education necessary to be successful at the next level	
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>19,955</b>	<b>80.3</b>	<b>19,882</b>	<b>82.8</b>	<b>20,499</b>	<b>87.9</b>	<b>20,540</b>	<b>91.1</b>	<b>20,528</b>	<b>90.0</b>	<b>20,575</b>	<b>90.2</b>	<b>20,461</b>	<b>88.4</b>	<b>20,653</b>	<b>90.3</b>
Martinez R ES	26	100.0	26	96.2	26	92.3	25	100.0	25	100.0	26	100.0	26	100.0	26	96.2
McGowen ES	3	*	3	*	3	*	3	*	3	*	3	*	3	*	3	*
McReynolds MS	23	91.3	24	87.5	21	90.5	21	90.5	24	91.7	24	95.8	24	87.5	24	91.7
Moreno ES	218	80.7	214	86.4	220	94.1	224	96.0	219	95.9	223	92.4	219	94.1	228	95.6
North Houston EC HS	68	79.4	68	91.2	68	86.8	69	91.3	69	89.9	69	89.9	69	91.3	67	91.0
Northline ES	61	77.0	61	88.5	66	92.4	67	91.0	67	94.0	65	92.3	65	90.8	67	94.0
Osborne ES	13	76.9	11	72.7	13	84.6	15	93.3	12	83.3	14	92.9	14	78.6	14	92.9
Paige ES	6	83.3	3	*	6	100.0	6	100.0	6	83.3	6	66.7	6	83.3	6	83.3
Ross ES	11	81.8	10	90.0	11	81.8	10	70.0	11	81.8	10	80.0	11	90.9	11	90.9
Scarborough ES	263	85.9	252	88.1	262	91.6	264	96.2	263	95.4	263	93.5	260	93.1	269	93.7
Scroggins ES	63	87.3	62	79.0	63	82.5	63	85.7	65	87.7	63	90.5	63	88.9	64	89.1
Shadydale ES	1	*	1	*	1	*	1	*	1	*	1	*	1	*	1	*
Williams MS	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*
<b>Northwest Schools Office</b>	<b>2,432</b>	<b>83.6</b>	<b>2,446</b>	<b>83.5</b>	<b>2,519</b>	<b>87.5</b>	<b>2,539</b>	<b>91.5</b>	<b>2,530</b>	<b>89.2</b>	<b>2,521</b>	<b>90.6</b>	<b>2,517</b>	<b>87.1</b>	<b>2,531</b>	<b>88.9</b>
Arabic Immersion	42	90.5	42	83.3	43	86.0	43	83.7	43	86.0	42	88.1	42	81.0	42	78.6
Benbrook ES	124	79.8	124	81.5	125	88.0	131	84.7	127	87.4	129	88.4	124	84.7	130	90.0
Black MS	38	78.9	42	73.8	42	88.1	41	87.8	42	92.9	42	88.1	42	81.0	41	82.9
Browning ES	29	89.7	29	89.7	29	86.2	29	89.7	28	89.3	29	93.1	29	86.2	29	86.2
Challenge EC HS	11	81.8	11	72.7	11	100.0	11	100.0	11	100.0	11	100.0	11	90.9	11	100.0
Clifton MS	8	100.0	8	87.5	7	100.0	8	87.5	7	100.0	8	87.5	9	100.0	8	75.0
Crockett ES	210	85.2	216	86.1	225	94.7	227	96.5	227	95.6	224	96.4	223	94.6	226	94.2
DeBaKey HS	101	80.2	104	80.8	106	78.3	104	87.5	104	82.7	105	86.7	105	82.9	104	91.3
Durham ES	36	91.7	37	89.2	38	92.1	38	94.7	37	94.6	37	100.0	37	89.2	38	92.1
Field ES	12	66.7	12	50.0	13	61.5	13	76.9	13	69.2	13	84.6	13	61.5	13	69.2
Garden Oaks	46	93.5	50	88.0	51	92.2	51	96.1	51	94.1	51	96.1	51	90.2	51	86.3
H AIS HS	112	85.7	113	83.2	114	80.7	118	93.2	114	95.6	116	87.1	114	90.4	117	91.5

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

Appendix H

Table H-4b. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018

	The school provides support to my family when impacted by adverse events		My school partners with the community to provide programs and/or supports to enhance my child's learning experiences and skills		Campus administration does a good job running my child's school		School staff treats me with respect		The overall climate or feeling at my child's school is positive and helps my child learn		There is at least one teacher or other adult in this school that my child can talk to about a problem		The school gives instruction that meets the individual needs of my child		I am satisfied my child's school is providing the skills and education necessary to be successful at the next level	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>19,955</b>	<b>80.3</b>	<b>19,882</b>	<b>82.8</b>	<b>20,499</b>	<b>87.9</b>	<b>20,540</b>	<b>91.1</b>	<b>20,528</b>	<b>90.0</b>	<b>20,575</b>	<b>90.2</b>	<b>20,461</b>	<b>88.4</b>	<b>20,653</b>	<b>90.3</b>
Hamilton MS	33	87.9	33	81.8	33	87.9	33	90.9	34	88.2	34	97.1	33	87.9	34	85.3
Heights HS	27	48.1	25	52.0	27	66.7	28	82.1	27	59.3	29	79.3	28	53.6	27	55.6
Helms ES	28	96.4	29	93.1	30	90.0	30	100.0	30	96.7	30	96.7	30	93.3	30	93.3
Hogg MS	29	89.7	31	93.5	32	90.6	32	96.9	32	93.8	32	96.9	32	87.5	32	93.8
Jefferson ES	281	89.3	279	90.0	282	94.0	280	95.7	284	95.8	279	93.9	281	95.0	274	95.6
Ketelsen ES	144	90.3	145	92.4	154	96.1	154	96.1	153	96.1	154	96.1	154	95.5	152	97.4
Lamar HS	120	67.5	118	62.7	129	67.4	128	81.3	130	66.9	127	72.4	127	72.4	128	69.5
Love ES	28	89.3	28	85.7	28	92.9	26	96.2	26	84.6	27	88.9	28	89.3	28	85.7
MacGregor ES	150	89.3	149	87.9	156	89.1	161	95.0	160	93.8	157	93.6	158	89.2	160	89.4
Marshall MS	111	75.7	114	78.1	114	84.2	115	92.2	114	85.1	114	91.2	113	85.0	114	89.5
Memorial ES	8	87.5	7	85.7	9	88.9	9	88.9	9	88.9	8	87.5	9	88.9	9	88.9
Northside HS	35	54.3	34	70.6	36	77.8	35	82.9	35	77.1	35	74.3	34	73.5	36	83.3
Rice School PK-8	88	89.8	81	81.5	88	89.8	92	94.6	89	92.1	90	94.4	91	90.1	91	87.9
Roosevelt ES	39	87.2	40	80.0	40	75.0	41	87.8	40	77.5	39	94.9	40	75.0	39	79.5
Scarborough HS	21	71.4	19	73.7	21	71.4	22	86.4	22	77.3	22	90.9	22	77.3	22	81.8
Sherman ES	20	75.0	20	75.0	21	85.7	22	90.9	22	86.4	22	90.9	20	85.0	21	85.7
Sinclair ES	49	91.8	54	83.3	55	96.4	53	88.7	55	92.7	55	94.5	54	90.7	54	94.4
Smith ES	232	81.0	228	86.8	235	90.2	236	91.1	234	90.6	233	91.0	234	86.3	241	91.3
Wainwright ES	22	90.9	21	76.2	21	90.5	23	95.7	23	95.7	21	95.2	22	90.9	22	95.5
Waltrip HS	17	64.7	19	73.7	19	68.4	18	88.9	18	83.3	18	77.8	19	68.4	19	73.7
Wharton ES	38	94.7	41	97.6	40	100.0	41	100.0	41	97.6	41	97.6	40	92.5	41	95.1
Wilson ES	73	80.8	71	77.5	74	85.1	75	86.7	75	89.3	75	82.7	75	81.3	75	82.7
YWCPA	70	80.0	72	87.5	71	78.9	71	83.1	73	71.2	72	80.6	73	80.8	72	81.9
<b>South Schools Office</b>	<b>2,553</b>	<b>83.2</b>	<b>2,552</b>	<b>84.9</b>	<b>2,618</b>	<b>88.8</b>	<b>2,626</b>	<b>91.7</b>	<b>2,623</b>	<b>90.9</b>	<b>2,632</b>	<b>90.8</b>	<b>2,616</b>	<b>88.8</b>	<b>2,636</b>	<b>90.2</b>
Alcott ES	76	56.6	79	62.0	79	74.7	79	78.5	78	71.8	79	75.9	80	72.5	81	74.1
Almeda ES	36	75.0	35	65.7	36	86.1	39	76.9	38	71.1	38	73.7	39	74.4	38	73.7

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

Appendix H

**Table H-4b. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	The school provides support to my family when impacted by adverse events		My school partners with the community to provide programs and/or supports to enhance my child's learning experiences and skills		Campus administration does a good job running my child's school		School staff treats me with respect		The overall climate or feeling at my child's school is positive and helps my child learn		There is at least one teacher or other adult in this school that my child can talk to about a problem		The school gives instruction that meets the individual needs of my child		I am satisfied my child's school is providing the skills and education necessary to be successful at the next level	
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>19,955</b>	<b>80.3</b>	<b>19,882</b>	<b>82.8</b>	<b>20,499</b>	<b>87.9</b>	<b>20,540</b>	<b>91.1</b>	<b>20,528</b>	<b>90.0</b>	<b>20,575</b>	<b>90.2</b>	<b>20,461</b>	<b>88.4</b>	<b>20,653</b>	<b>90.3</b>
Bastian ES	15	60.0	15	66.7	16	75.0	16	93.8	16	87.5	15	73.3	16	75.0	16	62.5
Baylor College MS	42	69.0	42	76.2	43	79.1	44	86.4	43	81.4	43	76.7	40	72.5	42	81.0
Brookline ES	6	66.7	6	66.7	6	83.3	6	83.3	6	100.0	6	100.0	6	83.3	6	100.0
Codwell ES	23	73.9	23	87.0	24	87.5	24	87.5	24	87.5	23	87.0	23	91.3	23	91.3
Cornelius ES	342	99.1	338	99.4	340	95.6	341	98.8	340	99.1	340	98.5	336	98.8	337	98.8
DeAnda ES	30	86.7	29	72.4	32	90.6	30	86.7	31	93.5	31	90.3	29	86.2	30	90.0
Energy Inst HS	37	73.0	41	92.7	45	95.6	46	95.7	45	95.6	44	97.7	45	97.8	46	97.8
Foster ES	1	*	1	*	1	*	1	*	1	*	1	*	1	*	1	*
Frost ES	108	99.1	108	98.1	109	97.2	107	98.1	107	99.1	107	97.2	106	98.1	106	98.1
Garden Villas ES	14	57.1	14	50.0	15	73.3	15	73.3	15	86.7	15	73.3	15	66.7	15	66.7
Golfcrest ES	22	77.3	23	60.9	24	75.0	24	70.8	24	70.8	24	75.0	24	66.7	24	62.5
Gregg ES	123	75.6	119	80.7	125	87.2	129	96.1	127	91.3	129	89.9	130	89.2	131	90.8
Grissom ES	77	74.0	76	73.7	77	76.6	80	92.5	81	88.9	80	90.0	81	84.0	84	84.5
Hartman MS	19	78.9	17	70.6	18	72.2	17	64.7	17	64.7	17	82.4	17	76.5	17	70.6
Hartsfield ES	3	*	3	*	3	*	3	*	3	*	3	*	3	*	3	*
Hines-Caldwell ES	36	63.9	37	78.4	36	80.6	37	78.4	37	89.2	37	83.8	36	88.9	37	91.9
Hobby ES	318	82.7	314	87.6	322	89.4	328	92.7	325	92.3	326	90.8	330	92.4	330	93.0
Jones HS	4	*	3	*	3	*	3	*	3	*	3	*	3	*	3	*
Kandy Stripe Acad ES	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*
Kelso ES	103	68.9	101	72.3	105	79.0	105	88.6	107	86.9	106	85.8	104	79.8	107	85.0
Law ES	50	82.0	49	89.8	53	98.1	54	100.0	52	96.2	54	90.7	53	90.6	54	90.7
Lockhart ES	30	96.7	31	90.3	32	84.4	31	93.5	32	84.4	32	93.8	31	87.1	31	87.1
Mitchell ES	2	*	2	*	2	100.0	2	100.0	2	100.0	2	100.0	2	100.0	2	100.0
MLK ECC	127	92.9	129	95.3	135	97.0	135	97.0	133	98.5	134	98.5	134	97.8	136	98.5
Peck ES	6	83.3	6	66.7	6	100.0	6	66.7	6	100.0	6	83.3	6	66.7	6	50.0
Petersen ES	1	*	1	*	2	*	2	*	2	*	2	*	1	*	2	*

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

Appendix H

Table H-4b. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018

	The school provides support to my family when impacted by adverse events		My school partners with the community to provide programs and/or supports to enhance my child's learning experiences and skills		Campus administration does a good job running my child's school		School staff treats me with respect		The overall climate or feeling at my child's school is positive and helps my child learn		There is at least one teacher or other adult in this school that my child can talk to about a problem		The school gives instruction that meets the individual needs of my child		I am satisfied my child's school is providing the skills and education necessary to be successful at the next level	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>19,955</b>	<b>80.3</b>	<b>19,882</b>	<b>82.8</b>	<b>20,499</b>	<b>87.9</b>	<b>20,540</b>	<b>91.1</b>	<b>20,528</b>	<b>90.0</b>	<b>20,575</b>	<b>90.2</b>	<b>20,461</b>	<b>88.4</b>	<b>20,653</b>	<b>90.3</b>
Reagan Ed Ctr PK-8	33	78.8	33	72.7	35	94.3	33	100.0	34	91.2	33	100.0	33	90.9	34	88.2
Reynolds ES	18	83.3	16	87.5	18	100.0	17	94.1	18	100.0	18	94.4	18	100.0	18	94.4
Seguin ES	80	78.8	83	75.9	88	85.2	88	92.0	90	94.4	85	85.9	86	88.4	88	93.2
Shearn ES	251	82.9	253	85.8	258	88.8	254	91.7	255	90.2	260	93.1	251	87.6	257	88.7
South EC HS	10	60.0	11	72.7	10	80.0	12	83.3	12	83.3	12	75.0	12	58.3	12	75.0
Sterling HS	69	75.4	71	78.9	72	80.6	72	80.6	73	76.7	71	83.1	73	74.0	73	74.0
Thomas MS	12	50.0	12	66.7	12	75.0	11	54.5	12	75.0	12	91.7	12	50.0	11	72.7
Thompson ES	118	86.4	118	89.0	123	91.1	122	91.8	123	93.5	124	88.7	124	89.5	123	93.5
TSU Charter	10	100.0	10	100.0	10	100.0	10	100.0	10	100.0	10	100.0	10	100.0	10	100.0
Whidby ES	252	89.7	252	86.5	248	91.5	248	91.9	248	89.9	257	91.8	253	91.3	248	92.7
Windsor Village ES	47	78.7	49	73.5	53	84.9	53	86.8	51	88.2	51	88.2	51	78.4	52	86.5
<b>Superintendent's Schools Office</b>	<b>233</b>	<b>83.3</b>	<b>231</b>	<b>84.4</b>	<b>229</b>	<b>80.3</b>	<b>231</b>	<b>87.4</b>	<b>231</b>	<b>82.3</b>	<b>228</b>	<b>87.7</b>	<b>231</b>	<b>85.3</b>	<b>232</b>	<b>79.7</b>
Blackshear ES	42	76.2	43	76.7	41	63.4	42	61.9	42	64.3	41	73.2	42	66.7	42	54.8
Dogan ES	29	93.1	27	85.2	27	81.5	28	92.9	28	92.9	27	92.6	26	92.3	27	92.6
Henry MS	28	85.7	28	75.0	27	85.2	28	96.4	27	88.9	28	92.9	28	89.3	28	85.7
Highland Heights ES	56	96.4	56	98.2	56	94.6	55	98.2	56	96.4	56	98.2	56	98.2	56	94.6
Kashmere HS	13	69.2	14	71.4	14	57.1	13	76.9	13	53.8	12	66.7	13	69.2	13	61.5
Mading ES	5	80.0	5	80.0	5	60.0	5	80.0	5	60.0	5	60.0	5	80.0	5	40.0
Wesley ES	0	–	0	–	0	–	0	–	0	–	0	–	0	–	0	–
Wheatley HS	34	67.6	35	74.3	34	73.5	35	85.7	34	73.5	34	85.3	35	77.1	34	70.6
Woodson PK-8	19	84.2	16	100.0	18	94.4	18	100.0	19	94.7	18	94.4	19	100.0	20	100.0
Worthing HS	7	71.4	7	100.0	7	100.0	7	100.0	7	85.7	7	100.0	7	85.7	7	85.7
<b>West Schools Office</b>	<b>6,988</b>	<b>77.8</b>	<b>6,970</b>	<b>81.2</b>	<b>7,212</b>	<b>88.2</b>	<b>7,220</b>	<b>91.3</b>	<b>7,211</b>	<b>90.6</b>	<b>7,260</b>	<b>90.2</b>	<b>7,199</b>	<b>88.5</b>	<b>7,298</b>	<b>91.0</b>
Anderson ES	57	77.2	54	77.8	57	77.2	58	79.3	55	76.4	55	78.2	56	78.6	58	74.1
Ashford ES	20	60.0	21	66.7	21	66.7	21	90.5	21	81.0	21	85.7	21	61.9	21	71.4
Askew ES	44	84.1	47	70.2	47	74.5	47	78.7	47	78.7	47	89.4	48	79.2	47	76.6

