

MEMORANDUM

February 14, 2022

TO: Candice Castillo,
Executive Officer, Student Support Services

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

SUBJECT: **HISD FAMILY AND COMMUNITY ENGAGEMENT REPORT, 2020–2021**

This is an evaluation of the HISD Family and Community Engagement (FACE) program. The FACE program is designed to support parent and schools and promote effective family and community engagement in every HISD school. FACE provides or promotes training and professional development, community partnerships, parent and school activities, special events, parent-teacher associations, or organizations. It also strengthens school-community partnerships. Serving as community resource guides, FACE specialists implement the FACE events and activities. Five of these specialists were assigned to single schools and nine were assigned to clusters of schools during the 2020–2021 school year.

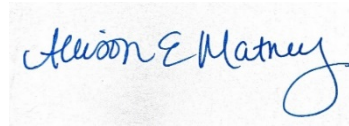
The purpose of this evaluation was to identify parental perceptions of and experiences with FACE programs and measure the association between parental involvement and engagement and student academic performance. The evaluation used a survey questionnaire and data from the workshops' exit survey. Student assessment data on the 2021 State of Texas Assessments of Academic Readiness (STAAR) 3–8 math and reading tests were used as the outcome data to determine the association between parental involvement and engagement and student achievement.

Key findings include:

- Based on the workshop exit survey results, parents attended at least 27 workshops during the 2020–2021 school year.
- About 82 percent of parent respondents rated the workshop at level five on a rating scale of 1–5. No workshop was rated lower than 2.
- Most students whose parents participated in the workshop and who completed the exit survey and for whom a student ID was submitted were Hispanic (62.2%) or Black (29.5%), economically disadvantaged (91.8%), and at risk for school dropout (45.2%).
- Parents who responded to the online survey offered high ratings for key components of the FACE workshops: attendance and participation (3.72 on a scale of 4.0), parental use and use impact of FACE workshop information (1.93 on a scale of 2.0); parental access to HISD information (1.88 on a scale of 2.0), and parental participation in school activities (1.86 on a scale of 2.0).
- Of the students whose parents completed the survey, more met the Approaches Grade Level standard on the 2021 STAAR 3–8 reading tests than those who did not meet the standard (56.5% v. 43.5%).
- When disaggregated by grade, more students in the third (72.7% v. 27.3%) and sixth (57.1% v. 42.9%) grades met the Approaches Grade Level standards on the 2021 STAAR 3–8 math tests than those who did not meet the standard.

- More students in the third grade (81.8% v. 18.2%) whose parents completed the FACE online survey met the Approaches Grade Level standard on the 2021 STAAR 3–8 reading tests than students who did not meet the standard.

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

A handwritten signature in blue ink that reads "Allison E. Matney". The signature is written in a cursive style with a large, looped final letter.

AEM

Attachment

cc: Dr. Shawn Bird
Dr. Denise Watts
Alaa A. Abdulmajid



RESEARCH

Educational Program Report

**HISD FAMILY AND COMMUNITY
ENGAGEMENT REPORT, 2020-2021**



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HISD Family and Community Engagement Evaluation Report, 2020–2021

Executive Summary

Program Description

The Houston Independent School District (HISD) Family and Community Engagement (FACE) is a framework that supports parent and school professional development and promotes effective family and community engagement in every school. FACE provides or promotes training and professional development, community partnerships, parent and school activities, special events, parent-teacher associations, or organizations, strengthening school-community partnerships, and serving as a community resource guide. The work of FACE is implemented by FACE specialists assigned to all schools in the district. Most specialists are assigned to multiple schools. There were thirteen FACE specialists employed with HISD during the 2020–2021 school year. Four of these specialists are assigned to single schools and the other nine are assigned to clusters of schools. FACE specialists work with schools to implement HISD parental involvement and engagement strategies.

The work of FACE follows the School-Family Partnership Model and is guided by Epstein’s (2009) six research-based parental involvement strategies. These strategies include parenting, communication, volunteering, learning at home, decision-making, and community collaboration, and are being delivered through research-driven parental workshops that build parental skills and learning, school-based parent-teacher associations (PTAs), or organizations (PTOs), and parent communication participation teams (PCPTs).

The purpose of this evaluation was to identify parental perceptions of and experiences with FACE programs and measure the impact of their involvement and engagement on their students' academic performance. The evaluation used a survey questionnaire and data from the workshops' exit survey. Student assessment data on the 2021 State of Texas Assessments of Academic Readiness (STAAR) 3–8 math and reading tests were used to determine the association between parental involvement, engagement and student achievement. The STAAR 3–8 assessments were optional for students who were instructed remotely during the 2020–2021 school year.