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

Appendix H

**Table H-4b. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	The school provides support to my family when impacted by adverse events		My school partners with the community to provide programs and/or supports to enhance my child's learning experiences and skills		Campus administration does a good job running my child's school		School staff treats me with respect		The overall climate or feeling at my child's school is positive and helps my child learn		There is at least one teacher or other adult in this school that my child can talk to about a problem		The school gives instruction that meets the individual needs of my child		I am satisfied my child's school is providing the skills and education necessary to be successful at the next level	
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>19,955</b>	<b>80.3</b>	<b>19,882</b>	<b>82.8</b>	<b>20,499</b>	<b>87.9</b>	<b>20,540</b>	<b>91.1</b>	<b>20,528</b>	<b>90.0</b>	<b>20,575</b>	<b>90.2</b>	<b>20,461</b>	<b>88.4</b>	<b>20,653</b>	<b>90.3</b>
Bell ES	33	81.8	32	75.0	32	87.5	34	97.1	34	94.1	34	79.4	34	79.4	34	88.2
Bellaire HS	271	91.1	269	90.0	273	94.1	273	96.0	272	91.9	274	93.8	272	92.6	274	93.8
Benavidez ES	7	57.1	7	57.1	7	71.4	7	71.4	7	71.4	7	71.4	7	57.1	7	71.4
Braeburn ES	88	76.1	85	83.5	86	87.2	83	84.3	85	87.1	88	86.4	85	82.4	85	88.2
Briar Meadow	41	92.7	43	93.0	43	95.3	43	100.0	41	97.6	42	97.6	43	90.7	43	90.7
Cunningham ES	404	80.7	413	83.1	424	91.0	421	93.8	420	94.0	425	92.2	424	91.5	424	92.7
Daily ES	254	82.7	258	79.8	270	93.3	275	95.6	279	94.3	274	92.3	277	90.6	277	93.1
Elrod ES	46	80.4	47	91.5	50	94.0	52	92.3	49	93.9	49	85.7	49	89.8	52	90.4
Emerson ES	45	71.1	43	79.1	45	91.1	46	95.7	46	95.7	47	91.5	45	93.3	47	93.6
Energized ECC	305	97.0	294	97.6	303	99.0	301	99.3	302	99.3	303	99.0	305	99.0	303	99.3
Energized ES	1466	71.4	1456	80.6	1500	86.9	1510	90.8	1509	91.5	1534	90.8	1503	89.2	1545	92.2
Energized MS	211	66.4	212	75.5	215	87.4	210	90.0	211	88.6	217	88.0	216	85.2	211	90.5
E-STEM Central HS	128	52.3	126	58.7	129	65.9	130	73.1	131	67.2	130	74.6	130	66.2	129	72.9
E-STEM Central MS	381	55.4	381	62.7	388	79.9	386	87.0	378	85.2	390	82.8	380	79.7	399	85.2
E-STEM West HS	42	42.9	40	50.0	40	85.0	40	80.0	41	80.5	41	80.5	38	76.3	38	94.7
E-STEM West MS	114	57.0	111	60.4	116	81.0	112	83.0	117	80.3	113	79.6	110	80.9	116	87.1
Fondren MS	68	69.1	66	65.2	67	73.1	68	85.3	69	71.0	69	75.4	66	68.2	67	76.1
Gross ES	14	85.7	14	85.7	15	86.7	14	85.7	15	86.7	14	100.0	14	92.9	14	100.0
Halpin ECC	122	87.7	119	90.8	131	90.8	131	96.2	129	95.3	132	93.9	129	96.1	132	95.5
Herod ES	107	92.5	104	88.5	109	95.4	110	95.5	107	95.3	109	95.4	109	89.9	108	91.7
Inspired Acad	60	70.0	57	70.2	60	76.7	57	84.2	56	82.1	55	76.4	60	76.7	59	86.4
Las Americas MS	0	–	0	–	0	–	0	–	0	–	0	–	0	–	0	–
Long Acad	24	75.0	24	83.3	24	83.3	25	80.0	24	87.5	24	91.7	24	83.3	25	88.0
Longfellow ES	70	84.3	75	89.3	75	84.0	75	90.7	73	90.4	74	91.9	75	88.0	76	86.8
McNamara ES	255	92.2	251	91.6	259	95.8	260	96.2	258	98.1	265	94.3	265	95.1	261	97.3
Meyerland MS	103	93.2	100	81.0	110	87.3	108	94.4	109	87.2	106	93.4	108	84.3	110	92.7

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

Appendix H

**Table H-4b. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018**

	The school provides support to my family when impacted by adverse events		My school partners with the community to provide programs and/or supports to enhance my child's learning experiences and skills		Campus administration does a good job running my child's school		School staff treats me with respect		The overall climate or feeling at my child's school is positive and helps my child learn		There is at least one teacher or other adult in this school that my child can talk to about a problem		The school gives instruction that meets the individual needs of my child		I am satisfied my child's school is providing the skills and education necessary to be successful at the next level	
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>19,955</b>	<b>80.3</b>	<b>19,882</b>	<b>82.8</b>	<b>20,499</b>	<b>87.9</b>	<b>20,540</b>	<b>91.1</b>	<b>20,528</b>	<b>90.0</b>	<b>20,575</b>	<b>90.2</b>	<b>20,461</b>	<b>88.4</b>	<b>20,653</b>	<b>90.3</b>
Middle College HS - Gulfton	38	78.9	39	76.9	39	84.6	38	78.9	39	76.9	39	89.7	39	82.1	39	87.2
Milne ES	2	*	2	*	2	*	2	*	2	*	2	*	2	*	2	*
Mistral ECC	111	88.3	115	91.3	124	91.9	123	95.9	125	92.8	121	95.9	123	92.7	125	93.6
Neff ECC	107	78.5	107	84.1	117	91.5	115	95.7	118	93.2	116	91.4	117	92.3	118	92.4
Neff ES	69	79.7	69	94.2	75	93.3	78	91.0	73	95.9	75	90.7	71	90.1	77	96.1
Parker ES	129	89.9	131	84.7	136	91.9	138	98.6	136	98.5	137	97.1	137	91.2	136	93.4
Pershing MS	186	78.5	183	74.3	188	89.4	191	92.7	191	84.8	187	83.4	188	84.6	185	85.9
Pilgrim ES	72	80.6	76	82.9	81	93.8	78	93.6	76	94.7	81	92.6	78	89.7	80	92.5
Piney Point ES	166	89.2	170	91.8	175	94.9	175	91.4	173	95.4	171	91.2	171	93.0	175	92.6
Red ES	75	74.7	78	73.1	80	82.5	84	84.5	81	82.7	82	92.7	79	82.3	80	80.0
Revere MS	17	88.2	16	87.5	18	88.9	17	94.1	18	94.4	17	94.1	17	94.1	18	94.4
Rodriguez ES	6	83.3	6	83.3	6	100.0	6	83.3	6	100.0	6	83.3	6	100.0	6	83.3
School at St. George ES	46	87.0	45	86.7	49	89.8	49	91.8	49	91.8	50	92.0	49	89.8	49	87.8
Shadowbriar ES	9	88.9	9	88.9	10	90.0	10	90.0	10	100.0	10	90.0	9	88.9	9	100.0
Sharpstown Intl	179	73.7	182	78.6	181	85.6	172	91.3	185	86.5	184	87.5	186	87.6	185	93.5
Sugar Grove MS	19	42.1	20	45.0	19	36.8	20	40.0	20	50.0	20	45.0	20	60.0	20	50.0
Sutton ES	326	85.6	322	89.1	336	94.9	338	95.3	337	96.1	340	93.5	336	96.4	341	96.8
Tanglewood MS	26	80.8	26	76.9	27	92.6	27	85.2	27	88.9	26	84.6	26	84.6	26	92.3
Tinsley ES	39	66.7	44	72.7	46	82.6	47	87.2	44	90.9	45	86.7	42	81.0	46	89.1
Valley West ES	53	88.7	52	82.7	53	86.8	52	96.2	53	86.8	52	100.0	53	94.3	52	92.3
Walnut Bend ES	12	83.3	12	75.0	12	83.3	12	100.0	12	91.7	12	100.0	12	83.3	12	91.7
Welch MS	9	44.4	8	37.5	11	36.4	11	45.5	10	50.0	9	44.4	10	40.0	10	40.0
West Briar MS	33	81.8	32	71.9	36	86.1	35	94.3	37	94.6	36	86.1	35	94.3	37	86.5
Westside HS	61	78.7	61	73.8	62	75.8	62	83.9	63	82.5	63	93.7	63	74.6	62	79.0
White E ES	124	78.2	126	84.1	133	84.2	136	87.5	138	90.6	133	89.5	131	90.8	138	91.3
White M ES	56	80.4	56	85.7	65	93.8	66	97.0	65	96.9	65	95.4	66	92.4	66	90.9

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

Appendix H

Table H-4b. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on School Office and Campus, 2017–2018																
	The school provides support to my family when impacted by adverse events		My school partners with the community to provide programs and/or supports to enhance my child's learning experiences and skills		Campus administration does a good job running my child's school		School staff treats me with respect		The overall climate or feeling at my child's school is positive and helps my child learn		There is at least one teacher or other adult in this school that my child can talk to about a problem		The school gives instruction that meets the individual needs of my child		I am satisfied my child's school is providing the skills and education necessary to be successful at the next level	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HISD Districtwide	19,955	80.3	19,882	82.8	20,499	87.9	20,540	91.1	20,528	90.0	20,575	90.2	20,461	88.4	20,653	90.3
Wisdom HS	142	73.9	138	83.3	137	86.9	144	87.5	143	90.2	144	88.2	143	88.1	144	88.9
Young Learners	96	89.6	96	92.7	98	92.9	97	93.8	95	93.7	98	95.9	97	94.8	98	95.9

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



Appendix H

**Table H-5. Percent of Survey Respondents Who Indicated Either ‘Always’ or ‘Usually’ Regarding How Often They Supported Their Children’s Learning at Home Based on School Office and Campus, 2017–2018**

	Helping my child complete homework and school-related projects		Monitoring my child’s screen time		Promoting my child’s participation in after-school enrichment programs or positive extracurricular activities		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member		Seeking outside resources to support my child’s learning		Listening to and talking with my child about their experiences both inside and outside of school	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>20,721</b>	<b>78.1</b>	<b>20,681</b>	<b>81.2</b>	<b>20,302</b>	<b>72.4</b>	<b>20,469</b>	<b>81.9</b>	<b>20,214</b>	<b>55.6</b>	<b>20,495</b>	<b>88.0</b>
<b>Achieve 180 Schools Office</b>	<b>900</b>	<b>77.9</b>	<b>906</b>	<b>81.8</b>	<b>875</b>	<b>71.2</b>	<b>888</b>	<b>82.3</b>	<b>875</b>	<b>55.5</b>	<b>888</b>	<b>87.0</b>
Attucks MS	5	40.0	5	40.0	5	40.0	5	40.0	6	33.3	5	40.0
Bellfort ECC	39	92.3	38	89.5	37	81.1	38	89.5	37	54.1	38	94.7
Bonham ES	92	87.0	93	86.0	89	78.7	92	91.3	90	57.8	90	94.4
Bruce ES	4	*	4	*	4	*	4	*	4	*	4	*
Cook ES	36	97.2	36	91.7	36	75.0	36	94.4	36	55.6	36	94.4
Cullen MS	1	*	1	*	1	*	1	*	1	*	1	*
Edison MS	4	*	4	*	4	*	3	*	3	*	3	*
Foerster ES	11	72.7	11	81.8	11	63.6	10	80.0	11	63.6	11	81.8
Fondren ES	26	92.3	27	77.8	25	60.0	26	84.6	27	51.9	26	96.2
Forest Brook MS	33	72.7	33	75.8	32	50.0	32	68.8	33	45.5	33	84.8
Gallegos ES	4	*	4	*	4	*	4	*	4	*	4	*
Gregory-Lincoln PK-8	7	100.0	8	87.5	7	71.4	7	71.4	7	28.6	7	85.7
High School Ahead Acad MS	13	100.0	14	92.9	14	85.7	13	92.3	14	85.7	13	100.0
Hilliard ES	7	85.7	6	83.3	6	100.0	6	100.0	6	83.3	6	100.0
Kashmere Gardens ES	3	*	3	*	3	*	3	*	3	*	3	*
Key MS	1	*	1	*	1	*	1	*	1	*	1	*
Lawson MS	37	70.3	39	82.1	37	75.7	38	65.8	39	61.5	38	84.2
Lewis ES	42	83.3	43	86.0	41	85.4	41	95.1	36	63.9	41	90.2
Liberty HS	26	61.5	26	69.2	26	57.7	25	80.0	26	42.3	26	80.8
Looscan ES	9	77.8	9	88.9	9	44.4	9	55.6	9	44.4	9	77.8
Madison HS	11	100.0	11	100.0	11	81.8	11	90.9	9	66.7	10	90.0
Martinez C ES	3	*	3	*	3	*	3	*	3	*	3	*
Milby HS	46	30.4	46	60.9	43	62.8	45	66.7	43	37.2	46	80.4
Montgomery ES	169	92.3	170	92.4	159	71.1	170	89.4	165	55.2	170	92.4

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

Appendix H

**Table H-5. Percent of Survey Respondents Who Indicated Either ‘Always’ or ‘Usually’ Regarding How Often They Supported Their Children’s Learning at Home Based on School Office and Campus, 2017–2018**

	Helping my child complete homework and school-related projects		Monitoring my child’s screen time		Promoting my child’s participation in after-school enrichment programs or positive extracurricular activities		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member		Seeking outside resources to support my child’s learning		Listening to and talking with my child about their experiences both inside and outside of school	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>20,721</b>	<b>78.1</b>	<b>20,681</b>	<b>81.2</b>	<b>20,302</b>	<b>72.4</b>	<b>20,469</b>	<b>81.9</b>	<b>20,214</b>	<b>55.6</b>	<b>20,495</b>	<b>88.0</b>
North Forest HS	19	21.1	17	23.5	18	72.2	18	44.4	17	52.9	17	64.7
Pugh ES	17	88.2	17	94.1	17	82.4	17	76.5	16	75.0	17	88.2
Sharpstown HS	38	52.6	39	69.2	39	66.7	37	67.6	38	55.3	38	71.1
Stevens ES	36	88.9	35	91.4	34	70.6	35	85.7	32	53.1	36	91.7
TCAH	1	*	1	*	1	*	1	*	1	*	1	*
V Prep South	14	64.3	15	73.3	14	64.3	13	84.6	14	50.0	13	84.6
Washington HS	31	77.4	31	74.2	30	80.0	30	80.0	30	70.0	29	79.3
Westbury HS	49	51.0	49	71.4	48	64.6	49	73.5	48	56.3	48	70.8
Yates HS	22	54.5	22	63.6	22	68.2	22	81.8	21	52.4	21	85.7
Young ES	44	93.2	45	88.9	44	68.2	43	95.3	45	53.3	44	95.5
<b>East Schools Office</b>	<b>2,948</b>	<b>68.3</b>	<b>2,939</b>	<b>74.2</b>	<b>1,989</b>	<b>68.7</b>	<b>2,903</b>	<b>77.6</b>	<b>2,891</b>	<b>51.0</b>	<b>2,922</b>	<b>84.3</b>
Austin HS	92	54.3	89	71.9	87	60.9	89	68.5	88	52.3	89	79.8
BCM Biotech Academy at Rusk	6	83.3	6	83.3	6	66.7	6	66.7	6	66.7	6	100.0
Bonner ES	110	87.3	111	83.8	107	79.4	110	84.5	105	48.6	108	90.7
Briscoe ES	32	87.5	33	81.8	33	81.8	32	96.9	30	66.7	32	96.9
Burnet ES	1	*	1	*	1	*	1	*	1	*	1	*
Cage ES	121	93.4	122	91.8	120	77.5	117	93.2	118	54.2	118	98.3
Carrillo ES	125	89.6	125	84.8	122	82.0	124	81.5	123	47.2	125	91.2
Chavez HS	282	36.9	279	55.9	278	58.6	278	59.4	279	36.2	280	71.1
Chrysalis MS	71	69.0	71	90.1	70	78.6	72	79.2	71	52.1	70	91.4
Crespo ES	49	93.9	50	86.0	48	81.3	49	93.9	50	54.0	49	95.9
Davila ES	86	86.0	85	89.4	79	72.2	85	90.6	83	60.2	85	96.5
Deady MS	124	54.8	125	76.0	124	63.7	121	75.2	125	48.0	124	82.3
DeZavala ES	6	100.0	6	100.0	6	83.3	6	83.3	6	33.3	6	83.3
East EC HS	31	48.4	30	66.7	30	66.7	31	67.7	30	60.0	31	77.4

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

Appendix H

**Table H-5. Percent of Survey Respondents Who Indicated Either ‘Always’ or ‘Usually’ Regarding How Often They Supported Their Children’s Learning at Home Based on School Office and Campus, 2017–2018**

	Helping my child complete homework and school-related projects		Monitoring my child’s screen time		Promoting my child’s participation in after-school enrichment programs or positive extracurricular activities		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member		Seeking outside resources to support my child’s learning		Listening to and talking with my child about their experiences both inside and outside of school	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>20,721</b>	<b>78.1</b>	<b>20,681</b>	<b>81.2</b>	<b>20,302</b>	<b>72.4</b>	<b>20,469</b>	<b>81.9</b>	<b>20,214</b>	<b>55.6</b>	<b>20,495</b>	<b>88.0</b>
Eastwood Acad HS	127	48.0	126	61.9	127	66.9	126	64.3	125	44.8	127	80.3
Franklin ES	17	100.0	17	88.2	16	87.5	17	94.1	17	58.8	17	100.0
Furr HS	259	23.2	257	28.0	243	37.0	250	56.0	256	41.4	258	55.8
Harris JR ES	92	87.0	91	86.8	88	73.9	92	85.9	88	58.0	90	91.1
Harris RP ES	46	91.3	45	91.1	40	85.0	44	93.2	39	56.4	45	95.6
Henderson JP ES	255	91.0	251	93.2	250	83.2	250	90.0	248	62.1	251	95.6
Holland MS	16	37.5	16	68.8	16	62.5	16	68.8	16	37.5	16	87.5
HSLJ	115	32.2	115	46.1	117	54.7	114	51.8	116	39.7	116	69.0
Lantrip ES	88	94.3	89	92.1	89	80.9	88	89.8	88	56.8	89	97.8
Laurenzo ECC	97	94.8	97	90.7	95	73.7	94	97.9	95	63.2	96	100.0
Middle College HS - Fraga	36	44.4	37	45.9	37	37.8	38	52.6	38	39.5	38	60.5
Mount Carmel Acad HS	40	52.5	39	71.8	40	62.5	40	80.0	40	47.5	40	85.0
Navarro MS	4	*	4	*	4	*	4	*	4	*	4	*
Oates ES	31	83.9	32	84.4	31	71.0	30	90.0	31	64.5	32	87.5
Ortiz MS	128	48.4	128	60.9	127	52.8	120	64.2	122	47.5	113	69.9
Park Place ES	102	89.2	103	93.2	104	78.8	100	92.0	100	56.0	104	93.3
Patterson ES	105	97.1	105	93.3	104	87.5	104	97.1	102	67.6	104	97.1
Pleasantville ES	43	86.0	43	76.7	42	71.4	41	68.3	42	40.5	42	78.6
Port Houston ES	28	89.3	28	75.0	28	82.1	28	85.7	27	59.3	28	82.1
Robinson ES	2	*	2	*	2	*	2	*	2	*	2	*
Rucker ES	44	93.2	43	86.0	43	74.4	45	88.9	43	51.2	45	95.6
Sanchez ES	26	88.5	28	100.0	31	67.7	28	89.3	29	62.1	31	96.8
Southmayd ES	64	87.5	64	89.1	62	75.8	64	93.8	61	55.7	64	98.4
Stevenson MS	18	61.1	17	82.4	18	83.3	18	88.9	18	50.0	17	100.0
Tijerina ES	3	*	3	*	3	*	3	*	3	*	3	*

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

Appendix H

**Table H-5. Percent of Survey Respondents Who Indicated Either ‘Always’ or ‘Usually’ Regarding How Often They Supported Their Children’s Learning at Home Based on School Office and Campus, 2017–2018**

	Helping my child complete homework and school-related projects		Monitoring my child’s screen time		Promoting my child’s participation in after-school enrichment programs or positive extracurricular activities		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member		Seeking outside resources to support my child’s learning		Listening to and talking with my child about their experiences both inside and outside of school	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>20,721</b>	<b>78.1</b>	<b>20,681</b>	<b>81.2</b>	<b>20,302</b>	<b>72.4</b>	<b>20,469</b>	<b>81.9</b>	<b>20,214</b>	<b>55.6</b>	<b>20,495</b>	<b>88.0</b>
Whittier ES	25	76.0	25	76.0	25	80.0	25	80.0	25	76.0	25	80.0
Young Scholars	1	*	1	*	1	*	1	*	1	*	1	*
<b>North Schools Office</b>	<b>4,154</b>	<b>80.7</b>	<b>4,156</b>	<b>82.0</b>	<b>4,075</b>	<b>71.3</b>	<b>4,114</b>	<b>82.1</b>	<b>4,048</b>	<b>52.0</b>	<b>4,117</b>	<b>89.0</b>
Atherton ES	173	96.0	171	96.5	172	94.8	172	98.3	172	95.3	165	97.6
Barrick ES	108	86.1	112	85.7	111	70.3	111	85.6	111	55.9	110	90.9
Berry ES	70	98.6	70	94.3	70	81.4	70	91.4	70	62.9	70	95.7
Burbank ES	112	90.2	111	91.9	110	77.3	110	91.8	106	50.9	110	95.5
Burbank MS	552	59.2	555	75.3	546	67.9	549	70.3	534	45.9	548	85.8
Burrus ES	112	94.6	112	89.3	109	79.8	105	94.3	111	62.2	104	95.2
Coop ES	325	90.5	327	85.9	318	72.3	321	88.8	318	46.5	326	95.4
De Chaumes ES	28	82.1	29	93.1	29	79.3	29	86.2	28	57.1	28	96.4
Durkee ES	131	81.7	129	80.6	125	67.2	123	76.4	126	46.0	129	86.8
Eliot ES	465	88.4	472	83.3	456	71.7	466	88.6	457	49.5	472	92.6
Elmore ES	74	83.8	72	83.3	69	65.2	73	82.2	70	41.4	71	84.5
Farias ECC	52	98.1	52	84.6	51	80.4	52	90.4	49	40.8	51	100.0
Fleming MS	140	12.1	140	17.9	140	20.0	140	26.4	140	22.9	140	27.1
Fonville MS	10	60.0	10	60.0	10	20.0	10	70.0	10	20.0	9	88.9
Fonwood ECC	84	96.4	83	91.6	84	88.1	84	91.7	81	67.9	83	96.4
Garcia ES	179	74.3	175	78.9	167	64.7	168	79.2	163	43.6	173	87.3
Henderson NQ ES	55	83.6	55	81.8	55	83.6	55	83.6	55	83.6	55	81.8
Herrera ES	32	93.8	32	93.8	32	84.4	32	87.5	32	78.1	32	96.9
Houston MSTC HS	81	77.8	82	91.5	80	86.3	81	88.9	79	87.3	81	91.4
Isaacs ES	80	95.0	81	92.6	79	64.6	76	84.2	79	43.0	79	96.2
Janowski ES	30	86.7	30	86.7	29	58.6	30	86.7	28	32.1	29	96.6
Jordan HS	66	39.4	64	40.6	66	45.5	65	52.3	66	34.8	66	68.2

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

Appendix H

**Table H-5. Percent of Survey Respondents Who Indicated Either ‘Always’ or ‘Usually’ Regarding How Often They Supported Their Children’s Learning at Home Based on School Office and Campus, 2017–2018**

	Helping my child complete homework and school-related projects		Monitoring my child’s screen time		Promoting my child’s participation in after-school enrichment programs or positive extracurricular activities		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member		Seeking outside resources to support my child’s learning		Listening to and talking with my child about their experiences both inside and outside of school	
<b>Respondent Counts and Percentages</b>	N	%	N	%	N	%	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>20,721</b>	<b>78.1</b>	<b>20,681</b>	<b>81.2</b>	<b>20,302</b>	<b>72.4</b>	<b>20,469</b>	<b>81.9</b>	<b>20,214</b>	<b>55.6</b>	<b>20,495</b>	<b>88.0</b>
Kennedy ES	66	92.4	67	77.6	66	74.2	64	85.9	65	44.6	67	92.5
Leland YMCPA	20	70.0	20	85.0	20	65.0	20	90.0	20	65.0	20	90.0
Lyons ES	195	89.7	195	90.3	193	77.7	196	84.2	194	53.1	194	94.8
Marshall ES	129	88.4	129	86.8	127	66.1	127	85.8	127	49.6	126	92.1
Martinez R ES	26	96.2	26	96.2	26	88.5	26	92.3	25	76.0	25	92.0
McGowen ES	3	*	3	*	3	*	3	*	3	*	3	*
McReynolds MS	23	95.7	23	65.2	23	69.6	23	95.7	21	57.1	23	69.6
Moreno ES	234	87.2	230	89.1	225	77.8	230	88.3	222	50.5	227	95.2
North Houston EC HS	70	47.1	70	58.6	69	65.2	69	58.0	70	41.4	70	81.4
Northline ES	69	85.5	68	86.8	63	68.3	69	82.6	66	57.6	69	88.4
Osborne ES	13	92.3	13	92.3	12	83.3	13	100.0	11	45.5	14	92.9
Paige ES	6	100.0	6	100.0	6	83.3	7	100.0	6	50.0	6	100.0
Ross ES	11	90.9	11	81.8	11	63.6	11	100.0	11	54.5	11	100.0
Scarborough ES	262	90.5	265	89.1	257	71.6	268	85.1	259	48.6	265	91.7
Scroggins ES	64	93.8	63	93.7	63	85.7	63	93.7	60	68.3	63	93.7
Shadydale ES	2	*	1	*	1	*	1	*	1	*	1	*
Williams MS	2	*	2	*	2	*	2	*	2	*	2	*
<b>Northwest Schools Office</b>	<b>2,553</b>	<b>77.8</b>	<b>2,547</b>	<b>82.2</b>	<b>2,511</b>	<b>74.9</b>	<b>2,531</b>	<b>83.8</b>	<b>2,505</b>	<b>58.2</b>	<b>2,525</b>	<b>89.9</b>
Arabic Immersion	43	86.0	43	86.0	42	64.3	43	83.7	43	65.1	42	92.9
Benbrook ES	133	78.9	131	78.6	125	70.4	129	76.0	126	42.9	130	84.6
Black MS	42	52.4	42	69.0	42	66.7	42	71.4	42	42.9	42	83.3
Browning ES	27	85.2	28	85.7	28	82.1	28	92.9	28	75.0	28	89.3
Challenge EC HS	11	54.5	11	81.8	11	81.8	10	90.0	11	63.6	11	90.9
Clifton MS	9	77.8	9	66.7	8	62.5	8	75.0	8	50.0	9	88.9
Crockett ES	226	92.9	225	90.7	221	81.9	224	92.0	223	61.9	226	96.0

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

Appendix H

**Table H-5. Percent of Survey Respondents Who Indicated Either ‘Always’ or ‘Usually’ Regarding How Often They Supported Their Children’s Learning at Home Based on School Office and Campus, 2017–2018**

	Helping my child complete homework and school-related projects		Monitoring my child’s screen time		Promoting my child’s participation in after-school enrichment programs or positive extracurricular activities		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member		Seeking outside resources to support my child’s learning		Listening to and talking with my child about their experiences both inside and outside of school	
<b>Respondent Counts and Percentages</b>	N	%	N	%	N	%	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>20,721</b>	<b>78.1</b>	<b>20,681</b>	<b>81.2</b>	<b>20,302</b>	<b>72.4</b>	<b>20,469</b>	<b>81.9</b>	<b>20,214</b>	<b>55.6</b>	<b>20,495</b>	<b>88.0</b>
DeBakey HS	105	33.3	104	65.4	103	67.0	104	66.3	105	56.2	105	84.8
Durham ES	38	92.1	38	89.5	38	92.1	38	92.1	38	86.8	38	92.1
Field ES	13	84.6	13	92.3	13	84.6	13	76.9	13	46.2	13	92.3
Garden Oaks	51	92.2	51	90.2	49	81.6	51	96.1	50	60.0	51	96.1
HAIS HS	118	38.1	119	48.7	114	66.7	118	65.3	118	49.2	117	80.3
Hamilton MS	33	75.8	33	75.8	33	78.8	33	84.8	33	78.8	33	90.9
Heights HS	30	56.7	30	73.3	30	63.3	30	63.3	29	65.5	30	76.7
Helms ES	29	93.1	29	100.0	29	86.2	29	93.1	29	65.5	29	100.0
Hogg MS	32	65.6	32	87.5	32	81.3	31	93.5	31	51.6	31	93.5
Jefferson ES	283	79.2	282	83.0	277	71.8	279	84.6	278	56.1	278	85.3
Ketelsen ES	153	94.1	154	93.5	154	81.8	153	97.4	151	64.2	151	100.0
Lamar HS	133	51.9	133	72.9	133	76.7	133	79.7	131	61.8	133	88.0
Love ES	27	88.9	27	88.9	25	60.0	26	76.9	26	84.6	26	96.2
MacGregor ES	156	96.8	156	92.9	157	83.4	156	92.3	152	70.4	153	95.4
Marshall MS	119	61.3	118	77.1	117	68.4	116	74.1	116	41.4	113	83.2
Memorial ES	8	75.0	9	77.8	9	66.7	8	75.0	9	77.8	9	88.9
Northside HS	36	38.9	35	40.0	36	50.0	35	37.1	36	36.1	34	52.9
Rice School PK-8	92	94.6	92	96.7	90	91.1	92	95.7	89	60.7	92	96.7
Roosevelt ES	42	100.0	42	90.5	42	92.9	42	90.5	42	66.7	42	92.9
Scarborough HS	21	52.4	22	68.2	21	42.9	22	63.6	20	70.0	22	81.8
Sherman ES	23	87.0	23	87.0	22	63.6	23	87.0	22	36.4	23	91.3
Sinclair ES	57	93.0	58	87.9	58	89.7	58	94.8	58	67.2	58	98.3
Smith ES	232	87.5	229	85.2	223	62.3	228	86.4	222	47.7	227	91.2
Wainwright ES	24	83.3	23	78.3	24	75.0	24	83.3	21	57.1	24	95.8
Waltrip HS	19	73.7	19	73.7	19	84.2	19	78.9	19	63.2	19	84.2

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

Appendix H

**Table H-5. Percent of Survey Respondents Who Indicated Either ‘Always’ or ‘Usually’ Regarding How Often They Supported Their Children’s Learning at Home Based on School Office and Campus, 2017–2018**

	Helping my child complete homework and school-related projects		Monitoring my child’s screen time		Promoting my child’s participation in after-school enrichment programs or positive extracurricular activities		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member		Seeking outside resources to support my child’s learning		Listening to and talking with my child about their experiences both inside and outside of school	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>20,721</b>	<b>78.1</b>	<b>20,681</b>	<b>81.2</b>	<b>20,302</b>	<b>72.4</b>	<b>20,469</b>	<b>81.9</b>	<b>20,214</b>	<b>55.6</b>	<b>20,495</b>	<b>88.0</b>
Wharton ES	41	90.2	41	100.0	41	95.1	41	95.1	41	70.7	41	100.0
Wilson ES	75	94.7	75	90.7	74	87.8	75	94.7	75	62.7	75	98.7
YWCPA	72	68.1	71	77.5	71	60.6	70	72.9	70	58.6	70	77.1
<b>South Schools Office</b>	<b>2,614</b>	<b>86.0</b>	<b>2,608</b>	<b>85.2</b>	<b>2,580</b>	<b>76.0</b>	<b>2,598</b>	<b>85.3</b>	<b>2,577</b>	<b>64.0</b>	<b>2,587</b>	<b>90.5</b>
Alcott ES	81	79.0	81	77.8	79	68.4	79	82.3	80	63.8	79	84.8
Almeda ES	38	78.9	38	81.6	36	69.4	38	84.2	35	42.9	38	81.6
Bastian ES	16	81.3	16	75.0	16	56.3	16	87.5	16	37.5	16	87.5
Baylor College MS	43	81.4	42	83.3	42	73.8	43	86.0	42	64.3	43	90.7
Brookline ES	6	100.0	6	100.0	6	100.0	6	100.0	6	83.3	6	83.3
Codwell ES	24	91.7	24	87.5	24	37.5	23	87.0	24	54.2	24	95.8
Cornelius ES	341	98.8	340	96.2	344	96.8	342	98.5	342	94.4	334	99.7
DeAnda ES	32	100.0	32	93.8	30	83.3	31	87.1	30	56.7	30	90.0
Energy Inst HS	47	44.7	48	79.2	48	77.1	48	83.3	48	54.2	48	95.8
Foster ES	1	*	1	*	1	*	1	*	1	*	1	*
Frost ES	102	77.5	100	81.0	101	80.2	103	77.7	102	84.3	102	86.3
Garden Villas ES	14	92.9	14	100.0	14	64.3	14	92.9	14	71.4	14	100.0
Golfcrest ES	22	90.9	23	82.6	23	78.3	22	90.9	20	65.0	22	95.5
Gregg ES	131	92.4	131	84.0	128	69.5	128	92.2	132	56.8	130	94.6
Grissom ES	86	86.0	85	87.1	88	67.0	84	79.8	84	39.3	80	91.3
Hartman MS	17	52.9	17	70.6	15	60.0	16	68.8	16	50.0	16	93.8
Hartsfield ES	3	*	3	*	3	*	3	*	3	*	3	*
Hines-Caldwell ES	36	91.7	36	88.9	35	77.1	36	88.9	36	52.8	35	91.4
Hobby ES	318	78.6	319	79.3	314	70.4	317	79.5	318	58.2	318	83.3
Jones HS	4	*	4	*	4	*	4	*	4	*	4	*
Kandy Stripe Acad ES	2	*	2	*	2	*	2	*	2	*	2	*

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

Appendix H

**Table H-5. Percent of Survey Respondents Who Indicated Either ‘Always’ or ‘Usually’ Regarding How Often They Supported Their Children’s Learning at Home Based on School Office and Campus, 2017–2018**

	Helping my child complete homework and school-related projects		Monitoring my child’s screen time		Promoting my child’s participation in after-school enrichment programs or positive extracurricular activities		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member		Seeking outside resources to support my child’s learning		Listening to and talking with my child about their experiences both inside and outside of school	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>20,721</b>	<b>78.1</b>	<b>20,681</b>	<b>81.2</b>	<b>20,302</b>	<b>72.4</b>	<b>20,469</b>	<b>81.9</b>	<b>20,214</b>	<b>55.6</b>	<b>20,495</b>	<b>88.0</b>
Kelso ES	108	94.4	106	86.8	105	82.9	105	85.7	104	51.0	108	96.3
Law ES	55	89.1	55	90.9	54	66.7	55	92.7	54	46.3	54	92.6
Lockhart ES	31	93.5	31	87.1	32	93.8	32	84.4	32	78.1	32	93.8
Mitchell ES	2	*	2	50.0	2	100.0	2	100.0	2	50.0	2	100.0
MLK ECC	135	94.1	137	91.2	133	82.7	136	95.6	135	58.5	136	98.5
Peck ES	6	83.3	6	83.3	6	66.7	6	100.0	6	66.7	6	83.3
Petersen ES	2	*	2	*	2	*	2	*	2	*	2	*
Reagan Ed Ctr PK-8	36	91.7	35	82.9	36	75.0	37	94.6	36	66.7	37	97.3
Reynolds ES	18	100.0	18	83.3	18	88.9	18	83.3	18	66.7	18	100.0
Seguin ES	84	85.7	87	82.8	84	78.6	85	80.0	79	55.7	84	91.7
Shearn ES	267	86.9	267	86.9	254	67.7	265	83.0	256	52.3	267	91.4
South EC HS	12	83.3	12	83.3	12	83.3	12	91.7	12	75.0	12	91.7
Sterling HS	71	62.0	70	71.4	70	72.9	68	67.6	71	57.7	70	74.3
Thomas MS	12	16.7	11	27.3	11	18.2	12	33.3	12	33.3	12	25.0
Thompson ES	91	94.5	92	94.6	92	69.6	91	87.9	92	73.9	90	96.7
TSU Charter	10	100.0	10	100.0	10	80.0	10	100.0	9	66.7	10	100.0
Whidby ES	256	81.6	252	78.2	253	73.9	252	76.6	248	69.8	249	81.1
Windsor Village ES	54	94.4	53	94.3	53	79.2	54	90.7	54	55.6	53	98.1
<b>Superintendent’s Schools Office</b>	<b>253</b>	<b>67.7</b>	<b>233</b>	<b>67.0</b>	<b>223</b>	<b>63.2</b>	<b>224</b>	<b>69.6</b>	<b>226</b>	<b>46.0</b>	<b>226</b>	<b>76.1</b>
Blackshear ES	41	82.9	40.0	62.5	37	62.2	40	67.5	38	55.3	40	75.0
Dogan ES	29	82.8	28.0	92.9	26	84.6	28	92.9	28	67.9	27	92.6
Henry MS	31	67.7	31.0	77.4	31	74.2	30	73.3	31	61.3	30	86.7
Highland Heights ES	56	76.8	56.0	75.0	56	67.9	52	69.2	53	9.4	54	81.5
Kashmere HS	12	50.0	13.0	61.5	13	53.8	12	66.7	13	46.2	13	76.9
Mading ES	5	40.0	5.0	60.0	5	60.0	5	60.0	5	100.0	5	60.0

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



Appendix H

**Table H-5. Percent of Survey Respondents Who Indicated Either ‘Always’ or ‘Usually’ Regarding How Often They Supported Their Children’s Learning at Home Based on School Office and Campus, 2017–2018**

	Helping my child complete homework and school-related projects		Monitoring my child’s screen time		Promoting my child’s participation in after-school enrichment programs or positive extracurricular activities		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member		Seeking outside resources to support my child’s learning		Listening to and talking with my child about their experiences both inside and outside of school	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>20,721</b>	<b>78.1</b>	<b>20,681</b>	<b>81.2</b>	<b>20,302</b>	<b>72.4</b>	<b>20,469</b>	<b>81.9</b>	<b>20,214</b>	<b>55.6</b>	<b>20,495</b>	<b>88.0</b>
Wesley ES	0	—	0	—	0	—	0	—	0	—	0	—
Wheatley HS	35	34.3	34.0	32.4	33	42.4	34	47.1	34	44.1	35	51.4
Woodson PK-8	19	63.2	19.0	57.9	15	40.0	16	68.8	17	41.2	15	66.7
Worthing HS	7	71.4	7.0	85.7	7	71.4	7	100.0	7	100.0	7	85.7
<b>West Schools Office</b>	<b>7,317</b>	<b>78.3</b>	<b>7,292</b>	<b>82.3</b>	<b>7,144</b>	<b>72.6</b>	<b>7,211</b>	<b>81.8</b>	<b>7,092</b>	<b>55.9</b>	<b>7,230</b>	<b>87.7</b>
Anderson ES	57	80.7	57	82.5	53	67.9	57	87.7	57	52.6	57	86.0
Ashford ES	21	76.2	21	76.2	21	52.4	21	71.4	21	61.9	20	85.0
Askew ES	47	87.2	47	91.5	47	68.1	47	80.9	46	52.2	46	91.3
Bell ES	34	88.2	33	90.9	34	85.3	33	100.0	34	70.6	34	97.1
Bellaire HS	277	78.7	275	78.9	274	88.0	275	84.0	274	61.3	275	87.3
Benavidez ES	7	57.1	7	85.7	6	50.0	7	57.1	7	57.1	7	57.1
Braeburn ES	82	81.7	81	85.2	82	70.7	82	84.1	83	49.4	83	88.0
Briar Meadow	43	93.0	43	95.3	43	93.0	43	97.7	43	65.1	43	97.7
Cunningham ES	423	88.9	420	87.1	405	73.1	419	84.7	406	50.5	416	91.1
Daily ES	273	92.3	275	94.2	268	75.4	269	92.6	266	59.8	270	98.5
Elrod ES	51	88.2	51	88.2	50	70.0	51	88.2	51	52.9	50	94.0
Emerson ES	46	93.5	46	91.3	47	80.9	46	84.8	44	52.3	47	93.6
Energized ECC	296	94.6	295	92.9	291	90.4	289	93.8	289	87.5	287	92.0
Energized ES	1523	81.6	1514	84.3	1487	74.4	1491	84.4	1463	59.7	1513	89.8
Energized MS	216	61.6	210	79.5	209	66.0	210	71.0	208	54.3	206	78.6
E-STEM Central HS	130	23.1	128	31.3	124	31.5	128	27.3	128	24.2	129	41.9
E-STEM Central MS	396	50.0	403	65.0	390	50.3	395	56.7	384	37.8	392	71.2
E-STEM West HS	41	46.3	39	59.0	39	48.7	38	55.3	36	16.7	39	71.8
E-STEM West MS	120	61.7	119	73.1	117	67.5	117	77.8	114	42.1	120	84.2
Fondren MS	71	62.0	70	70.0	67	59.7	70	72.9	69	36.2	69	82.6