Highlights

- Based on the workshop exit survey results, parents attended at least 27 workshops during the 2020–2021 school year.
- About 82 percent of parent respondents rated the workshop at level five on a rating scale of 1–5. No workshop was rated lower than 2.
- Most students whose parents participated in the workshops, who completed the exit survey, and for whom a student ID was submitted were Hispanic (62.2%) or Black (29.5%), economically disadvantaged (91.8%), and at risk for school dropout (45.2%).
- Parents who responded to the online survey offered high ratings for key components of the FACE workshops: attendance and participation (3.72 on a scale of 4.0), parental use and impact of FACE workshop information (1.92 on a scale of 2.0); parental access to HISD information (1.88 on a scale of 2.0), and parental participation in school activities (1.86 on a scale of 2.0).

- Of the students whose parents completed the survey, more met the Approaches Grade Level standard on the 2021 STAAR 3–8 reading tests than those who did not meet the standard (56.5% v. 43.5%).
- When disaggregated by grades, more students in the third (72.7% v. 27.3%) and sixth (57.1% v. 42.9%) grades met the Approaches Grade Level standards on the 2021 STAAR 3–8 math tests than those who did not meet the standard.
- More students in the third grade (81.8% v. 18.2%) whose parents completed the FACE online survey met the Approaches Grade Level standard on the 2021 STAAR 3–8 reading tests than those who did not meet the standard.

Recommendations

- Greater focus needs to be placed on those areas that received the lowest ratings from the parents' survey including attendance at parent teachers organization or parent teachers association (PTO/PTA) meetings and knowledge of who to go to in HISD for information and help, and scheduling meetings at times convenient to parents, among others.
- Data connecting parents who attend FACE workshops and participate in other school activities must be collected to better determine the impact of FACE on student outcomes including performance, discipline, and attendance.
- Most survey respondents were elementary and middle school parents. Greater effort needs to be made to target high school parents, since parents' knowledge of what their child(ren) need(s) to be college-ready received a low rating compared to the other statements in the construct.

Introduction

There is consensus on the importance of family and community involvement, engagement, and partnerships in promoting student achievement and strengthening schools and communities (Hanover, 2016). There is less agreement on the definition and scope of family engagement and involvement and how to measure them. Consequently, four models have been used to establish the parameters for defining and promoting parental engagement: The School-Family Partnership model; the Parenting Practices Model, the Democratic Participation Model, and the School Choice model. The Houston Independent School District (HISD) commits to promoting intentional partnerships among schools, families, and communities through its Family and Community Engagement (FACE) Department using the School-Family Partnership Model guided by Epstein’s (2009) research-based parental involvement strategies (HoustonISD, 2020).

Family and community engagement in education is considered a vital contributor to students’ academic achievement (Hanover Research, 2018). A meta-analysis of 21 studies found strong links between voluntary educational acts of parental involvement and student academic performance (Jeynes, 2005). Reading and communicating with one’s child, parenting style, and parents’ expectations had the largest impact on student achievement (Jeynes, 2005). Those appear to supersede parental involvement that includes just having “household rules, parental attendance, and participation at school functions” (Hanover Research, 2018, p. 5).

Under the guidance of a school-based FACE specialist, schools are expected to align their family and community involvement activities with Epstein’s (2009) parental involvement strategies (HoustonISD, 2019). Parental involvement strategies include: (1) helping families with parent skills, and setting home conditions to support children as students while helping schools to understand families; (2) effectively communicating between home and school about school programs and students’ progress (3) organizing volunteers and audiences to support the school and students, and providing volunteering opportunities in various locations and at various times; (4) involving families with children’s homework and other curriculum-related activities and decisions; (5) including families as participants in school decisions and developing parent leaders and representatives; and (6) coordinating community resources and services for families, students and the schools and providing services to the community (HoustonISD, 2020).

To meet these expectations, the FACE Department offers a series of districtwide research-based family workshops to support at-home learning, create parenting awareness, and foster healthy family and community interactions (Houston ISD, 2020). The FACE Department also promotes the establishment of parent organizations, conducts home visits, and certifies Family Friendly Schools. Parent groups and organizations including Parent-Teacher Associations or Organizations are the organs through which resource and advocacy, among others, can be leveraged. “A properly and legally structured parent organization established as a non-profit organization provides its members with opportunities to support students through fundraisers, donations, resource guides for financial accountability, multilevel advocacy, education, and support for all parents” (Houston ISD, 2020, p. IV-62).

The purpose of this evaluation is to determine the effect of FACE-administered parental workshops and PTA/PTO membership on the academic performance and/or improvement of students whose parents participated in those workshops during the 2020–2021 school year. FACE activities were conducted against the backdrop of the Covid-19 pandemic that resulted in the closure of schools and the transfer from face-to-face to online instruction. Workshops were also held online or remotely, and attendance was governed by online access. The evaluation is guided by the following key questions:

1. What were the FACE Workshops held during the 2020–2021 school year and how did parents rate them?
2. What are the demographic and educational characteristics of students whose parents participated in the 2020–2021 FACE workshops?
3. What were the experiences and perceptions of parents who participated in the 2020–2021 FACE workshops?
4. How did students whose parents attended the FACE workshop perform academically during the 2020-2021 school year?