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

Appendix H

**Table H-5. Percent of Survey Respondents Who Indicated Either ‘Always’ or ‘Usually’ Regarding How Often They Supported Their Children’s Learning at Home Based on School Office and Campus, 2017–2018**

	Helping my child complete homework and school-related projects		Monitoring my child’s screen time		Promoting my child’s participation in after-school enrichment programs or positive extracurricular activities		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member		Seeking outside resources to support my child’s learning		Listening to and talking with my child about their experiences both inside and outside of school	
<b>Respondent Counts and Percentages</b>	N	%	N	%	N	%	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>20,721</b>	<b>78.1</b>	<b>20,681</b>	<b>81.2</b>	<b>20,302</b>	<b>72.4</b>	<b>20,469</b>	<b>81.9</b>	<b>20,214</b>	<b>55.6</b>	<b>20,495</b>	<b>88.0</b>
Gross ES	15	93.3	16	100.0	16	81.3	16	93.8	15	53.3	16	93.8
Halpin ECC	131	89.3	131	93.9	122	78.7	131	90.8	128	52.3	130	94.6
Herod ES	110	92.7	110	96.4	110	89.1	109	94.5	108	67.6	109	99.1
Inspired Acad	57	40.4	58	43.1	57	42.1	58	55.2	57	33.3	59	59.3
Las Americas MS	0	—	0	—	0	—	0	—	0	—	0	—
Long Acad	26	65.4	26	61.5	25	76.0	26	80.8	24	58.3	23	95.7
Longfellow ES	77	97.4	77	92.2	76	86.8	77	90.9	77	68.8	77	92.2
McNamara ES	279	91.0	277	89.2	269	76.6	272	90.4	265	66.8	266	92.5
Meyerland MS	110	60.9	110	74.5	108	79.6	109	74.3	106	58.5	109	90.8
Middle College HS - Gulfton	39	48.7	39	35.9	39	38.5	38	52.6	40	47.5	37	48.6
Milne ES	2	100.0	2	100.0	2	100.0	2	100.0	2	100.0	2	100.0
Mistral ECC	123	95.1	124	90.3	119	81.5	120	95.0	116	56.0	124	95.2
Neff ECC	117	88.9	119	87.4	116	77.6	119	90.8	112	53.6	117	93.2
Neff ES	75	74.7	73	87.7	70	70.0	70	81.4	65	53.8	76	84.2
Parker ES	138	93.5	139	93.5	139	84.2	138	96.4	138	58.0	138	98.6
Pershing MS	186	62.9	186	75.3	186	77.4	184	80.4	182	61.0	185	91.4
Pilgrim ES	81	88.9	82	90.2	73	68.5	79	84.8	72	47.2	75	94.7
Piney Point ES	179	93.9	177	94.4	173	82.1	173	91.3	172	53.5	177	96.0
Red ES	84	97.6	84	96.4	82	84.1	84	94.0	84	69.0	84	98.8
Revere MS	18	83.3	16	87.5	17	76.5	18	77.8	18	61.1	18	88.9
Rodriguez ES	6	83.3	6	83.3	6	66.7	6	83.3	6	50.0	6	100.0
School at St. George ES	50	92.0	49	93.9	49	77.6	49	93.9	49	53.1	50	94.0
Shadowbriar ES	10	90.0	10	100.0	10	100.0	9	100.0	9	55.6	10	100.0
Sharpstown Intl	185	50.3	184	65.8	183	48.1	183	62.8	184	34.8	183	73.2
Sugar Grove MS	20	20.0	20	20.0	19	26.3	20	30.0	20	30.0	19	47.4

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

Appendix H

Table H-5. Percent of Survey Respondents Who Indicated Either 'Always' or 'Usually' Regarding How Often They Supported Their Children's Learning at Home Based on School Office and Campus, 2017–2018												
	Helping my child complete homework and school-related projects		Monitoring my child's screen time		Promoting my child's participation in after-school enrichment programs or positive extracurricular activities		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member		Seeking outside resources to support my child's learning		Listening to and talking with my child about their experiences both inside and outside of school	
Respondent Counts and Percentages	N	%	N	%	N	%	N	%	N	%	N	%
<b>HISD Districtwide</b>	<b>20,721</b>	<b>78.1</b>	<b>20,681</b>	<b>81.2</b>	<b>20,302</b>	<b>72.4</b>	<b>20,469</b>	<b>81.9</b>	<b>20,214</b>	<b>55.6</b>	<b>20,495</b>	<b>88.0</b>
Sutton ES	344	82.6	344	84.6	336	66.7	339	83.5	337	48.7	338	89.9
Tanglewood MS	27	81.5	28	85.7	26	92.3	27	88.9	27	77.8	27	96.3
Tinsley ES	50	86.0	47	85.1	45	68.9	46	84.8	43	60.5	47	91.5
Valley West ES	53	94.3	52	100.0	53	90.6	53	96.2	52	90.4	51	100.0
Walnut Bend ES	11	90.9	12	83.3	12	75.0	12	91.7	12	41.7	12	83.3
Welch MS	11	90.9	11	90.9	10	70.0	11	90.9	11	81.8	11	100.0
West Briar MS	38	78.9	38	86.8	38	92.1	38	89.5	38	65.8	38	94.7
Westside HS	63	44.4	62	71.0	63	74.6	62	77.4	63	52.4	64	89.1
White E ES	142	83.8	140	85.7	136	71.3	137	82.5	132	56.8	139	90.6
White M ES	64	92.2	63	93.7	63	85.7	66	90.9	64	59.4	66	93.9
Wisdom HS	143	56.6	147	66.7	143	60.1	145	69.0	144	54.9	147	71.4
Young Learners	99	90.9	99	84.8	99	81.8	97	90.7	97	62.9	97	91.8

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

Appendix H

**Table H-6. Percent of Survey Respondents Who Indicated Which Types of Barriers They Experienced That Prevented Them from Being Able to Participate in Activities at Their Children’s HISD Title I School Based on School Office and Campus, 2017–2018**

		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by poor health or disability	Overwhelmed with other responsibilities or problems	Unable to access online information or notifications	Lack of transportation	Language barriers	Not interested in participating	Not comfortable participating at this school
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>21,886</b>	<b>21.5</b>	<b>16.6</b>	<b>48.8</b>	<b>5.4</b>	<b>13.0</b>	<b>6.2</b>	<b>12.8</b>	<b>8.1</b>	<b>6.1</b>	<b>3.5</b>
<b>Achieve 180 Schools Office</b>	<b>972</b>	<b>19.8</b>	<b>18.3</b>	<b>40.6</b>	<b>6.9</b>	<b>10.0</b>	<b>8.1</b>	<b>14.8</b>	<b>6.4</b>	<b>4.5</b>	<b>4.4</b>
Attucks MS	10	20.0	20.0	10.0	10.0	20.0	10.0	10.0	0.0	10.0	10.0
Bellfort ECC	39	17.9	12.8	38.5	2.6	5.1	2.6	5.1	0.0	2.6	0.0
Bonham ES	103	32.0	10.7	35.0	7.8	10.7	2.9	19.4	6.8	2.9	3.9
Bruce ES	6	16.7	0.0	16.7	16.7	0.0	0.0	0.0	0.0	0.0	0.0
Cook ES	37	10.8	18.9	40.5	5.4	10.8	10.8	16.2	5.4	2.7	2.7
Cullen MS	1	*	*	*	*	*	*	*	*	*	*
Edison MS	4	*	*	*	*	*	*	*	*	*	*
Foerster ES	11	9.1	0.0	18.2	0.0	0.0	0.0	9.1	0.0	0.0	0.0
Fondren ES	29	3.4	3.4	6.9	0.0	0.0	0.0	0.0	0.0	3.4	0.0
Forest Brook MS	34	32.4	35.3	38.2	5.9	14.7	5.9	29.4	8.8	14.7	20.6
Gallegos ES	5	40.0	20.0	80.0	20.0	20.0	20.0	0.0	40.0	0.0	40.0
Gregory-Lincoln PK-8	8	12.5	37.5	50.0	0.0	12.5	12.5	12.5	12.5	12.5	0.0
High School Ahead Acad MS	15	13.3	0.0	53.3	6.7	13.3	0.0	40.0	6.7	6.7	0.0
Hilliard ES	8	50.0	12.5	25.0	0.0	12.5	12.5	12.5	12.5	0.0	0.0
Kashmere Gardens ES	3	*	*	*	*	*	*	*	*	*	*
Key MS	1	*	*	*	*	*	*	*	*	*	*
Lawson MS	40	10.0	20.0	25.0	7.5	10.0	7.5	7.5	7.5	2.5	2.5
Lewis ES	46	17.4	23.9	32.6	6.5	4.3	13.0	10.9	4.3	4.3	2.2
Liberty HS	28	25.0	21.4	64.3	3.6	28.6	7.1	35.7	7.1	0.0	7.1
Looscan ES	9	33.3	11.1	11.1	0.0	0.0	11.1	22.2	22.2	0.0	22.2
Madison HS	11	0.0	36.4	18.2	9.1	18.2	0.0	9.1	0.0	0.0	9.1
Martinez C ES	3	*	*	*	*	*	*	*	*	*	*
Milby HS	49	18.4	18.4	55.1	12.2	16.3	6.1	18.4	4.1	6.1	4.1
Montgomery ES	179	21.8	14.5	46.9	6.7	7.3	7.3	7.3	5.0	2.2	3.9
North Forest HS	20	30.0	10.0	35.0	15.0	20.0	5.0	35.0	5.0	25.0	0.0

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

Appendix H

**Table H-6. Percent of Survey Respondents Who Indicated Which Types of Barriers They Experienced That Prevented Them from Being Able to Participate in Activities at Their Children’s HISD Title I School Based on School Office and Campus, 2017–2018**

		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by poor health or disability	Overwhelmed with other responsibilities or problems	Unable to access online information or notifications	Lack of transportation	Language barriers	Not interested in participating	Not comfortable participating at this school
Respondent Counts and Percentages	N	%	%	%	%	%	%	%	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>21.5</b>	<b>16.6</b>	<b>48.8</b>	<b>5.4</b>	<b>13.0</b>	<b>6.2</b>	<b>12.8</b>	<b>8.1</b>	<b>6.1</b>	<b>3.5</b>
Pugh ES	18	27.8	22.2	50.0	5.6	16.7	11.1	11.1	5.6	0.0	0.0
Sharpstown HS	45	17.8	22.2	44.4	2.2	6.7	11.1	15.6	15.6	6.7	4.4
Stevens ES	41	17.1	22.0	46.3	2.4	4.9	9.8	17.1	9.8	0.0	4.9
TCAH	1	*	*	*	*	*	*	*	*	*	*
V Prep South	15	6.7	6.7	20.0	6.7	0.0	13.3	13.3	6.7	6.7	0.0
Washington HS	31	3.2	35.5	29.0	22.6	9.7	45.2	25.8	12.9	3.2	9.7
Westbury HS	50	6.0	24.0	54.0	2.0	6.0	2.0	10.0	4.0	6.0	4.0
Yates HS	27	18.5	33.3	33.3	3.7	3.7	3.7	11.1	3.7	11.1	0.0
Young ES	45	33.3	20.0	60.0	15.6	24.4	13.3	22.2	6.7	8.9	4.4
<b>East Schools Office</b>	<b>3,077</b>	<b>19.2</b>	<b>18.3</b>	<b>46.7</b>	<b>4.5</b>	<b>12.7</b>	<b>6.3</b>	<b>10.6</b>	<b>7.9</b>	<b>7.2</b>	<b>4.0</b>
Austin HS	98	26.5	23.5	46.9	6.1	18.4	7.1	18.4	8.2	8.2	3.1
BCM Biotech Academy at Rusk	6	16.7	16.7	50.0	0.0	50.0	0.0	0.0	16.7	0.0	0.0
Bonner ES	119	24.4	13.4	47.9	2.5	11.8	5.0	4.2	2.5	2.5	0.8
Briscoe ES	37	10.8	13.5	51.4	8.1	8.1	0.0	8.1	2.7	0.0	2.7
Burnet ES	1	*	100.0	*	*	*	*	*	*	*	*
Cage ES	126	26.2	17.5	54.8	3.2	11.1	4.0	11.1	3.2	6.3	3.2
Carrillo ES	127	19.7	7.1	49.6	2.4	10.2	5.5	3.9	2.4	3.9	2.4
Chavez HS	293	19.1	27.3	49.8	7.2	18.1	9.6	13.3	20.5	15.4	6.8
Chrysalis MS	72	23.6	12.5	54.2	1.4	15.3	8.3	12.5	5.6	0.0	2.8
Crespo ES	53	22.6	7.5	43.4	3.8	13.2	3.8	9.4	5.7	1.9	5.7
Davila ES	86	17.4	10.5	50.0	4.7	8.1	4.7	10.5	1.2	1.2	1.2
Deady MS	129	17.1	28.7	42.6	5.4	11.6	11.6	14.7	8.5	9.3	7.0
DeZavala ES	8	0.0	12.5	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
East EC HS	34	5.9	29.4	41.2	2.9	8.8	5.9	17.6	17.6	11.8	2.9
Eastwood Acad HS	130	21.5	32.3	60.0	6.2	30.8	6.9	16.2	14.6	12.3	3.1
Franklin ES	17	41.2	17.6	41.2	0.0	17.6	0.0	0.0	5.9	0.0	5.9

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

Appendix H

**Table H-6. Percent of Survey Respondents Who Indicated Which Types of Barriers They Experienced That Prevented Them from Being Able to Participate in Activities at Their Children’s HISD Title I School Based on School Office and Campus, 2017–2018**

		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by poor health or disability	Overwhelmed with other responsibilities or problems	Unable to access online information or notifications	Lack of transportation	Language barriers	Not interested in participating	Not comfortable participating at this school
Respondent Counts and Percentages	N	%	%	%	%	%	%	%	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>21.5</b>	<b>16.6</b>	<b>48.8</b>	<b>5.4</b>	<b>13.0</b>	<b>6.2</b>	<b>12.8</b>	<b>8.1</b>	<b>6.1</b>	<b>3.5</b>
Furr HS	274	9.9	15.3	19.3	2.6	7.7	5.5	9.9	6.9	10.9	6.6
Harris JR ES	96	16.7	14.6	36.5	0.0	6.3	7.3	7.3	7.3	4.2	9.4
Harris RP ES	47	17.0	19.1	42.6	10.6	6.4	6.4	17.0	8.5	6.4	2.1
Henderson JP ES	261	17.6	8.8	46.7	3.4	9.6	6.1	10.0	3.8	3.8	0.8
Holland MS	16	12.5	56.3	31.3	12.5	12.5	0.0	18.8	12.5	0.0	0.0
HSLJ	119	11.8	31.1	48.7	4.2	25.2	6.7	20.2	5.9	18.5	3.4
Lantrip ES	92	31.5	19.6	57.6	4.3	10.9	3.3	2.2	8.7	0.0	1.1
Laurenzo ECC	97	18.6	6.2	62.9	1.0	10.3	3.1	3.1	2.1	0.0	0.0
Middle College HS - Fraga	38	7.9	10.5	42.1	5.3	13.2	5.3	10.5	5.3	13.2	5.3
Mount Carmel Acad HS	42	21.4	14.3	57.1	2.4	9.5	7.1	9.5	16.7	2.4	0.0
Navarro MS	5	20.0	0.0	40.0	0.0	0.0	0.0	40.0	0.0	20.0	0.0
Oates ES	33	24.2	6.1	45.5	3.0	3.0	0.0	3.0	6.1	3.0	6.1
Ortiz MS	138	20.3	22.5	41.3	12.3	19.6	14.5	17.4	15.2	18.8	12.3
Park Place ES	109	22.9	9.2	50.5	6.4	16.5	4.6	5.5	8.3	0.9	1.8
Patterson ES	106	17.9	9.4	53.8	3.8	7.5	2.8	4.7	4.7	3.8	2.8
Pleasantville ES	44	9.1	11.4	56.8	2.3	4.5	9.1	18.2	13.6	0.0	2.3
Port Houston ES	28	25.0	14.3	57.1	10.7	14.3	0.0	10.7	3.6	0.0	3.6
Robinson ES	2	*	0.0	*	*	*	*	*	*	*	*
Rucker ES	46	23.9	21.7	43.5	6.5	6.5	6.5	2.2	8.7	8.7	4.3
Sanchez ES	34	23.5	8.8	38.2	5.9	2.9	0.0	14.7	0.0	0.0	2.9
Southmayd ES	64	23.4	7.8	51.6	0.0	7.8	0.0	4.7	0.0	3.1	1.6
Stevenson MS	20	30.0	40.0	60.0	10.0	5.0	30.0	20.0	15.0	5.0	10.0
Tijerina ES	4	*	25.0	*	*	*	*	*	*	*	*
Whittier ES	25	28.0	16.0	48.0	0.0	4.0	4.0	16.0	0.0	16.0	0.0
Young Scholars	1	*	0.0	*	*	*	*	*	*	*	*
<b>North Schools Office</b>	<b>4,334</b>	<b>24.2</b>	<b>14.8</b>	<b>45.3</b>	<b>5.2</b>	<b>12.0</b>	<b>5.6</b>	<b>13.2</b>	<b>6.4</b>	<b>4.8</b>	<b>2.6</b>

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

Appendix H

**Table H-6. Percent of Survey Respondents Who Indicated Which Types of Barriers They Experienced That Prevented Them from Being Able to Participate in Activities at Their Children’s HISD Title I School Based on School Office and Campus, 2017–2018**

		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by poor health or disability	Overwhelmed with other responsibilities or problems	Unable to access online information or notifications	Lack of transportation	Language barriers	Not interested in participating	Not comfortable participating at this school
Respondent Counts and Percentages	N	%	%	%	%	%	%	%	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>21.5</b>	<b>16.6</b>	<b>48.8</b>	<b>5.4</b>	<b>13.0</b>	<b>6.2</b>	<b>12.8</b>	<b>8.1</b>	<b>6.1</b>	<b>3.5</b>
Atherton ES	179	52.5	8.9	36.3	8.9	19.6	6.1	42.5	3.4	3.4	1.1
Barrick ES	116	26.7	11.2	51.7	9.5	16.4	4.3	10.3	4.3	0.9	4.3
Berry ES	72	26.4	8.3	50.0	0.0	5.6	5.6	15.3	1.4	0.0	1.4
Burbank ES	115	23.5	15.7	49.6	0.0	7.0	7.0	7.8	3.5	0.9	0.0
Burbank MS	565	22.8	20.4	47.1	5.3	15.0	8.0	11.2	9.6	9.9	3.0
Burrus ES	113	32.7	9.7	47.8	4.4	11.5	3.5	6.2	9.7	5.3	5.3
Coop ES	338	26.6	14.2	50.9	4.4	13.6	5.6	8.6	3.6	3.0	2.7
De Chaumes ES	31	12.9	12.9	58.1	9.7	16.1	6.5	12.9	3.2	0.0	3.2
Durkee ES	133	25.6	10.5	45.1	7.5	15.8	5.3	9.8	3.8	4.5	3.8
Eliot ES	487	24.4	14.2	51.1	3.5	8.8	2.7	6.4	4.3	4.3	2.7
Elmore ES	77	19.5	18.2	37.7	2.6	10.4	9.1	7.8	9.1	2.6	2.6
Farias ECC	53	30.2	7.5	47.2	5.7	7.5	1.9	5.7	3.8	0.0	1.9
Fleming MS	151	22.5	9.9	9.9	9.3	4.0	1.3	64.9	11.3	6.6	3.3
Fonville MS	10	30.0	40.0	40.0	10.0	30.0	10.0	0.0	10.0	0.0	0.0
Fonwood ECC	95	12.6	5.3	30.5	2.1	6.3	2.1	10.5	1.1	1.1	0.0
Garcia ES	206	18.9	14.6	47.1	7.3	14.1	6.3	14.1	6.3	8.3	3.4
Henderson NQ ES	57	0.0	1.8	0.0	1.8	1.8	0.0	0.0	1.8	1.8	1.8
Herrera ES	32	21.9	15.6	21.9	0.0	0.0	6.3	18.8	0.0	0.0	6.3
Houston MSTC HS	89	24.7	22.5	36.0	7.9	14.6	11.2	10.1	14.6	6.7	5.6
Isaacs ES	82	20.7	9.8	50.0	3.7	7.3	6.1	7.3	4.9	7.3	1.2
Janowski ES	31	16.1	9.7	41.9	0.0	6.5	3.2	6.5	0.0	0.0	0.0
Jordan HS	66	19.7	24.2	51.5	13.6	22.7	10.6	21.2	18.2	16.7	4.5
Kennedy ES	71	22.5	19.7	45.1	2.8	12.7	5.6	14.1	1.4	2.8	1.4
Leland YMCPA	20	10.0	25.0	55.0	5.0	0.0	5.0	0.0	0.0	0.0	0.0
Lyons ES	199	22.1	16.6	43.7	2.5	11.1	3.5	2.5	1.5	3.0	1.5
Marshall ES	131	23.7	19.1	55.7	5.3	13.7	6.9	16.0	6.1	4.6	3.8

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

Appendix H

**Table H-6. Percent of Survey Respondents Who Indicated Which Types of Barriers They Experienced That Prevented Them from Being Able to Participate in Activities at Their Children’s HISD Title I School Based on School Office and Campus, 2017–2018**

		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by poor health or disability	Overwhelmed with other responsibilities or problems	Unable to access online information or notifications	Lack of transportation	Language barriers	Not interested in participating	Not comfortable participating at this school
Respondent Counts and Percentages	N	%	%	%	%	%	%	%	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>21.5</b>	<b>16.6</b>	<b>48.8</b>	<b>5.4</b>	<b>13.0</b>	<b>6.2</b>	<b>12.8</b>	<b>8.1</b>	<b>6.1</b>	<b>3.5</b>
Martinez R ES	26	34.6	7.7	42.3	11.5	11.5	3.8	11.5	3.8	0.0	7.7
McGowen ES	4	*	*	*	*	*	*	*	*	*	*
McReynolds MS	24	58.3	0.0	37.5	37.5	25.0	20.8	4.2	33.3	4.2	4.2
Moreno ES	236	24.2	11.9	53.4	2.5	8.5	4.2	8.9	4.7	0.4	0.0
North Houston EC HS	71	22.5	29.6	52.1	9.9	22.5	12.7	16.9	16.9	11.3	0.0
Northline ES	70	17.1	14.3	48.6	4.3	11.4	8.6	8.6	5.7	5.7	2.9
Osborne ES	16	18.8	31.3	25.0	0.0	0.0	0.0	0.0	18.8	0.0	0.0
Paige ES	7	28.6	14.3	57.1	0.0	14.3	14.3	14.3	14.3	0.0	0.0
Ross ES	11	18.2	18.2	63.6	0.0	9.1	0.0	9.1	9.1	0.0	9.1
Scarborough ES	280	19.3	16.8	44.6	5.4	13.2	6.1	17.5	10.0	5.0	2.5
Scroggins ES	65	30.8	13.8	53.8	7.7	7.7	4.6	7.7	6.2	4.6	4.6
Shadydale ES	2	*	*	*	*	*	*	*	*	*	*
Williams MS	3	*	*	*	*	*	*	*	*	*	*
<b>Northwest Schools Office</b>	<b>2,666</b>	<b>22.2</b>	<b>21.2</b>	<b>55.6</b>	<b>6.3</b>	<b>17.2</b>	<b>5.1</b>	<b>10.4</b>	<b>6.0</b>	<b>6.5</b>	<b>4.4</b>
Arabic Immersion	45	31.1	13.3	64.4	4.4	20.0	6.7	4.4	2.2	0.0	2.2
Benbrook ES	137	22.6	24.8	51.1	10.2	17.5	8.8	13.1	11.7	10.2	8.8
Black MS	44	20.5	25.0	68.2	6.8	11.4	9.1	4.5	2.3	4.5	4.5
Browning ES	30	20.0	13.3	30.0	3.3	0.0	0.0	6.7	0.0	3.3	3.3
Challenge EC HS	11	27.3	27.3	72.7	0.0	27.3	0.0	27.3	0.0	18.2	9.1
Clifton MS	11	0.0	9.1	18.2	0.0	9.1	9.1	0.0	0.0	0.0	0.0
Crockett ES	230	28.3	17.4	54.8	3.5	18.3	2.2	3.9	6.1	3.0	2.2
DeBakey HS	108	13.9	32.4	76.9	1.9	25.0	2.8	5.6	11.1	16.7	5.6
Durham ES	38	15.8	2.6	44.7	0.0	7.9	2.6	7.9	7.9	7.9	0.0
Field ES	13	38.5	53.8	76.9	7.7	38.5	15.4	7.7	7.7	15.4	7.7
Garden Oaks	54	35.2	11.1	74.1	3.7	24.1	0.0	0.0	0.0	0.0	1.9
H AIS HS	119	21.0	41.2	68.9	5.9	25.2	5.9	21.8	10.1	13.4	5.9

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



Appendix H

**Table H-6. Percent of Survey Respondents Who Indicated Which Types of Barriers They Experienced That Prevented Them from Being Able to Participate in Activities at Their Children’s HISD Title I School Based on School Office and Campus, 2017–2018**

		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by poor health or disability	Overwhelmed with other responsibilities or problems	Unable to access online information or notifications	Lack of transportation	Language barriers	Not interested in participating	Not comfortable participating at this school
Respondent Counts and Percentages	N	%	%	%	%	%	%	%	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>21.5</b>	<b>16.6</b>	<b>48.8</b>	<b>5.4</b>	<b>13.0</b>	<b>6.2</b>	<b>12.8</b>	<b>8.1</b>	<b>6.1</b>	<b>3.5</b>
Hamilton MS	37	13.5	21.6	43.2	8.1	13.5	2.7	10.8	21.6	10.8	2.7
Heights HS	34	17.6	38.2	58.8	17.6	17.6	11.8	14.7	5.9	5.9	8.8
Helms ES	30	20.0	23.3	73.3	10.0	26.7	6.7	6.7	0.0	0.0	3.3
Hogg MS	32	9.4	12.5	71.9	3.1	18.8	3.1	3.1	0.0	6.3	3.1
Jefferson ES	293	30.4	22.2	45.7	10.6	20.8	5.1	19.1	7.2	7.5	2.7
Ketelsen ES	158	18.4	14.6	49.4	7.0	12.0	6.3	6.3	3.2	1.3	3.2
Lamar HS	144	7.6	30.6	48.6	3.5	12.5	8.3	8.3	2.8	7.6	6.9
Love ES	28	21.4	7.1	46.4	3.6	10.7	0.0	3.6	0.0	0.0	3.6
MacGregor ES	163	16.0	14.7	71.8	3.1	15.3	1.8	7.4	4.9	1.8	3.1
Marshall MS	125	23.2	22.4	45.6	8.8	20.8	7.2	9.6	4.8	8.0	7.2
Memorial ES	10	30.0	20.0	50.0	10.0	20.0	10.0	20.0	20.0	20.0	10.0
Northside HS	38	23.7	31.6	42.1	7.9	13.2	7.9	18.4	7.9	23.7	2.6
Rice School PK-8	94	24.5	16.0	64.9	10.6	17.0	5.3	6.4	2.1	1.1	0.0
Roosevelt ES	43	23.3	30.2	32.6	4.7	11.6	16.3	0.0	7.0	2.3	7.0
Scarborough HS	23	21.7	30.4	34.8	0.0	8.7	8.7	13.0	4.3	4.3	8.7
Sherman ES	23	43.5	17.4	34.8	0.0	4.3	4.3	8.7	4.3	0.0	0.0
Sinclair ES	58	13.8	20.7	65.5	3.4	6.9	1.7	5.2	1.7	10.3	1.7
Smith ES	247	21.9	13.0	52.6	6.5	15.8	4.0	15.4	10.1	4.0	1.6
Wainwright ES	25	24.0	4.0	48.0	8.0	4.0	0.0	16.0	4.0	0.0	0.0
Waltrip HS	22	4.5	40.9	40.9	9.1	22.7	9.1	22.7	9.1	22.7	13.6
Wharton ES	41	26.8	17.1	65.9	4.9	7.3	2.4	2.4	0.0	2.4	4.9
Wilson ES	75	25.3	9.3	73.3	5.3	20.0	2.7	2.7	2.7	2.7	13.3
YWCPA	83	31.3	34.9	50.6	7.2	26.5	7.2	21.7	2.4	16.9	10.8
<b>South Schools Office</b>	<b>2,835</b>	<b>20.2</b>	<b>13.8</b>	<b>49.3</b>	<b>6.2</b>	<b>11.4</b>	<b>6.2</b>	<b>10.3</b>	<b>8.0</b>	<b>4.1</b>	<b>2.7</b>
Alcott ES	112	17.9	17.9	26.8	7.1	8.0	8.0	5.4	7.1	5.4	3.6
Almeda ES	48	12.5	10.4	25.0	8.3	12.5	4.2	8.3	0.0	2.1	0.0

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

Appendix H

**Table H-6. Percent of Survey Respondents Who Indicated Which Types of Barriers They Experienced That Prevented Them from Being Able to Participate in Activities at Their Children’s HISD Title I School Based on School Office and Campus, 2017–2018**

		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by poor health or disability	Overwhelmed with other responsibilities or problems	Unable to access online information or notifications	Lack of transportation	Language barriers	Not interested in participating	Not comfortable participating at this school
Respondent Counts and Percentages	N	%	%	%	%	%	%	%	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>21.5</b>	<b>16.6</b>	<b>48.8</b>	<b>5.4</b>	<b>13.0</b>	<b>6.2</b>	<b>12.8</b>	<b>8.1</b>	<b>6.1</b>	<b>3.5</b>
Bastian ES	16	37.5	25.0	87.5	18.8	31.3	18.8	37.5	12.5	18.8	12.5
Baylor College MS	48	18.8	31.3	66.7	12.5	18.8	10.4	10.4	6.3	6.3	8.3
Brookline ES	6	16.7	66.7	50.0	0.0	0.0	16.7	0.0	0.0	0.0	0.0
Codwell ES	24	16.7	8.3	54.2	16.7	25.0	4.2	16.7	4.2	4.2	0.0
Cornelius ES	347	23.3	3.5	68.0	7.5	11.2	1.4	14.7	22.5	4.9	3.5
DeAnda ES	33	21.2	18.2	30.3	0.0	9.1	6.1	3.0	6.1	0.0	3.0
Energy Inst HS	49	6.1	22.4	75.5	10.2	14.3	4.1	10.2	4.1	2.0	2.0
Foster ES	2	*	*	*	*	*	*	*	*	*	*
Frost ES	112	30.4	8.9	14.3	4.5	0.9	0.0	13.4	0.9	1.8	0.9
Garden Villas ES	15	20.0	33.3	53.3	6.7	20.0	13.3	13.3	13.3	0.0	20.0
Golfcrest ES	26	19.2	19.2	42.3	3.8	15.4	0.0	3.8	0.0	0.0	3.8
Gregg ES	135	20.0	14.8	54.8	5.9	9.6	10.4	9.6	8.9	2.2	3.0
Grissom ES	90	13.3	16.7	44.4	5.6	7.8	4.4	6.7	5.6	5.6	3.3
Hartman MS	19	26.3	26.3	42.1	15.8	5.3	10.5	10.5	10.5	5.3	0.0
Hartsfield ES	4	*	*	*	*	*	*	*	*	*	*
Hines-Caldwell ES	38	26.3	7.9	47.4	5.3	10.5	10.5	5.3	7.9	2.6	2.6
Hobby ES	346	18.5	15.0	46.0	7.2	12.1	7.5	14.2	10.4	6.6	4.0
Jones HS	5	20.0	80.0	40.0	20.0	0.0	40.0	20.0	0.0	40.0	0.0
Kandy Stripe Acad ES	2	*	*	*	*	*	*	*	*	*	*
Kelso ES	111	23.4	27.0	34.2	3.6	8.1	7.2	7.2	4.5	4.5	3.6
Law ES	55	23.6	14.5	58.2	9.1	18.2	1.8	5.5	9.1	0.0	0.0
Lockhart ES	32	18.8	15.6	62.5	9.4	6.3	3.1	12.5	3.1	6.3	3.1
Mitchell ES	2	*	*	*	*	*	*	*	*	*	*
MLK ECC	144	18.1	4.2	52.1	0.7	6.9	2.8	4.2	3.5	2.1	0.0
Peck ES	6	0.0	33.3	33.3	0.0	16.7	0.0	0.0	0.0	16.7	0.0
Petersen ES	3	*	*	*	*	*	*	*	*	*	*

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

Appendix H

**Table H-6. Percent of Survey Respondents Who Indicated Which Types of Barriers They Experienced That Prevented Them from Being Able to Participate in Activities at Their Children’s HISD Title I School Based on School Office and Campus, 2017–2018**

		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by poor health or disability	Overwhelmed with other responsibilities or problems	Unable to access online information or notifications	Lack of transportation	Language barriers	Not interested in participating	Not comfortable participating at this school
Respondent Counts and Percentages	N	%	%	%	%	%	%	%	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>21.5</b>	<b>16.6</b>	<b>48.8</b>	<b>5.4</b>	<b>13.0</b>	<b>6.2</b>	<b>12.8</b>	<b>8.1</b>	<b>6.1</b>	<b>3.5</b>
Reagan Ed Ctr PK-8	37	16.2	5.4	54.1	0.0	13.5	2.7	0.0	8.1	0.0	5.4
Reynolds ES	18	16.7	27.8	44.4	5.6	27.8	5.6	16.7	5.6	5.6	0.0
Seguin ES	92	19.6	15.2	44.6	3.3	6.5	8.7	9.8	8.7	3.3	0.0
Shearn ES	279	23.3	14.0	55.6	3.6	8.2	6.1	8.2	7.5	3.9	2.9
South EC HS	12	0.0	58.3	83.3	0.0	16.7	16.7	0.0	16.7	8.3	0.0
Sterling HS	77	26.0	13.0	41.6	6.5	15.6	7.8	15.6	5.2	6.5	3.9
Thomas MS	12	25.0	16.7	16.7	8.3	8.3	0.0	8.3	0.0	33.3	8.3
Thompson ES	131	21.4	14.5	58.8	5.3	18.3	6.1	10.7	2.3	3.8	1.5
TSU Charter	10	50.0	0.0	30.0	0.0	10.0	20.0	0.0	0.0	0.0	0.0
Whidby ES	283	14.5	10.6	45.2	9.2	14.8	9.9	10.6	2.1	1.8	0.7
Windsor Village ES	54	25.9	22.2	51.9	1.9	14.8	7.4	9.3	9.3	3.7	1.9
<b>Superintendent’s Schools Office</b>	<b>253</b>	<b>17.4</b>	<b>21.7</b>	<b>43.9</b>	<b>4.7</b>	<b>14.6</b>	<b>4.3</b>	<b>19.4</b>	<b>3.6</b>	<b>7.9</b>	<b>6.3</b>
Blackshear ES	46	13.0	19.6	39.1	2.2	8.7	6.5	8.7	0.0	2.2	13.0
Dogan ES	32	21.9	6.3	28.1	0.0	3.1	0.0	0.0	0.0	0.0	9.4
Henry MS	32	15.6	21.9	50.0	6.3	15.6	0.0	12.5	6.3	12.5	0.0
Highland Heights ES	56	7.1	12.5	58.9	3.6	28.6	0.0	42.9	0.0	10.7	1.8
Kashmere HS	14	14.3	35.7	42.9	7.1	21.4	14.3	21.4	21.4	14.3	14.3
Mading ES	5	60.0	40.0	40.0	0.0	0.0	0.0	0.0	0.0	0.0	20.0
Wesley ES	0	–	–	–	–	–	–	–	–	–	–
Wheatley HS	38	26.3	42.1	34.2	5.3	10.5	2.6	23.7	5.3	10.5	5.3
Woodson PK-8	21	28.6	23.8	42.9	14.3	9.5	19.0	14.3	4.8	0.0	0.0
Worthing HS	9	11.1	22.2	55.6	11.1	22.2	11.1	22.2	11.1	33.3	11.1
<b>West Schools Office</b>	<b>7,749</b>	<b>21.5</b>	<b>16.5</b>	<b>50.2</b>	<b>5.1</b>	<b>13.1</b>	<b>6.7</b>	<b>14.6</b>	<b>10.2</b>	<b>7.2</b>	<b>3.7</b>
Anderson ES	64	17.2	17.2	56.3	9.4	17.2	14.1	10.9	10.9	7.8	3.1
Ashford ES	24	37.5	25.0	62.5	12.5	12.5	12.5	12.5	4.2	4.2	8.3
Askew ES	53	20.8	26.4	47.2	11.3	22.6	15.1	17.0	5.7	9.4	7.5

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

Appendix H

**Table H-6. Percent of Survey Respondents Who Indicated Which Types of Barriers They Experienced That Prevented Them from Being Able to Participate in Activities at Their Children’s HISD Title I School Based on School Office and Campus, 2017–2018**

		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by poor health or disability	Overwhelmed with other responsibilities or problems	Unable to access online information or notifications	Lack of transportation	Language barriers	Not interested in participating	Not comfortable participating at this school
Respondent Counts and Percentages	N	%	%	%	%	%	%	%	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>21.5</b>	<b>16.6</b>	<b>48.8</b>	<b>5.4</b>	<b>13.0</b>	<b>6.2</b>	<b>12.8</b>	<b>8.1</b>	<b>6.1</b>	<b>3.5</b>
Bell ES	37	37.8	16.2	48.6	0.0	18.9	5.4	10.8	5.4	0.0	5.4
Bellaire HS	289	23.5	13.8	60.6	2.4	10.0	4.8	12.1	2.4	4.8	1.0
Benavidez ES	12	16.7	33.3	25.0	0.0	16.7	0.0	0.0	16.7	8.3	0.0
Braeburn ES	91	36.3	30.8	44.0	13.2	24.2	9.9	42.9	13.2	6.6	4.4
Briar Meadow	43	41.9	9.3	76.7	0.0	7.0	0.0	0.0	2.3	2.3	0.0
Cunningham ES	436	22.2	14.7	54.8	4.1	9.6	6.9	13.8	10.1	4.6	3.2
Daily ES	290	18.3	15.9	60.7	2.1	10.0	6.6	8.6	7.9	2.8	2.1
Elrod ES	53	28.3	11.3	54.7	3.8	11.3	7.5	9.4	13.2	1.9	1.9
Emerson ES	52	5.8	13.5	53.8	0.0	3.8	7.7	3.8	5.8	3.8	3.8
Energized ECC	317	21.1	6.3	36.3	7.3	10.4	2.5	24.0	7.3	5.4	1.9
Energized ES	1,648	20.6	14.7	43.9	4.9	9.6	6.7	18.1	11.9	5.9	3.3
Energized MS	236	19.5	15.3	42.8	9.3	8.9	8.5	16.1	14.8	15.3	3.0
E-STEM Central HS	134	26.9	31.3	54.5	9.0	30.6	15.7	26.1	31.3	25.4	12.7
E-STEM Central MS	418	20.1	23.7	46.9	5.0	16.5	11.0	19.6	12.7	11.7	5.7
E-STEM West HS	46	26.1	19.6	37.0	10.9	23.9	10.9	13.0	2.2	17.4	6.5
E-STEM West MS	124	15.3	25.0	53.2	4.0	14.5	10.5	14.5	11.3	7.3	6.5
Fondren MS	73	21.9	28.8	54.8	5.5	13.7	11.0	15.1	17.8	9.6	6.8
Gross ES	16	18.8	25.0	31.3	6.3	0.0	6.3	6.3	6.3	0.0	12.5
Halpin ECC	136	22.1	12.5	47.8	6.6	10.3	4.4	12.5	6.6	2.2	2.9
Herod ES	113	23.0	9.7	77.0	0.9	15.9	2.7	0.9	5.3	0.9	0.9
Inspired Acad	62	25.8	14.5	48.4	8.1	40.3	6.5	33.9	11.3	9.7	6.5
Las Americas MS	0	—	—	—	—	—	—	—	—	—	—
Long Acad	26	7.7	26.9	46.2	7.7	23.1	15.4	15.4	19.2	3.8	3.8
Longfellow ES	77	32.5	19.5	66.2	5.2	15.6	2.6	2.6	6.5	2.6	3.9
McNamara ES	299	28.1	16.7	44.5	7.0	13.7	5.4	20.4	10.4	11.4	2.7
Meyerland MS	115	19.1	36.5	64.3	0.9	28.7	7.8	7.0	7.8	7.0	2.6