Literature Review

Parental engagement is a complex set of involvement activities in which parents navigate the world of home and school, acquire information, knowledge, and skills to assist and support their children academically, developmentally, and behaviorally (American Psychological Association, 2021). Studies demonstrate the strong and positive relationship between parental engagement and student educational outcomes, notably school attendance (Epstein & Shelton, 2002) and higher grades and test scores (Fan & Chen, 2001)

Twenty parents with K–12 students were interviewed in participatory action research to determine the effectiveness of their involvement in parental workshops and their impact on their student behavior and academic achievement. Parents felt that the “workshops provided them with the tools and skills they need to assist their children academically and behaviorally” (Thompson, 2018, p. ii). The study also confirmed the need for these workshops to obtain the skills, address relevant topics, and provide a comfortable environment (Thompson, 2018).

Chamorro (2019) conducted four workshops to teach parents literary strategies to support their fourth-grade students at home in Las Vegas, Nevada. Students who had performed one to two years below grade level on the state assessments were invited to participate in the study. Using a mixed-method approach, the study results showed statistically significant improvements, $t(9) = 3.38$ $p = .008$, in students’ performance-based on a repeated-measures test. Chamorro (2019) also found that parents who utilized the skills learned, increased their family involvement efficacy, and overcame obstacles.

Using the “Ten Education Commandments for Parents” program, Araque, et al. (2017) provided workshop sessions for new immigrant Latino parents to determine its impact on parental knowledge of the U.S. education system, parent engagement, and academic performance of their children. Using pretests and posttests of matched groups, the study found positive results for parents' understanding and knowledge of the U.S. education system, greater parent-student engagement in education, and improvement in the achievement of these students (Araque, Weitstock, Cova, & Zepeda, 2017).

Jeynes (2005) used data from the 1992 National Educational Longitudinal Study (NELS) to test the impact of parental involvement on the academic performance of 12th grade African American youth. Parental involvement had positive effects on the educational outcomes of these youth (Jeynes, 2005). However, the influence diminished when socioeconomic status was considered. Parents were more likely to be involved in the education of their daughters than their sons (Jeynes, 2005).

A study of parent involvement in parent-teacher groups (PTG) in Florida showed a positive effect on student achievement (Arguea & Conroy, 2006). Using a production function approach¹, results showed positive and significant effects of any PTG on student achievement, no significant difference among PTG on student achievement, and that controlling for the student population and PTA membership is associated with higher student achievement (Arguea & Conroy, 2006).

Epstein and Associates (2019) synthesis of the research on family and community engagement surmised that normally the partnership between families and schools decline unless appropriate engagement practices are implemented. Affluent communities tend to have more positive family involvement except where schools and teachers make the effort to work and build positive partnership in disadvantaged communities. They also found the schools in disadvantaged communities tend to have more contact with parents but these are often related to the problems and difficulties with their children unless the effort is made to have a more positive engagement. Finally, Epstein and her associates (2019) found “single parent, parent employed outside the home, those who live far from their schools, parents of diverse sociolinguistic backgrounds, and parents without access to technology tend to be less involved in their children’s schools except where opportunities for parental involvement are organized at different times and places.”

The work of the FACE Department is intentional and is designed to address the high proportion of economically disadvantaged and diverse socio-cultural composition of the district parents and students.

Methods

Design

This evaluation was designed to measure the effectiveness of the FACE activities in providing parents with tools and information and empowering them to assist and support their children. The evaluation was also designed to determine the effect of these activities and parent empowerment on student academic performance. The 2020–2021 evaluation was conducted during the Covid-19 pandemic that resulted in the closure of HISD until October 2020. Subsequently, the district reopened but with face-to-face and online instructional modalities with a 40:60 percent student ratio, respectively. There were no face-to-face family and community engagement activities, which significantly reduced the number of parent workshop attendees during the 2020–2021 school year. All activities were held online, and attendance was adversely affected by computer and internet access as well. Online activities were recorded, and parents could access the recordings later. No record of parents who had asynchronous access to the online workshops exists.

Given the small number of parents who participated in the 2020–2021 FACE activities, a quasi-experimental design to determine program impact was not possible. A descriptive approach using contingency tables was used. Effect size analysis could not be conducted using these tables because the assumptions were not satisfied. This was driven by an objective-oriented evaluation approach, premised on the program theory that parental involvement had a positive effect on students’ learning and academic performance (Arguea & Conroy, 2006; Jeynes, 2005)

Data Collection

Student demographic, educational, and performance data including unique student identification (ID) numbers were downloaded from the HISD data warehouse using Cognos. Cognos is an International Business Machine (IBM) data querying software. Subsequently, the data were cleaned and uploaded into Statistical Packages for Social Scientists (SPSS), a statistical analysis software.

¹ “This method allows us to compare the effectiveness among all educational inputs including the PTG variables of interest as well as controls for parental income, student characteristics, school characteristics, and regional indicators in the “production” of educational “output” (achievement)” (Arguea & Conroy, 2006, p. 8).

Initially, a workshop exit questionnaire consisting of eleven questions was administered to parent attendees. A total of 345 parents completed the exit questionnaire. Parents who completed were asked to submit their students' IDs. Ninety student identification (ID) numbers were submitted and included parents with multiple students. These IDs were used to link students' demographic, educational, and performance data with their parents' survey responses to determine the association between parental participation or engagement and student academic performance. Once linked, 44 students had STAAR 3–8 math results and 46 had STAAR 3–8 reading results. Students who underwent remote or online learning during the 2020–2021 school year could have opted out of taking the 2021 STARR 3–8 assessments. This may explain the small numbers. In addition, an online questionnaire was sent out to parents who completed at least one FACE or Parent University workshop or activity during the school year under review. The survey consisted of 25 Likert-type questions. Sixty parents responded to the survey by the end of the school year in June 2021. Both surveys were administered through the FACE Department, who conducted the workshops and who were best placed to identify workshop participants.

Data Analysis

Once linked and cleaned, data from the exit survey were uploaded in the SPSS software and contingency tables were used to display the association data between parents who participated in the FACE workshops and students' Spring 2021 STAAR 3–8 math and reading spring performance. Statistical analyses to determine significant differences or effect sizes were not possible since the relevant assumptions were not met when the data were disaggregated by STAAR subject and grade level. Because the numbers were small when disaggregated, most cells did not have the required five students making "the test of significance too liberal" (Morgan, Leech, Gloeckner, & Barrett, 2013, p. 137). At least 80 percent of the expected frequencies should be 5 or larger to satisfy the Chi-square assumptions (Morgan, Leech, Gloeckner, & Barrett, 2013).

Survey responses were collated and presented using charts and tables, rating averages, and standard deviations. Survey items were organized by the specific FACE construct they were designed to measure. Cronbach alpha was used to determine the consistency in responses among items in the construct.

Limitations

- The report must be interpreted within the limits of school closure due to the Covid-19 pandemic, and the challenge of enrolling parents in the FACE workshops.
- The survey was completed by parents and recall of their children's student IDs may have been a challenge. Student IDs were critical for connecting students to parents and outcome data and information.
- With a few student IDs in the datasets, it was impossible to find a comparative group of students whose parents did not participate in the FACE workshops. The small sample made it challenging to disaggregate the data by STAAR subjects and demographics. However, the samples were larger than 30 for each subject and met the central limit theorem² assumption.

² The central limit theorem states that if you have a population with mean μ and standard deviation σ and take sufficiently large random samples from the population with replacement, then the distribution of the sample means will be approximately normally distributed. This will hold true regardless of whether the source population is normal or skewed, provided the sample size is sufficiently large (usually $n \geq 30$). https://sphweb.bumc.bu.edu/otlt/mph-modules/bs/bs704_probability/BS704_Probability12.html.

- Because a pilot survey was not conducted, the survey scales could not be adjusted to improve the consistency between scale items in the survey questionnaire regarding parental perceptions of and experiences with FACE workshops.

Results

1. What were the FACE Workshops held during the 2020–2021 school year and how did parents rate them?

At least 27 FACE workshops were held based on the survey of parents who attended FACE workshops during the 2010–2021 school year. **Table 1** shows how parents rated these workshops on a scale of 1–5, with 1 being the lowest rating and 5 being the highest.