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

Appendix H

**Table H-6. Percent of Survey Respondents Who Indicated Which Types of Barriers They Experienced That Prevented Them from Being Able to Participate in Activities at Their Children’s HISD Title I School Based on School Office and Campus, 2017–2018**

		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by poor health or disability	Overwhelmed with other responsibilities or problems	Unable to access online information or notifications	Lack of transportation	Language barriers	Not interested in participating	Not comfortable participating at this school
Respondent Counts and Percentages	N	%	%	%	%	%	%	%	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>21.5</b>	<b>16.6</b>	<b>48.8</b>	<b>5.4</b>	<b>13.0</b>	<b>6.2</b>	<b>12.8</b>	<b>8.1</b>	<b>6.1</b>	<b>3.5</b>
Middle College HS - Gulfton	43	9.3	25.6	34.9	9.3	20.9	4.7	32.6	2.3	18.6	7.0
Milne ES	2	*	*	*	*	*	*	*	*	*	*
Mistral ECC	126	22.2	7.1	62.7	2.4	8.7	1.6	6.3	4.8	1.6	0.8
Neff ECC	121	22.3	5.8	43.8	5.8	4.1	0.8	11.6	4.1	5.8	0.8
Neff ES	79	19.0	16.5	44.3	1.3	8.9	6.3	7.6	11.4	2.5	5.1
Parker ES	141	27.0	9.2	66.0	0.7	19.9	2.1	1.4	6.4	2.1	5.7
Pershing MS	196	15.3	29.1	57.1	4.6	16.3	5.6	7.7	5.6	14.8	4.6
Pilgrim ES	83	21.7	15.7	53.0	6.0	7.2	6.0	9.6	8.4	6.0	4.8
Piney Point ES	187	16.0	8.6	46.0	5.3	9.1	3.7	11.8	6.4	3.2	3.2
Red ES	86	12.8	19.8	55.8	2.3	9.3	7.0	0.0	9.3	5.8	4.7
Revere MS	20	25.0	15.0	45.0	0.0	10.0	0.0	5.0	0.0	0.0	5.0
Rodriguez ES	6	33.3	0.0	66.7	16.7	0.0	16.7	0.0	16.7	0.0	16.7
School at St. George ES	52	17.3	17.3	71.2	1.9	13.5	7.7	1.9	3.8	0.0	1.9
Shadowbriar ES	12	16.7	16.7	58.3	0.0	16.7	8.3	0.0	0.0	0.0	8.3
Sharpstown Intl	188	19.1	30.3	53.7	5.9	14.4	12.8	20.2	20.2	18.6	5.9
Sugar Grove MS	20	65.0	30.0	35.0	15.0	25.0	15.0	30.0	30.0	15.0	20.0
Sutton ES	359	24.2	9.5	52.4	6.7	17.8	6.7	13.9	8.4	8.1	2.2
Tanglewood MS	31	16.1	19.4	38.7	9.7	16.1	16.1	9.7	9.7	6.5	9.7
Tinsley ES	52	23.1	7.7	48.1	5.8	3.8	5.8	3.8	7.7	0.0	0.0
Valley West ES	56	28.6	3.6	35.7	0.0	8.9	5.4	7.1	1.8	14.3	1.8
Walnut Bend ES	13	15.4	23.1	53.8	0.0	23.1	7.7	15.4	7.7	0.0	0.0
Welch MS	11	9.1	54.5	63.6	0.0	0.0	36.4	0.0	27.3	9.1	9.1
West Briar MS	40	10.0	30.0	60.0	2.5	15.0	10.0	5.0	5.0	2.5	0.0
Westside HS	70	12.9	28.6	64.3	4.3	17.1	4.3	12.9	2.9	5.7	7.1
White E ES	150	16.0	9.3	53.3	5.3	8.0	4.0	6.7	14.7	3.3	6.0
White M ES	68	25.0	17.6	54.4	2.9	11.8	1.5	8.8	17.6	7.4	4.4

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

### Appendix H

**Table H-6. Percent of Survey Respondents Who Indicated Which Types of Barriers They Experienced That Prevented Them from Being Able to Participate in Activities at Their Children’s HISD Title I School Based on School Office and Campus, 2017–2018**

		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by poor health or disability	Overwhelmed with other responsibilities or problems	Unable to access online information or notifications	Lack of transportation	Language barriers	Not interested in participating	Not comfortable participating at this school
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>21,886</b>	<b>21.5</b>	<b>16.6</b>	<b>48.8</b>	<b>5.4</b>	<b>13.0</b>	<b>6.2</b>	<b>12.8</b>	<b>8.1</b>	<b>6.1</b>	<b>3.5</b>
Wisdom HS	152	23.0	23.0	50.0	7.9	23.7	5.9	18.4	17.8	11.8	3.9
Young Learners	101	22.8	5.9	32.7	4.0	12.9	4.0	13.9	3.0	5.0	1.0

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

Appendix H

**Table H-7. Percent of Survey Respondents Who Indicated What Their Children's HISD Title I School Could Do to Improve or Provide Them with Extra Help to Support Their Children's Learning at Home Based on School Office and Campus, 2017–2018**

		Helping my child with specific subjects/course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation/college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand
Respondent Counts and Percentages	N	%	%	%	%	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>50.6</b>	<b>11.2</b>	<b>33.2</b>	<b>31.3</b>	<b>38.3</b>	<b>36.8</b>	<b>33.3</b>
<b>Achieve 180 Schools Office</b>	<b>972</b>	<b>51.0</b>	<b>15.2</b>	<b>35.9</b>	<b>34.7</b>	<b>41.9</b>	<b>42.8</b>	<b>37.4</b>
Attucks MS	10	10.0	30.0	0.0	10.0	20.0	0.0	0.0
Bellfort ECC	39	59.0	7.7	46.2	30.8	25.6	51.3	53.8
Bonham ES	103	55.3	10.7	37.9	42.7	47.6	47.6	45.6
Bruce ES	6	66.7	33.3	33.3	33.3	33.3	33.3	50.0
Cook ES	37	62.2	16.2	43.2	32.4	37.8	62.2	48.6
Cullen MS	1	*	*	*	*	*	*	*
Edison MS	4	*	*	*	*	*	*	*
Foerster ES	11	63.6	18.2	45.5	36.4	45.5	63.6	36.4
Fondren ES	29	72.4	24.1	51.7	41.4	51.7	72.4	62.1
Forest Brook MS	34	55.9	17.6	44.1	35.3	58.8	50.0	47.1
Gallegos ES	5	20.0	20.0	80.0	60.0	20.0	40.0	20.0
Gregory-Lincoln PK-8	8	37.5	12.5	25.0	37.5	37.5	12.5	25.0
High School Ahead Acad MS	15	40.0	0.0	20.0	26.7	40.0	20.0	6.7
Hilliard ES	8	37.5	0.0	37.5	25.0	37.5	50.0	62.5
Kashmere Gardens ES	3	*	*	*	*	*	*	*
Key MS	1	*	*	*	*	*	*	*
Lawson MS	40	32.5	15.0	22.5	30.0	32.5	27.5	15.0
Lewis ES	46	45.7	21.7	39.1	30.4	52.2	50.0	43.5
Liberty HS	28	60.7	14.3	42.9	71.4	50.0	53.6	50.0
Looscan ES	9	55.6	11.1	33.3	22.2	55.6	44.4	55.6
Madison HS	11	45.5	36.4	45.5	27.3	36.4	36.4	18.2
Martinez C ES	3	*	*	*	*	*	*	*
Milby HS	49	38.8	10.2	28.6	32.7	28.6	22.4	26.5
Montgomery ES	179	51.4	10.1	27.4	26.3	39.7	44.1	34.1
North Forest HS	20	55.0	5.0	25.0	20.0	30.0	20.0	0.0
Pugh ES	18	66.7	11.1	27.8	27.8	44.4	44.4	61.1

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

Appendix H

Table H-7. Percent of Survey Respondents Who Indicated What Their Children's HISD Title I School Could Do to Improve or Provide Them with Extra Help to Support Their Children's Learning at Home Based on School Office and Campus, 2017–2018								
		Helping my child with specific subjects/ course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation/ college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand
Respondent Counts and Percentages	N	%	%	%	%	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>50.6</b>	<b>11.2</b>	<b>33.2</b>	<b>31.3</b>	<b>38.3</b>	<b>36.8</b>	<b>33.3</b>
Sharpstown HS	45	48.9	28.9	46.7	53.3	46.7	46.7	37.8
Stevens ES	41	56.1	9.8	41.5	19.5	36.6	53.7	46.3
TCAH	1	*	*	*	*	*	*	*
V Prep South	15	46.7	6.7	40.0	53.3	40.0	20.0	33.3
Washington HS	31	48.4	32.3	51.6	58.1	48.4	38.7	45.2
Westbury HS	50	36.0	18.0	32.0	40.0	48.0	40.0	26.0
Yates HS	27	55.6	11.1	22.2	33.3	51.9	18.5	29.6
Young ES	45	57.8	26.7	42.2	24.4	40.0	42.2	31.1
<b>East Schools Office</b>	<b>3,077</b>	<b>48.4</b>	<b>9.6</b>	<b>32.7</b>	<b>35.8</b>	<b>37.5</b>	<b>34.6</b>	<b>32.9</b>
Austin HS	98	50.0	14.3	44.9	56.1	39.8	38.8	48.0
BCM Biotech Academy at Rusk	6	66.7	0.0	16.7	33.3	83.3	50.0	50.0
Bonner ES	119	55.5	6.7	31.9	32.8	40.3	37.8	41.2
Briscoe ES	37	48.6	5.4	35.1	29.7	18.9	21.6	27.0
Burnet ES	1	*	*	*	*	*	*	*
Cage ES	126	55.6	15.1	38.1	38.1	46.0	43.7	42.9
Carrillo ES	127	48.0	3.1	24.4	24.4	34.6	32.3	33.1
Chavez HS	293	47.1	8.2	33.4	53.2	38.9	27.3	32.4
Chrysalis MS	72	51.4	11.1	40.3	44.4	55.6	41.7	36.1
Crespo ES	53	62.3	13.2	43.4	37.7	41.5	49.1	39.6
Davila ES	86	51.2	8.1	26.7	32.6	43.0	38.4	39.5
Deady MS	129	58.9	10.1	41.1	46.5	41.1	41.9	36.4
DeZavala ES	8	37.5	12.5	37.5	25.0	12.5	25.0	25.0
East EC HS	34	29.4	11.8	35.3	32.4	26.5	11.8	14.7
Eastwood Acad HS	130	43.8	5.4	28.5	50.0	36.9	34.6	28.5
Franklin ES	17	41.2	11.8	29.4	29.4	29.4	41.2	41.2
Furr HS	274	18.6	5.1	14.2	20.4	19.7	10.2	15.0

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



## Appendix H

Table H-7. Percent of Survey Respondents Who Indicated What Their Children's HISD Title I School Could Do to Improve or Provide Them with Extra Help to Support Their Children's Learning at Home Based on School Office and Campus, 2017–2018								
		Helping my child with specific subjects/course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation/college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand
Respondent Counts and Percentages	N	%	%	%	%	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>50.6</b>	<b>11.2</b>	<b>33.2</b>	<b>31.3</b>	<b>38.3</b>	<b>36.8</b>	<b>33.3</b>
Harris JR ES	96	56.3	7.3	27.1	34.4	42.7	42.7	41.7
Harris RP ES	47	66.0	14.9	42.6	38.3	40.4	55.3	57.4
Henderson JP ES	261	51.3	8.8	30.3	34.5	36.4	46.0	37.5
Holland MS	16	68.8	6.3	25.0	43.8	43.8	56.3	18.8
HSLJ	119	47.1	7.6	29.4	39.5	42.9	20.2	24.4
Lantrip ES	92	58.7	6.5	41.3	32.6	44.6	32.6	35.9
Laurenzo ECC	97	44.3	6.2	23.7	21.6	15.5	33.0	21.6
Middle College HS - Fraga	38	36.8	18.4	31.6	28.9	21.1	13.2	21.1
Mount Carmel Acad HS	42	40.5	7.1	35.7	54.8	28.6	16.7	11.9
Navarro MS	5	20.0	20.0	0.0	40.0	20.0	40.0	20.0
Oates ES	33	57.6	15.2	45.5	24.2	42.4	45.5	45.5
Ortiz MS	138	52.9	18.1	44.2	38.4	42.8	39.1	29.7
Park Place ES	109	52.3	17.4	40.4	25.7	44.0	35.8	36.7
Patterson ES	106	46.2	11.3	34.0	23.6	31.1	29.2	33.0
Pleasantville ES	44	47.7	2.3	25.0	11.4	47.7	43.2	25.0
Port Houston ES	28	67.9	3.6	46.4	46.4	35.7	46.4	35.7
Robinson ES	2	*	*	*	*	*	*	*
Rucker ES	46	71.7	15.2	47.8	32.6	45.7	43.5	43.5
Sanchez ES	34	47.1	14.7	44.1	26.5	47.1	44.1	44.1
Southmayd ES	64	59.4	14.1	39.1	37.5	39.1	53.1	35.9
Stevenson MS	20	55.0	25.0	50.0	70.0	55.0	50.0	40.0
Tijerina ES	4	*	*	*	*	*	*	*
Whittier ES	25	40.0	12.0	12.0	16.0	76.0	68.0	12.0
Young Scholars	1	*	*	*	*	*	*	*
<b>North Schools Office</b>	<b>4,334</b>	<b>51.9</b>	<b>11.5</b>	<b>35.2</b>	<b>34.2</b>	<b>41.3</b>	<b>39.3</b>	<b>38.5</b>
Atherton ES	179	40.2	22.3	32.4	40.8	40.2	30.2	20.7

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

## Appendix H

**Table H-7. Percent of Survey Respondents Who Indicated What Their Children's HISD Title I School Could Do to Improve or Provide Them with Extra Help to Support Their Children's Learning at Home Based on School Office and Campus, 2017–2018**

		Helping my child with specific subjects/course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation/college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand
<b>Respondent Counts and Percentages</b>	<b>N</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>HISD Districtwide</b>	<b>21,886</b>	<b>50.6</b>	<b>11.2</b>	<b>33.2</b>	<b>31.3</b>	<b>38.3</b>	<b>36.8</b>	<b>33.3</b>
Barrick ES	116	55.2	12.1	31.0	34.5	45.7	36.2	43.1
Berry ES	72	56.9	11.1	43.1	31.9	47.2	47.2	45.8
Burbank ES	115	55.7	6.1	37.4	47.8	39.1	47.8	47.0
Burbank MS	565	51.3	8.8	37.0	51.7	40.5	34.3	40.9
Burrus ES	113	50.4	16.8	44.2	36.3	60.2	46.0	42.5
Coop ES	338	53.8	9.2	30.2	26.3	38.8	35.8	34.9
De Chaumes ES	31	61.3	9.7	35.5	22.6	38.7	51.6	48.4
Durkee ES	133	67.7	11.3	33.1	32.3	50.4	48.1	49.6
Eliot ES	487	50.9	9.4	31.8	24.4	34.3	36.8	35.1
Elmore ES	77	53.2	13.0	35.1	39.0	58.4	55.8	54.5
Farias ECC	53	50.9	9.4	37.7	18.9	20.8	43.4	37.7
Fleming MS	151	22.5	28.5	14.6	19.9	57.6	15.9	11.9
Fonville MS	10	70.0	10.0	50.0	30.0	30.0	50.0	50.0
Fonwood ECC	95	38.9	6.3	28.4	22.1	21.1	26.3	27.4
Garcia ES	206	56.8	9.7	36.9	35.4	38.8	43.7	40.3
Henderson NQ ES	57	1.8	1.8	63.2	17.5	0.0	0.0	1.8
Herrera ES	32	46.9	9.4	28.1	18.8	40.6	21.9	18.8
Houston MSTC HS	89	61.8	22.5	51.7	64.0	61.8	55.1	48.3
Isaacs ES	82	50.0	14.6	40.2	26.8	43.9	41.5	40.2
Janowski ES	31	54.8	3.2	35.5	29.0	41.9	54.8	51.6
Jordan HS	66	51.5	13.6	43.9	43.9	34.8	36.4	42.4
Kennedy ES	71	49.3	9.9	31.0	33.8	38.0	50.7	33.8
Leland YMCPA	20	65.0	30.0	40.0	45.0	35.0	55.0	20.0
Lyons ES	199	52.3	11.6	39.2	33.7	40.7	42.7	41.7
Marshall ES	131	64.1	15.3	38.2	26.7	43.5	51.1	43.5
Martinez R ES	26	53.8	0.0	34.6	19.2	38.5	26.9	30.8

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

Appendix H

Table H-7. Percent of Survey Respondents Who Indicated What Their Children's HISD Title I School Could Do to Improve or Provide Them with Extra Help to Support Their Children's Learning at Home Based on School Office and Campus, 2017–2018								
		Helping my child with specific subjects/course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation/college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand
Respondent Counts and Percentages	N	%	%	%	%	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>50.6</b>	<b>11.2</b>	<b>33.2</b>	<b>31.3</b>	<b>38.3</b>	<b>36.8</b>	<b>33.3</b>
McGowen ES	4	*	*	*	*	*	*	*
McReynolds MS	24	66.7	12.5	37.5	16.7	41.7	41.7	29.2
Moreno ES	236	58.1	5.9	31.4	29.7	40.3	43.6	41.1
North Houston EC HS	71	54.9	12.7	45.1	54.9	47.9	36.6	42.3
Northline ES	70	65.7	8.6	34.3	31.4	38.6	50.0	52.9
Osborne ES	16	62.5	12.5	31.3	18.8	37.5	62.5	18.8
Paige ES	7	71.4	14.3	42.9	28.6	28.6	71.4	57.1
Ross ES	11	36.4	0.0	27.3	18.2	45.5	45.5	45.5
Scarborough ES	280	54.6	13.2	37.9	37.9	49.3	45.4	52.9
Scroggins ES	65	52.3	7.7	33.8	16.9	41.5	36.9	29.2
Shadydale ES	2	*	*	*	*	*	*	*
Williams MS	3	*	*	*	*	*	*	*
<b>Northwest Schools Office</b>	<b>2,666</b>	<b>49.7</b>	<b>12.2</b>	<b>33.3</b>	<b>29.3</b>	<b>32.4</b>	<b>33.8</b>	<b>30.7</b>
Arabic Immersion	45	57.8	8.9	33.3	11.1	26.7	35.6	31.1
Benbrook ES	137	60.6	12.4	37.2	37.2	35.8	48.2	43.8
Black MS	44	45.5	27.3	43.2	29.5	31.8	36.4	27.3
Browning ES	30	36.7	10.0	13.3	23.3	33.3	13.3	36.7
Challenge EC HS	11	72.7	9.1	18.2	36.4	36.4	18.2	9.1
Clifton MS	11	54.5	9.1	45.5	36.4	36.4	27.3	18.2
Crockett ES	230	45.7	11.3	28.7	18.3	22.2	27.8	30.0
DeBakey HS	108	62.0	11.1	31.5	44.4	30.6	35.2	29.6
Durham ES	38	36.8	7.9	23.7	5.3	13.2	13.2	18.4
Field ES	13	23.1	23.1	23.1	0.0	15.4	15.4	15.4
Garden Oaks	54	38.9	16.7	37.0	7.4	18.5	16.7	18.5
H AIS HS	119	43.7	10.1	34.5	60.5	36.1	30.3	29.4
Hamilton MS	37	37.8	8.1	45.9	40.5	37.8	35.1	35.1