Table 1. Parental Ratings of HISD FACE Workshops Attended, 2020–2021									
FACE Workshops	Ratings for Presentations								Total
	2		3		4		5		
	n	%	n	%	n	%	n	%	
101 Ways to Create Real Family Engagement	0	0.0	0	0.0	2	11.8	15	88.2	17
3 Tips to Raising Happy and Successful Children	2	8.3	0	0.0	6	25.0	16	66.7	24
6 Steps to Start a Parent Organization	0	0.0	0	0.0	0	0.0	6	100.0	6
A Parent's Lens: Parent-Teacher Conferences	0	0.0	0	0.0	1	5.9	16	94.1	17
Affirmations! Our Words & Actions	0	0.0	0	0.0	0	0.0	2	100.0	2
Back to the Future: Music & Movement Games	0	0.0	0	0.0	0	0.0	12	100.0	12
Balancing Work and Family	0	0.0	0	0.0	10	18.5	44	81.5	54
Bullying: What You Should Know	0	0.0	0	0.0	2	11.8	15	88.2	17
Connection Before Correction	0	0.0	0	0.0	2	11.8	15	88.2	17
Coping with Daily Stress and Frustration	0	0.0	0	0.0	0	0.0	23	100.0	23
Cyber Safety	0	0.0	0	0.0	0	0.0	25	100.0	25
Family Financial Wellness	0	0.0	0	0.0	2	14.3	12	85.7	14
HISD 101: HISD@Home	3	37.5	0	0.0	1	12.5	4	50.0	8
Life Happens! Understanding Teen Changes	0	0.0	0	0.0	1	50.0	1	50.0	2
Literacy at Home	0	0.0	0	0.0	2	14.3	12	85.7	14
Math 1,2,3: Understanding Today's Math	0	0.0	0	0.0	0	0.0	20	100.0	20
Math Literacy	0	0.0	0	0.0	0	0.0	4	100.0	4
Nutrition Basics	0	0.0	0	0.0	0	0.0	1	100.0	1
Parent Organization 101	0	0.0	0	0.0	0	0.0	1	100.0	1
Parent Organization Best Practices	0	0.0	0	0.0	1	100.0	0	0.0	1
People & Places: Sharing Our Culture	0	0.0	0	0.0	0	0.0	4	100.0	4
Plugged-In Parents: Cyberbullying & Digital Conflict	0	0.0	0	0.0	0	0.0	3	100.0	3
Plugged-In Parents: K-8 Keeping Kids Safe	0	0.0	1	12.5	1	12.5	6	75.0	8
Positive Parent Partnership	0	0.0	0	0.0	0	0.0	3	100.0	3
Staying in the Loop	0	0.0	0	0.0	3	27.3	8	72.7	11
Supporting Online Learning	0	0.0	3	5.4	6	10.7	47	83.9	56
Two Way Communication Best Practices for Parents	0	0.0	2	22.2	0	0.0	7	77.8	9
Other	0	0.0	1	4.5	2	9.1	19	86.4	22
Total	5	1.3	6	1.5	40	10.1	322	81.5	373

Source: FACE Workshop Evaluation Survey, 2020-2021

Note: Parents may have attended multiple workshops.

- A total of 345 parents completed the survey questionnaire administered through Microsoft Teams.
- Respondents rated all FACE workshops between 2 and 5; no workshop was rated at the lowest level, which was a 1.

- Respondents (100%) rated twelve FACE workshops they attended at a level 5 and overall, 81.5% of all respondents rated the FACE workshops they attended at a level 5
- Most respondents (91.6%) rated the workshop at either a level 4 (10.1%) or a level 5 (81.5%).
- Only two workshops were rated at a level 2 and these were by five respondents.

2. What are the demographic and educational characteristics of students whose parents participated in the 2020–2021 FACE workshops?

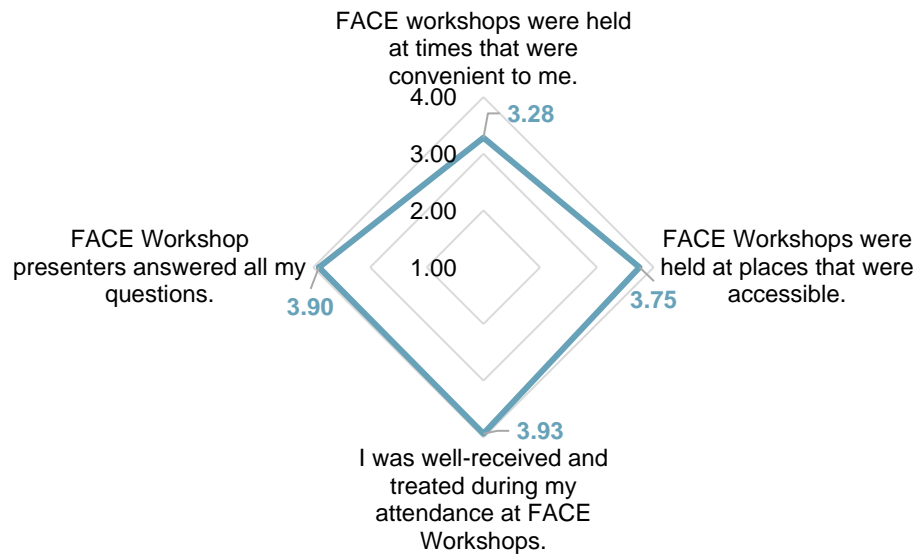
Demographic & Educational Attributes	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Average		
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
Gender	Female	10	45.5	20	100.0	12	60.0	7	46.7	2	33.3	7	100.0	58	64.2
	Male	12	54.5	0	0.0	8	40.0	8	53.3	4	66.7	0	0.0	32	35.8
Ethnicity	Black	2	9.1	6	30.0	4	20.0	2	13.3	2	33.3	5	71.4	21	29.5
	Hispanic	20	90.9	14	70.0	16	80.0	13	86.7	4	66.7	2	28.6	69	70.5
Home Language	Spanish	16	72.7	8	40.0	12	60.0	2	13.3	4	66.7	2	28.6	44	46.9
	English	6	27.3	12	60.0	8	40.0	13	86.7	2	33.3	5	71.4	46	53.1
English Learners	No	6	27.3	12	60.0	10	50.0	13	86.7	2	33.3	5	71.4	48	54.8
	Yes	16	72.7	8	40.0	10	50.0	2	13.3	4	66.7	2	28.6	42	45.2
Bilingual	No	6	27.3	16	80.0	18	90.0	15	100.0	6	100.0	7	100.0	68	82.9
	Yes	16	72.7	4	20.0	2	10.0	0	0.0	0	0.0	0	0.0	22	17.1
Special Ed	No	22	100.0	20	100.0	16	80.0	11	73.3	4	66.7	3	42.9	76	77.1
	Yes	0	0.0	0	0.0	4	20.0	4	26.7	2	33.3	4	57.1	14	22.9
At Risk	No	6	27.3	8	40.0	10	50.0	9	60.0	2	33.3	1	14.3	36	37.5
	Yes	16	72.7	12	60.0	10	50.0	6	40.0	4	66.7	6	85.7	54	62.5
English as Second Language	No	22	100.0	16	80.0	14	70.0	13	86.7	2	33.3	5	71.4	72	73.6
	Yes	0	0.0	4	20.0	6	30.0	2	13.3	4	66.7	2	28.6	18	26.4
Gifted Talented	No	20	90.9	14	70.0	14	70.0	13	86.7	4	66.7	7	100.0	72	80.7
	Yes	2	9.1	6	30.0	6	30.0	2	13.3	2	33.3	0	0.0	18	19.3
Economic Disadvantaged	No	2	9.1	2	10.0	2	10.0	3	20.0	0	0.0	0	0.0	9	8.2
	Yes	20	90.9	18	90.0	18	90.0	12	80.0	6	100.0	7	100.0	81	91.8

Source: SIS Ad hoc, HISD Datawarehouse, downloaded on 07/21/2021

- Most students whose parents attended face workshops during the 2020–2021 school year and completed the FACE survey questionnaire were female (64.2%), Hispanic (70.5%), economically disadvantaged (91.8%), and at risk for school dropout (45.2%).
- More than 1 in 4 students were ESL (26.4%), 19 percent were gifted and talented, 17 percent were bilingual, and 22.9 percent were special education students.
- English was the predominant home language of students (53.1%) whose parents attended the FACE workshops and completed the survey questionnaire.

3. What were the experiences and perceptions of parents who participated in the 2020–2021 FACE workshops?

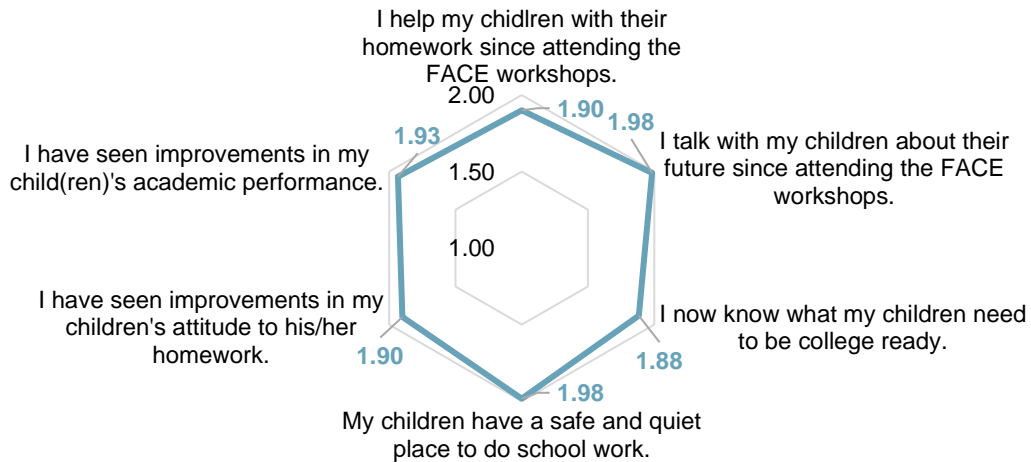
Findings from the questionnaire to parents regarding their experiences and perceptions are presented in the following charts. These questions focused on four areas: workshop attendance and participation, parental use of workshop information, parental access to information, parental school involvement, and relationships. **Figure 1** to **Figure 2** show parental responses to questions on those experiences and perceptions. Figure 1 shows the mean rate of responses on a scale of 1 to 4 with 1 being “strongly disagree,” 2 being “disagree,” 3 being “agree,” and 4 being “strongly agree”.

Figure 1. Parental Attendance and Participation Experiences in FACE Workshops, 2020–2021

- The overall mean for parental workshop attendance and participation was 3.72 of 4.0 indicating that parents agreed or strongly agreed with all four statements (See **Table A1, Appendix A**, p. 17).
- “I was well-received and treated during my attendance at FACE workshops” and “Face workshops presenters answered all my questions,” received the highest ratings (3.93 and 3.90, respectively).
- Face workshops were held at times that were convenient to me” received the lowest rating although most parents agreed with the statement(3.28).