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

## Appendix H

Table H-7. Percent of Survey Respondents Who Indicated What Their Children's HISD Title I School Could Do to Improve or Provide Them with Extra Help to Support Their Children's Learning at Home Based on School Office and Campus, 2017–2018								
		Helping my child with specific subjects/course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation/college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand
Respondent Counts and Percentages	N	%	%	%	%	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>50.6</b>	<b>11.2</b>	<b>33.2</b>	<b>31.3</b>	<b>38.3</b>	<b>36.8</b>	<b>33.3</b>
Heights HS	34	64.7	29.4	44.1	61.8	44.1	41.2	35.3
Helms ES	30	43.3	0.0	46.7	13.3	20.0	30.0	23.3
Hogg MS	32	43.8	6.3	28.1	31.3	31.3	21.9	34.4
Jefferson ES	293	44.7	16.7	32.8	24.2	26.3	35.5	28.3
Ketelsen ES	158	55.7	5.1	36.7	24.7	32.3	35.4	36.7
Lamar HS	144	43.1	13.9	27.1	42.4	34.0	19.4	18.1
Love ES	28	42.9	7.1	25.0	17.9	35.7	25.0	25.0
MacGregor ES	163	47.2	7.4	27.0	20.2	30.1	33.1	23.9
Marshall MS	125	57.6	9.6	32.8	45.6	54.4	48.0	44.0
Memorial ES	10	50.0	20.0	40.0	10.0	30.0	30.0	10.0
Northside HS	38	42.1	10.5	23.7	26.3	21.1	13.2	18.4
Rice School PK-8	94	43.6	17.0	37.2	25.5	42.6	29.8	22.3
Roosevelt ES	43	60.5	16.3	44.2	30.2	34.9	62.8	41.9
Scarborough HS	23	52.2	4.3	26.1	34.8	52.2	34.8	39.1
Sherman ES	23	52.2	4.3	26.1	17.4	47.8	52.2	43.5
Sinclair ES	58	41.4	8.6	19.0	17.2	31.0	31.0	19.0
Smith ES	247	58.7	11.3	39.3	27.9	36.0	44.1	44.9
Wainwright ES	25	56.0	20.0	40.0	32.0	28.0	44.0	36.0
Waltrip HS	22	45.5	31.8	40.9	45.5	45.5	31.8	36.4
Wharton ES	41	56.1	9.8	46.3	19.5	36.6	36.6	24.4
Wilson ES	75	37.3	17.3	29.3	9.3	22.7	24.0	14.7
YWCPA	83	59.0	12.0	37.3	48.2	41.0	33.7	32.5
<b>South Schools Office</b>	<b>2,835</b>	<b>45.0</b>	<b>10.8</b>	<b>27.4</b>	<b>22.1</b>	<b>38.3</b>	<b>31.8</b>	<b>26.6</b>
Alcott ES	112	39.3	15.2	21.4	18.8	29.5	31.3	22.3
Alameda ES	48	41.7	12.5	20.8	20.8	31.3	35.4	27.1
Bastian ES	16	50.0	12.5	37.5	31.3	25.0	62.5	50.0

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

Appendix H

Table H-7. Percent of Survey Respondents Who Indicated What Their Children's HISD Title I School Could Do to Improve or Provide Them with Extra Help to Support Their Children's Learning at Home Based on School Office and Campus, 2017–2018								
		Helping my child with specific subjects/course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation/college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand
Respondent Counts and Percentages	N	%	%	%	%	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>50.6</b>	<b>11.2</b>	<b>33.2</b>	<b>31.3</b>	<b>38.3</b>	<b>36.8</b>	<b>33.3</b>
Baylor College MS	48	52.1	18.8	41.7	22.9	31.3	41.7	27.1
Brookline ES	6	50.0	0.0	50.0	50.0	50.0	33.3	33.3
Codwell ES	24	45.8	12.5	20.8	16.7	20.8	45.8	29.2
Cornelius ES	347	17.3	3.2	12.4	11.5	75.5	3.2	4.3
DeAnda ES	33	63.6	6.1	36.4	30.3	36.4	48.5	54.5
Energy Inst HS	49	40.8	28.6	16.3	36.7	26.5	16.3	16.3
Foster ES	2	0.0	0.0	0.0	0.0	50.0	50.0	0.0
Frost ES	112	60.7	1.8	8.0	3.6	12.5	6.3	3.6
Garden Villas ES	15	73.3	20.0	40.0	20.0	53.3	60.0	26.7
Golfcrest ES	26	42.3	7.7	19.2	15.4	34.6	50.0	30.8
Gregg ES	135	55.6	15.6	37.8	25.2	36.3	45.2	29.6
Grissom ES	90	54.4	14.4	40.0	30.0	48.9	40.0	44.4
Hartman MS	19	63.2	15.8	52.6	36.8	36.8	36.8	31.6
Hartsfield ES	4	0.0	25.0	0.0	0.0	25.0	0.0	0.0
Hines-Caldwell ES	38	63.2	7.9	34.2	36.8	47.4	52.6	50.0
Hobby ES	346	50.9	8.7	22.8	15.6	45.4	28.0	28.0
Jones HS	5	80.0	80.0	40.0	40.0	60.0	40.0	40.0
Kandy Stripe Acad ES	2	*	*	*	*	*	*	*
Kelso ES	111	73.9	17.1	43.2	43.2	43.2	53.2	54.1
Law ES	55	65.5	7.3	43.6	25.5	38.2	47.3	34.5
Lockhart ES	32	31.3	12.5	37.5	18.8	28.1	34.4	21.9
Mitchell ES	2	*	*	*	*	*	*	*
MLK ECC	144	36.1	5.6	27.8	19.4	14.6	38.2	19.4
Peck ES	6	50.0	16.7	33.3	33.3	16.7	33.3	50.0
Petersen ES	3	*	*	*	*	*	*	*
Reagan Ed Ctr PK-8	37	70.3	21.6	40.5	56.8	56.8	59.5	54.1

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

### Appendix H

Table H-7. Percent of Survey Respondents Who Indicated What Their Children's HISD Title I School Could Do to Improve or Provide Them with Extra Help to Support Their Children's Learning at Home Based on School Office and Campus, 2017–2018								
		Helping my child with specific subjects/course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation/college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand
Respondent Counts and Percentages	N	%	%	%	%	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>50.6</b>	<b>11.2</b>	<b>33.2</b>	<b>31.3</b>	<b>38.3</b>	<b>36.8</b>	<b>33.3</b>
Reynolds ES	18	44.4	22.2	33.3	22.2	33.3	61.1	27.8
Seguin ES	92	65.2	5.4	30.4	30.4	44.6	45.7	47.8
Shearn ES	279	55.9	12.2	34.8	28.3	36.2	45.9	41.9
South EC HS	12	75.0	16.7	41.7	58.3	58.3	41.7	50.0
Sterling HS	77	40.3	23.4	31.2	35.1	36.4	23.4	20.8
Thomas MS	12	41.7	41.7	25.0	25.0	25.0	25.0	25.0
Thompson ES	131	29.0	6.9	22.9	10.7	19.1	35.1	22.1
TSU Charter	10	50.0	0.0	40.0	10.0	0.0	20.0	20.0
Whidby ES	283	29.7	8.8	26.1	17.7	20.8	21.6	13.4
Windsor Village ES	54	44.4	22.2	37.0	42.6	38.9	50.0	51.9
<b>Superintendent's Schools Office</b>	<b>253</b>	<b>55.7</b>	<b>12.6</b>	<b>34.4</b>	<b>26.5</b>	<b>47.4</b>	<b>24.9</b>	<b>23.7</b>
Blackshear ES	46	32.6	10.9	26.1	10.9	47.8	23.9	10.9
Dogan ES	32	59.4	6.3	25.0	21.9	34.4	40.6	40.6
Henry MS	32	53.1	21.9	53.1	43.8	46.9	37.5	50.0
Highland Heights ES	56	83.9	12.5	44.6	17.9	82.1	8.9	12.5
Kashmere HS	14	50.0	21.4	21.4	35.7	28.6	35.7	21.4
Mading ES	5	60.0	20.0	40.0	0.0	40.0	20.0	60.0
Wesley ES	0	–	–	–	–	–	–	–
Wheatley HS	38	60.5	7.9	31.6	50.0	36.8	23.7	18.4
Woodson PK-8	21	28.6	9.5	23.8	14.3	14.3	14.3	14.3
Worthing HS	9	44.4	22.2	33.3	44.4	33.3	44.4	33.3
<b>West Schools Office</b>	<b>7,749</b>	<b>52.9</b>	<b>11.0</b>	<b>34.0</b>	<b>31.7</b>	<b>38.1</b>	<b>38.7</b>	<b>33.7</b>
Anderson ES	64	45.3	14.1	34.4	28.1	40.6	43.8	46.9
Ashford ES	24	58.3	16.7	58.3	12.5	50.0	37.5	33.3
Askew ES	53	47.2	17.0	35.8	24.5	30.2	37.7	35.8
Bell ES	37	75.7	10.8	45.9	18.9	45.9	37.8	21.6

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

Appendix H

Table H-7. Percent of Survey Respondents Who Indicated What Their Children's HISD Title I School Could Do to Improve or Provide Them with Extra Help to Support Their Children's Learning at Home Based on School Office and Campus, 2017–2018								
		Helping my child with specific subjects/course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation/college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand
Respondent Counts and Percentages	N	%	%	%	%	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>50.6</b>	<b>11.2</b>	<b>33.2</b>	<b>31.3</b>	<b>38.3</b>	<b>36.8</b>	<b>33.3</b>
Bellaire HS	289	68.2	8.0	21.1	52.2	55.7	10.7	9.0
Benavidez ES	12	8.3	0.0	41.7	16.7	0.0	8.3	8.3
Braeburn ES	91	62.6	16.5	59.3	33.0	51.6	49.5	50.5
Briarmeadow	43	34.9	9.3	30.2	11.6	27.9	34.9	25.6
Cunningham ES	436	58.5	12.6	37.2	37.4	46.8	47.7	42.0
Daily ES	290	55.9	7.2	33.8	22.8	39.7	42.4	28.6
Elrod ES	53	69.8	17.0	37.7	32.1	39.6	52.8	37.7
Emerson ES	52	57.7	9.6	34.6	42.3	42.3	55.8	48.1
Energized ECC	317	27.4	8.5	28.1	13.2	16.4	24.9	15.5
Energized ES	1,648	57.8	11.3	32.5	29.4	37.1	41.0	34.8
Energized MS	236	35.6	9.3	24.6	32.6	38.6	47.9	36.4
E-STEM Central HS	134	46.3	12.7	30.6	36.6	35.1	29.9	24.6
E-STEM Central MS	418	55.5	10.8	39.2	47.6	52.2	45.9	45.5
E-STEM West HS	46	63.0	19.6	23.9	50.0	47.8	32.6	43.5
E-STEM West MS	124	52.4	8.9	34.7	44.4	44.4	34.7	39.5
Fondren MS	73	60.3	9.6	37.0	49.3	49.3	43.8	47.9
Gross ES	16	81.3	12.5	50.0	31.3	37.5	43.8	31.3
Halpin ECC	136	53.7	8.1	30.1	25.7	23.5	52.9	38.2
Herod ES	113	29.2	8.0	28.3	8.8	18.6	18.6	13.3
Inspired Acad	62	19.4	4.8	40.3	11.3	11.3	9.7	40.3
Las Americas MS	0	—	—	—	—	—	—	—
Long Acad	26	65.4	26.9	53.8	57.7	53.8	61.5	50.0
Longfellow ES	77	58.4	15.6	46.8	11.7	31.2	29.9	26.0
McNamara ES	299	45.8	10.7	23.4	20.4	29.1	28.1	30.1
Meyerland MS	115	42.6	13.0	34.8	37.4	33.0	32.2	24.3
Middle College HS - Gulfton	43	32.6	16.3	34.9	39.5	34.9	25.6	23.3

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

Appendix H

Table H-7. Percent of Survey Respondents Who Indicated What Their Children's HISD Title I School Could Do to Improve or Provide Them with Extra Help to Support Their Children's Learning at Home Based on School Office and Campus, 2017–2018								
		Helping my child with specific subjects/ course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation/ college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand
Respondent Counts and Percentages	N	%	%	%	%	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>50.6</b>	<b>11.2</b>	<b>33.2</b>	<b>31.3</b>	<b>38.3</b>	<b>36.8</b>	<b>33.3</b>
Milne ES	2	*	*	*	*	*	*	*
Mistral ECC	126	50.0	6.3	42.1	21.4	27.0	49.2	39.7
Neff ECC	121	53.7	14.9	35.5	28.1	28.9	44.6	38.0
Neff ES	79	62.0	13.9	35.4	41.8	45.6	45.6	48.1
Parker ES	141	45.4	7.1	31.2	12.8	25.5	31.9	21.3
Pershing MS	196	53.1	9.7	32.1	36.2	40.8	39.8	27.0
Pilgrim ES	83	65.1	8.4	34.9	48.2	53.0	53.0	55.4
Piney Point ES	187	53.5	9.1	32.6	35.3	35.8	46.0	38.0
Red ES	86	61.6	11.6	33.7	31.4	39.5	38.4	46.5
Revere MS	20	70.0	25.0	30.0	40.0	60.0	50.0	20.0
Rodriguez ES	6	83.3	16.7	50.0	33.3	50.0	16.7	33.3
School at St. George ES	52	63.5	13.5	30.8	26.9	28.8	32.7	28.8
Shadowbriar ES	12	25.0	8.3	8.3	8.3	8.3	41.7	8.3
Sharpstown Intl	188	52.7	10.1	40.4	44.7	41.0	30.3	34.0
Sugar Grove MS	20	50.0	10.0	35.0	25.0	55.0	30.0	15.0
Sutton ES	359	53.8	11.7	40.9	33.7	50.1	47.6	43.2
Tanglewood MS	31	54.8	6.5	22.6	35.5	29.0	19.4	19.4
Tinsley ES	52	69.2	19.2	28.8	48.1	40.4	48.1	42.3
Valley West ES	56	37.5	3.6	25.0	16.1	28.6	21.4	8.9
Walnut Bend ES	13	53.8	15.4	53.8	7.7	53.8	53.8	53.8
Welch MS	11	63.6	27.3	45.5	45.5	36.4	54.5	63.6
West Briar MS	40	27.5	12.5	30.0	32.5	25.0	32.5	10.0
Westside HS	70	34.3	15.7	25.7	38.6	30.0	31.4	22.9
White E ES	150	61.3	14.7	41.3	29.3	40.7	47.3	43.3
White M ES	68	64.7	5.9	51.5	32.4	36.8	52.9	41.2
Wisdom HS	152	52.0	17.8	44.1	44.1	38.8	27.6	34.2

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



## Appendix H

Table H-7. Percent of Survey Respondents Who Indicated What Their Children's HISD Title I School Could Do to Improve or Provide Them with Extra Help to Support Their Children's Learning at Home Based on School Office and Campus, 2017–2018								
		Helping my child with specific subjects/ course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation/ college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand
Respondent Counts and Percentages	N	%	%	%	%	%	%	%
<b>HISD Districtwide</b>	<b>21,886</b>	<b>50.6</b>	<b>11.2</b>	<b>33.2</b>	<b>31.3</b>	<b>38.3</b>	<b>36.8</b>	<b>33.3</b>
Young Learners	101	51.5	6.9	30.7	17.8	25.7	33.7	23.8

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

## Appendix I

Table I-1. Percent of Survey Respondents Who Indicated That Their Children's HISD Title I School Provided Them Specified Documents and Opportunities Based on Demographic Characteristics, 2017–2018					
			The school provided me a copy of the Parent and Family Engagement Policy	The school provided me a copy of the School-Parent Compact	The school provided me opportunities to give input on the creation of or revisions to the Parent and Family Engagement Policy and the School-Parent Compact
Demographic characteristics		N	%	%	%
<b>HISD Districtwide</b>		<b>21,886</b>	<b>62.5</b>	<b>59.6</b>	<b>48.2</b>
<b>Race and ethnicity</b>	American Indian	154	56.5	53.2	41.6
	Asian or Pacific Islander	763	59.1	51.5	45.1
	Black or African American	3,693	62.6	59.3	45.3
	Hispanic or Latino	14,185	64.6	61.9	50.7
	Other	368	52.7	52.2	42.7
	White	1,202	64.5	62.5	46.2
<b>English primary language</b>	No	11,162	63.6	60.3	50.5
	Yes	9,148	64.4	61.8	47.6
<b>Disability status</b>	No	19,369	64.4	61.4	49.6
	Yes	869	56.0	53.9	41.0
<b>Highest Education Level Completed</b>	Completed bachelor's degree or higher	3,300	65.1	61.3	45.7
	Completed vocational school or associate's degree	2,321	64.5	63.2	49.4
	Complete high school or GED	5,482	65.6	63.0	50.9
	Attended vocational school/college, did not complete	2,133	63.6	59.7	48.8
	Did not complete high school or GED	6,114	63.5	60.2	50

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

## Appendix I

**Table I-2. Percent of Survey Respondents Who Rated the Trainings and Meetings They Attended at Their Children's HISD Title I School as Either 'Extremely Helpful' or 'Quite Helpful' Based on Demographic Characteristics, 2017–2018**