Figure 2 shows responses to six statements on parental use and impact of FACE workshop information. Two of the statements were eliminated because of the absence of variance in the responses. Responses were rated on a scale of 1 to 2 with “1” being “no” and “2” being “yes”. (See **Table A2, Appendix A**, p. 17).

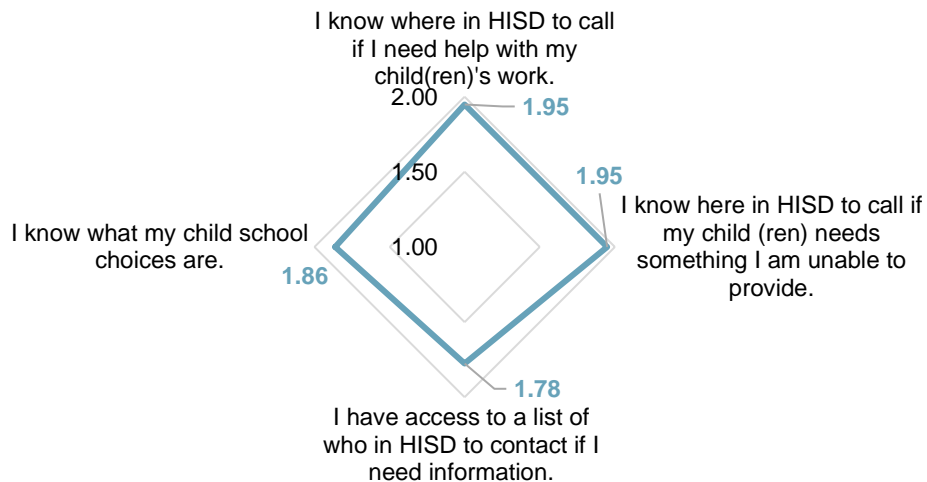
Figure 2. Parental Use and Use Impact of FACE Workshop Information, 2020–2021



- The overall mean rating for parental use and use impact of FACE information was 1.93 of 2.0 with a Cronbach Alpha of 0.616.
- With ratings ranging from 1.90 to 1.98, most parent respondents strongly agreed to five statements regarding parental use and use impact of FACE information.
- “I now know what my children need to be college-ready” had a rating of 1.88. Indicating that a few parents may not have all the information required to determine if their children were college-ready.

Figure 3 shows parental responses on their access to HISD information. The four statements were rated 1 or 2 with “1” being “no” and “2” being “yes.” Details are in **Table A3**, (Appendix A, p. 17).

Figure 3. Parental Access to HISD Information, 2020–2021

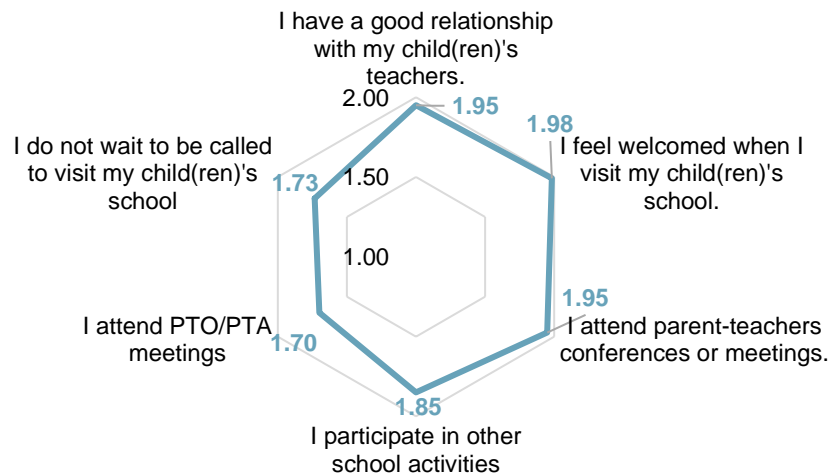


- The overall mean rating for parental access to HISD information was 1.88 with a Cronbach alpha of 0.760.

- “I know where in HISD to call if I need help with my child(ren)’s work” and “I know where in HISD to call if my child(ren) needs something I am unable to provide” had the highest rating of 1.95 of 2.0.
- “I have access to a list of who in HISD to call if I need information” received the lowest rating of 1.78.

Figure 4 displays response ratings to parental statements regarding their school involvement and participation. The six statements were rated 1 or 2 with “1” being “no” and “2” being “yes.” Details are in **Table A4**, (Appendix A, p. 17).