		Annual Title I Meeting/Title I Parent Meetings		Trainings and materials to address your family's needs.		Trainings and materials to help you and your family members acquire education and skills, such as reading, GED, ESL, computer skills and/or job skills, etc.		Trainings and materials to help you and your family members support your child's learning at home.		One on one meetings between you and the teacher, principal, assistant principal or counselor about your child.		IEP or 504 meetings for my child with a disability.	
		n	%	n	%	n	%	n	%	n	%	n	%
<b>Demographic characteristics</b>													
<b>HISD Districtwide</b>		<b>3,838</b>	<b>82.9</b>	<b>2,629</b>	<b>89.4</b>	<b>1,730</b>	<b>88.8</b>	<b>3,291</b>	<b>90.6</b>	<b>5,022</b>	<b>88.7</b>	<b>1,287</b>	<b>82.0</b>
<b>Race and ethnicity</b>	American Indian	28	60.7	23	60.9	18	61.1	27	59.3	29	79.3	15	73.3
	Asian or Pacific Islander	196	83.2	107	95.3	73	91.8	138	91.3	208	92.3	41	75.6
	Black or African American	695	84.2	532	91.0	341	90.3	671	90.8	1,007	88.2	327	84.7
	Hispanic or Latino	2,425	83.6	1,621	89.9	1,073	89.6	2,002	92.0	2,989	89.4	617	84.0
	Other	61	78.7	41	78.0	34	67.6	54	75.9	95	69.5	31	58.1
	White	262	73.7	171	88.3	97	87.6	249	83.9	494	86.6	175	73.7
<b>English primary language</b>	No	1,948	82.6	1,275	89.6	920	89.7	1,539	91.4	2,227	90.3	400	82.3
	Yes	1,737	82.4	1,237	89.4	726	87.7	1,623	89.6	2,621	87.2	818	81.7
<b>Disability status</b>	No	3,515	83.0	2,386	90.1	1,544	89.3	3,050	91.0	4,665	88.9	1,101	82.7
	Yes	157	74.5	115	80.0	97	80.4	107	79.4	172	83.1	112	74.1
<b>Highest Education Level Completed</b>	Completed bachelor's degree or higher	807	80.5	527	90.3	301	90.4	762	88.8	1,330	87.7	379	77.3
	Completed vocational school or associate's degree	433	84.5	310	90.6	188	91.5	420	91.2	659	86.3	178	82.6
	Complete high school or GED	1,012	86.7	682	90.6	434	88.0	814	91.9	1,188	91.2	282	86.5
	Attended vocational school/college, did not complete	404	83.9	286	90.2	175	85.7	373	90.3	549	88.0	140	82.9
	Did not complete high school or GED	929	78.5	654	87.3	482	88	729	90.9	1,025	88.3	220	82.3

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

## Appendix I

Table I-3. Percent of Survey Respondents Who Indicated Either 'At Least 4 Times' or '2–3 Times' Regarding How Often They Engaged in Volunteer Activities for Their Children's HISD Title I School Based on Demographic Characteristics, 2017-2018							
		Assisted with school programs and student activities from any location at any time.		Attended assemblie, performances, sporting events, ceremonies or celebrations, audience of school board meetings, etc.		Assisted school staff and students at this school or in the classroom.	
Demographic characteristics		n	%	n	%	n	%
<b>HISD Districtwide</b>		<b>19,854</b>	<b>45.7</b>	<b>20,157</b>	<b>62.5</b>	<b>19,545</b>	<b>34.2</b>
<b>Race and ethnicity</b>	American Indian	147	41.5	144	54.9	143	35.7
	Asian or Pacific Islander	707	46.7	724	59.8	693	34.2
	Black or African American	3,480	50.6	3,533	68.4	3,441	40.2
	Hispanic or Latino	12,896	42.9	13,097	59.9	12,684	30.2
	Other	342	50.3	334	63.8	336	41.1
	White	1,149	63.4	1,167	78.7	1,136	49.8
<b>English primary language</b>	No	10,014	39.9	10,169	56.0	9,853	28.2
	Yes	8,654	52.9	8,789	70.5	8,539	39.9
<b>Disability status</b>	No	17,789	45.9	18,080	62.8	17,532	33.2
	Yes	813	43.8	820	59.1	807	41.1
<b>Highest Education Level Completed</b>	Completed bachelor's degree or higher	3,115	60.4	3,181	77.5	3,076	46.8
	Completed vocational school or associate's degree	2,173	50.8	2,215	69.7	2,145	37.3
	Complete high school or GED	5,030	46.6	5,116	62.9	4,952	33.6
	Attended vocational school/college, did not complete	1,971	48.6	2,014	67.2	1,950	34.1
	Did not complete high school or GED	5,564	35.3	5,620	51.5	5,479	25.6

Source: SurveyMonkey, results from the HSID Title I, Part A Parent and Family Engagement Survey, 2017–2018

## Appendix I

**Table I-4a. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on Demographic Characteristics, 2017–2018**

		School clearly explained assessments used to determine my child's academic achievement.		The school communicates with me in a timely manner about the academic progress and needs of my child.		The school provides helpful suggestions on how my family and I can help improve my child's progress.		The school communicates with me in a manner that I can understand.		The school has encouraged me to participate in leadership positions.		The school values my opinion and experiences when it comes to decisions concerning my child's education.		The school encourages me to observe my child in the classroom.		The school ensures my family has opportunities to access information about community programs, services, and agencies to meet my family's needs.	
Demographic characteristics		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>HISD Districtwide</b>		<b>20,719</b>	<b>87.1</b>	<b>20,823</b>	<b>84.5</b>	<b>20,635</b>	<b>83.2</b>	<b>20,650</b>	<b>89.7</b>	<b>20,301</b>	<b>74.2</b>	<b>20,325</b>	<b>82.9</b>	<b>19,967</b>	<b>66.7</b>	<b>20,206</b>	<b>77.9</b>
<b>Race and ethnicity</b>	American Indian	150	72.7	149	69.1	144	72.9	142	77.5	144	70.8	144	65.0	140	65.0	141	66.0
	Asian or Pacific Islander	741	88.7	741	90.1	738	83.7	732	90.6	726	79.6	726	69.8	722	69.8	726	81.5
	Black or African American	3,558	85.8	3,580	83.6	3,547	83.0	3,551	88.9	3,535	78.3	3,493	74.1	3,493	74.1	3,506	81.7
	Hispanic or Latino	13,621	89.2	13,690	85.9	13,575	84.5	13,602	90.5	13,283	73.2	13,063	65.7	13,063	65.7	13,270	77.7
	Other	345	78.0	345	74.8	346	71.7	336	81.3	345	70.1	332	60.2	332	60.2	340	70.6
	White	11,169	79.5	1,174	80.8	1,160	74.7	1,164	90.1	1,157	76.4	1,138	55.5	1,138	55.5	1,135	75.7
<b>English primary language</b>	No	10,649	89.5	10,722	87.0	10,622	84.7	10,645	90.4	10,340	72.7	10,437	83.2	10,182	67.7	10,354	76.9
	Yes	8,872	85.5	8,905	82.5	8,837	81.4	8,827	89.5	8,805	76.3	8,738	82.9	8,657	65.2	8,716	79.9
<b>Disability status</b>	No	18,626	88.0	18,739	85.3	18,572	83.5	18,589	90.3	18,268	74.5	18,292	83.3	17,970	66.4	18,190	78.3
	Yes	836	79.4	837	77.2	831	77.0	833	81.8	824	73.3	821	77.3	809	70.5	823	74.5
<b>Highest Education Level Completed</b>	Completed bachelor's degree or higher	3,219	82.9	3,240	83.1	3,209	78.6	3,218	91.2	3,203	78.3	3,171	81.6	3,140	60.0	3,136	77.9
	Completed vocational school or associate's degree	2,240	86.1	2,251	82.9	2,236	82.3	2,225	89.3	2,220	75.4	2,206	83.5	2,182	66.3	2,209	78.4
	Complete high school or GED	5,276	90.1	5,311	86.5	5,263	85.9	5,274	90.0	5,188	75.0	5,202	84.6	5,128	68.4	5,190	79.1
	Attended vocational school/college, did not complete	2,066	86.8	2,084	83.9	2,055	83.0	2,062	90.4	2,049	74.6	2,033	82.9	2,010	65.8	2,039	80.2
	Did not complete high school or GED	5,844	89.1	5,868	85.7	5,838	83.7	5,832	89.8	5,671	72.0	5,734	83.0	5,579	68.6	5,678	77.0

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

## Appendix I

Table I-4b. Percent of Survey Respondents Who Indicated Either 'Strongly Agree' or 'Agree' Regarding Their Experiences with and Perceptions of Their Children's HISD Title I School Based on Demographic Characteristics, 2017-2018																	
	The school provides support to my family when impacted by adverse events.		My school partners with the community to provide programs and/ or supports to enhance my child's learning experiences and skills.		Campus administration does a good job running my child's school.		School staff treats me with respect.		The overall climate or feeling at my child's school is positive and helps my child learn.		There is at least one teacher or other adult in this school that my child can talk to about a problem.		The school gives instruction that meets the individual needs of my child.		I am satisfied my child's school is providing the skills and education necessary to be successful at the next level.		
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
<b>Demographic characteristics</b>																	
<b>HISD Districtwide</b>	<b>19,995</b>	<b>80.3</b>	<b>19,882</b>	<b>82.8</b>	<b>20,499</b>	<b>87.9</b>	<b>20,540</b>	<b>91.1</b>	<b>20,520</b>	<b>90.0</b>	<b>20,575</b>	<b>90.2</b>	<b>20,461</b>	<b>88.4</b>	<b>20,653</b>	<b>90.3</b>	
<b>Race and ethnicity</b>	American Indian	145	69.0	140	67.1	148	71.6	142	76.8	142	78.9	148	73.0	148	75.7	144	70.1
	Asian or Pacific Islander	705	87.5	713	86.8	734	91.0	733	92.6	737	92.5	738	91.1	732	91.0	737	92.4
	Black or African American	3,455	82.2	3,442	84.0	3,516	86.9	3,525	90.6	3,518	89.4	3,529	89.8	3,537	87.4	3,538	88.2
	Hispanic or Latino	13,140	79.9	13,067	83.1	13,506	89.0	13,534	92.0	13,526	91.3	13,566	91.2	13,445	89.8	13,624	92.1
	Other	329	72.3	329	72.3	333	77.8	332	82.5	341	80.1	338	82	340	77.9	336	80.7
	White	1,106	83.3	1,122	81.4	1,159	85.7	1,162	90.7	1,164	86.5	1,161	89.1	1,168	83.9	1,160	85.0
<b>English primary language</b>	No	10,261	79.0	10,210	83.6	10,563	89.8	10,591	92.1	10,592	91.8	10,638	91.1	10,535	90.1	10,690	93.0
	Yes	8,571	82.6	8,555	82.5	8,789	86.4	8,792	90.7	8,796	88.8	8,804	89.8	8,794	87.2	8,806	87.7
<b>Disability status</b>	No	17,956	80.7	17,903	83.3	18,469	88.5	18,508	91.8	18,504	90.7	18,547	90.8	18,445	89.1	18,613	90.9
	Yes	813	78.5	812	77.3	825	80.6	818	85.1	826	84.3	827	84.2	826	80.5	824	82.3
<b>Highest Education Level Completed</b>	Completed bachelor's degree or higher	3,043	84.8	3,090	83.0	3,206	87.7	3,207	92.3	3,214	88.8	3,200	91.1	3,201	86.3	3,199	87.7
	Completed vocational school or associate's degree	2,177	80.8	2,155	82.2	2,228	87.1	2,221	91.6	2,220	89.5	2,227	91.2	2,217	87.6	2,231	88.8
	Complete high school or GED	5,137	81.4	5,113	84.0	5,240	88.8	5,248	91.7	5,252	91.7	5,273	91.0	5,229	90.0	5,279	91.9
	Attended vocational school/college, did not complete	2,001	80.3	1,999	82.2	2,052	87.2	2,060	91.0	2,059	89.4	2,055	90.3	2,059	87.7	2,055	88.7
	Did not complete high school or GED	5,660	78.6	5,615	83.2	5,772	89.0	5,793	91.4	5,781	91.1	5,814	90.1	5,765	89.8	5,853	92.5

Source: SurveyMonkey, results from the HSID Title I, Part A Parent and Family Engagement Survey, 2017–2018

## Appendix I

Table I-5. Percent of Survey Respondents Who Indicated Either 'Always' or 'Usually' Regarding How Often They Supported Their Children's Learning at Home Based on Demographic Characteristics, 2017–2018													
	Helping my child complete homework and school-related projects.		Monitoring my child's screen time		Promoting my child's participation in after-school enrichment programs or positive extracurricular activities.		Encouraging my child to demonstrate and discuss what she or he is learning at school with a family member.		Seeking outside resources to support my child's learning		Listening to and talking with my child about their experienced both inside and outside of school.		
	n	%	n	%	n	%	n	%	n	%	n	%	
<b>Demographic characteristics</b>	<b>20,721</b>	<b>78.1</b>	<b>20,681</b>	<b>81.2</b>	<b>20,302</b>	<b>72.4</b>	<b>20,469</b>	<b>81.9</b>	<b>20,214</b>	<b>55.6</b>	<b>20,495</b>	<b>88.0</b>	
<b>HISD Districtwide</b>	<b>20,721</b>	<b>78.1</b>	<b>20,681</b>	<b>81.2</b>	<b>20,302</b>	<b>72.4</b>	<b>20,469</b>	<b>81.9</b>	<b>20,214</b>	<b>55.6</b>	<b>20,495</b>	<b>88.0</b>	
<b>Race and ethnicity</b>	American Indian	148	62.8	147	63.9	141	59.6	145	69.7	145	53.8	142	70.4
	Asian or Pacific Islander	751	73.6	748	79.7	740	72.6	741	79.4	747	59.2	742	84.0
	Black or African American	3,600	81.5	3,583	80.6	3,538	75.6	3,564	83.6	3,552	64.9	3,557	87.5
	Hispanic or Latino	13,817	78.6	13,801	82.3	13,520	71.3	13,653	81.4	13,423	52.4	13,693	88.5
	Other	351	76.9	346	78.9	344	75.0	343	83.4	340	63.5	343	84.8
	White	1,173	76.0	1,174	84.0	1,162	79.5	1,165	86.8	1,159	58.3	1,165	93.6
<b>English primary language</b>	No	10,839	77.1	10,826	81.7	10,585	70.3	10,696	80.0	10,482	51.6	10,748	87.2
	Yes	8,950	80.6	8,932	82.0	8,828	75.6	8,881	84.6	8,848	60.0	8,857	89.7
<b>Disability status</b>	No	18,898	79.2	18,867	82.3	18,541	73.1	18,691	82.6	18,453	55.3	18,721	88.9
	Yes	828	67.3	828	70.8	816	64.1	828	71.1	826	57.5	827	77.6
<b>Highest Education Level Completed</b>	Completed bachelor's degree or higher	3,239	80.5	3,238	85.9	3,217	81.2	3,223	87.0	3,210	62.3	3,216	91.5
	Completed vocational school or associate's degree	2,271	70.1	2,275	85.7	2,242	75.1	2,263	85.6	2,250	63.0	2,246	89.6
	Complete high school or GED	5,344	79.1	5,339	80.1	5,262	69.7	5,288	80.0	5,239	53.1	5,306	85.6
	Attended vocational school/college, did not complete	2,099	80.4	2,093	81.1	2,060	70.2	2,079	81.9	2,058	54.1	2,073	86.4
	Did not complete high school or GED	5,937	70.1	5,917	74.8	5,782	62.9	5,845	72.7	5,751	45.3	5,890	81.6

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

Appendix I

Table I-6. Percent of Survey Respondents Who Indicated Which Types of Barriers They Experienced That Prevented Them from Being Able to Participate in Activities at Their Children’s HISD Title I School Based on Demographic Characteristics, 2017–2018												
		Childcare or care of a family member	Unaware of activity or event	Conflict with work or personal schedule	Limitations caused by disability	Overwhelmed with other responsibilities or problems	Unable to access online information or notifications	Lack of transportation	Language barriers	Not interested in participating	Not comfortable participating at this school	
Demographic characteristics	N	%	%	%	%	%	%	%	%	%	%	
<b>HISD Districtwide</b>	<b>21,886</b>	<b>21.5</b>	<b>16.6</b>	<b>48.8</b>	<b>5.4</b>	<b>13.0</b>	<b>6.2</b>	<b>12.8</b>	<b>8.1</b>	<b>6.1</b>	<b>3.5</b>	
<b>Race and ethnicity</b>	American Indian	154	33.8	24	32.5	10.4	14.9	11.7	16.9	9.1	10.4	10.4
	Asian or Pacific Islander	763	20.3	17	55.7	4.5	14.5	6.4	12.1	16.5	9.0	4.6
	Black or African American	3,693	19.9	17.4	53.1	7.0	15.3	5.7	14.6	3.4	6.0	3.7
	Hispanic or Latino	14,185	22.5	16.2	48.8	5.1	12.2	6.3	12.8	9.5	5.9	3.1
	Other	368	23.9	25.3	46.5	7.9	16.0	8.4	17.4	7.2	9.8	9.0
	White	1,202	21.4	22.6	59.2	4.2	16.8	5.5	7.0	3.8	7.2	4.7
<b>English primary language</b>	No	11,162	22.2	15.1	46.9	5.3	12.3	6.9	14.4	12.8	6.7	3.4
	Yes	9,148	21.8	19.8	55.2	5.6	14.6	5.5	11.1	2.7	5.8	3.7
<b>Disability status</b>	No	19,369	21.7	17.0	51.3	4.5	13.1	6.0	12.5	8.2	6.1	3.4
	Yes	869	29.8	21.9	37.7	26.2	18.1	11.7	20.7	9.7	10.5	7.8
<b>Highest Education Level Completed</b>	Completed bachelor’s degree or higher	3,300	19.1	19.4	62.9	3.5	14.7	5.0	6.0	4.2	5.3	4.0
	Completed vocational school or associate’s degree	2,321	20.9	20.3	57.6	5.3	12.4	5.8	9.0	3.9	4.9	3.6
	Complete high school or GED	5,482	22.7	15.8	49.2	5.7	12.9	5.5	12.9	7.1	5.6	2.8
	Attended vocational school/college, did not complete	2,133	21.9	18.4	54.3	6.4	13.9	6.5	10.9	6.5	5.9	3.3
	Did not complete high school or GED	6,114	23.5	15.6	43.5	5.6	13.0	7.4	17.8	13.0	7.4	3.5

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



## Appendix I

Table I-7. Percent of Survey Respondents Who Indicated What Their Children's HISD Title I School Could Do to Improve or Provide Them with Extra Help to Support Their Children's Learning at Home Based on Demographic Characteristics, 2017–2018									
		Helping my child with specific subjects/course skill areas	Helping with my child's IEP or 504 Plan	Helping my child with social skills and peer pressure	Helping my child with vocation/college readiness	Helping my child on tests	Providing textbooks to support learning at home	Providing learning materials in a manner I can understand	
Demographic characteristics	N	%	%	%	%	%	%	%	
<b>HISD Districtwide</b>	<b>21,886</b>	<b>50.6</b>	<b>11.2</b>	<b>33.2</b>	<b>31.3</b>	<b>38.3</b>	<b>36.8</b>	<b>33.3</b>	
<b>Race and ethnicity</b>	American Indian	154	40.9	14.3	26.6	17.5	27.3	20.8	19.5
	Asian or Pacific Islander	763	57.4	11.7	38.0	29.8	40.2	40.2	30.3
	Black or African American	3,693	45.9	13.5	32.7	25.1	37.3	33.2	24.3
	Hispanic or Latino	14,185	55.7	10.8	35.3	36.2	41.7	41.0	39.5
	Other	368	42.1	13.3	31.0	20.1	35.3	31.8	26.1
	White	1,202	43.1	12.8	32.9	21.8	28.0	26.6	20.0
<b>English primary language</b>	No	11,162	57.9	11.0	36.9	38.7	44.1	43.9	42.6
	Yes	9,148	46.9	12.4	32.2	25.5	34.7	31.6	25.5
<b>Disability status</b>	No	19,369	53.2	11.1	34.7	32.9	40.0	38.6	34.9
	Yes	869	47.8	21.9	35.9	29.8	38.2	34.5	31.9
<b>Highest Education Level Completed</b>	Completed bachelor's degree or higher	3,300	47.2	11.7	32.8	28.4	31.3	33.0	23.3
	Completed vocational school or associate's degree	2,321	50.6	13.3	34.6	31.1	38.0	37.3	29.0
	Complete high school or GED	5,482	52.4	11.0	35.5	31.5	39.5	39.2	35.8
	Attended vocational school/college, did not complete	2,133	50.5	12.0	34.5	31.9	39.1	36.7	33.3
	Did not complete high school or GED	6,114	58.3	11.3	35.1	37.0	46.0	41.6	42.6

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