Figure 4. Parental Participation in School Activities, 2020–2021

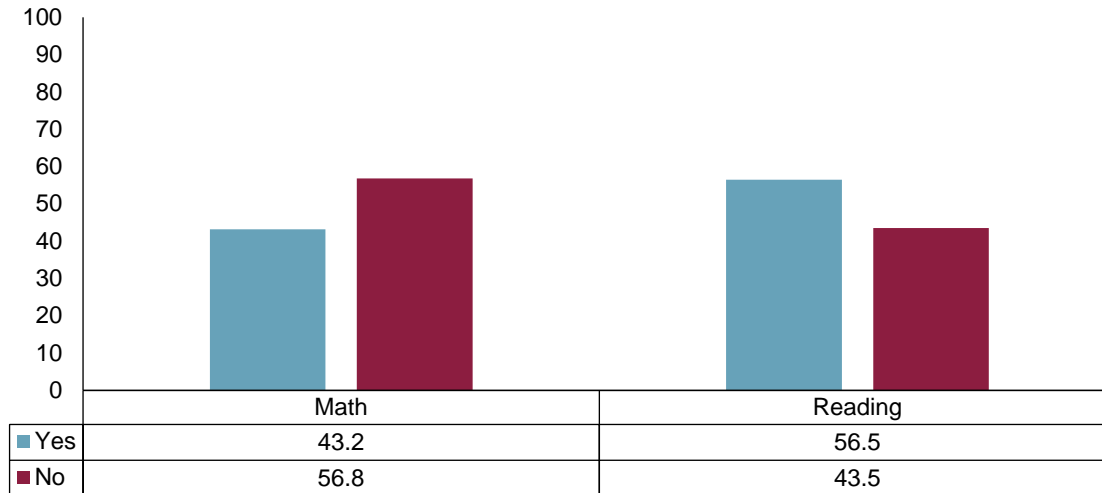


- The overall rating for parental participation in school activities during the 2020–2021 school year was 1.86 with a Cronbach alpha of 0.38.
- “I attend parent-teacher conferences or meetings,” “I feel welcomed when I visit my child(ren)’s school,” and “I have a good relationship with my child(ren)’s teachers” received the highest ratings between 1.95 and 1.98 on a 2.0 scale.
- “I attend PTO/PTA meetings” received the lowest rating of 1.70 on a 2.0 scale.

4. How did students whose parents attended the FACE workshop perform academically during the 2020-2021 school year?

Figure 5 shows the percentage of students whose parents attended FACE workshops, for whom assessment data was available, and who met the Approaches Grade Level standard on the STAAR 3–8 math and reading tests.

Figure 5. Percentage of Students who met the Approaches Grade Level Standard on the STAAR 3–8 Math and Reading and Whose Parents were FACE-Workshop Participants.

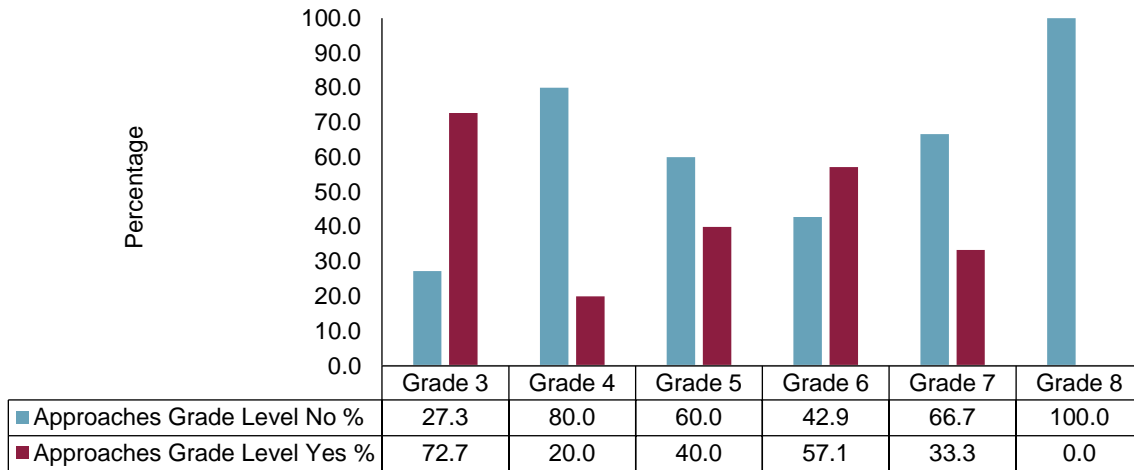


Note: These are only parents who submitted student IDs (n = 44 and 46 for Math and Reading, respectively).

- The percentage of students who met the STAAR 3–8 Approaches Grade level standard in math (43.2%) were lower than those who did not meet the standard (56.8%). The difference was not statistically significant ($\chi^2(1) = 0.4413, p > .05$).
- The percentage of students who met the STAAR 3–8 Approaches Grade level standard in math (56.5%) was higher than those who did not meet the standard (43.5%). The difference was not statistically significant ($\chi^2(1) = 0.0812, p > .05$).

Figure 6 and **Figure 7** display the proportion of students who met or did not meet the STAAR 3–8 math and reading Approaches Grade Level standard by grade and whose parents participated in the 2020–2021 FACE workshops.

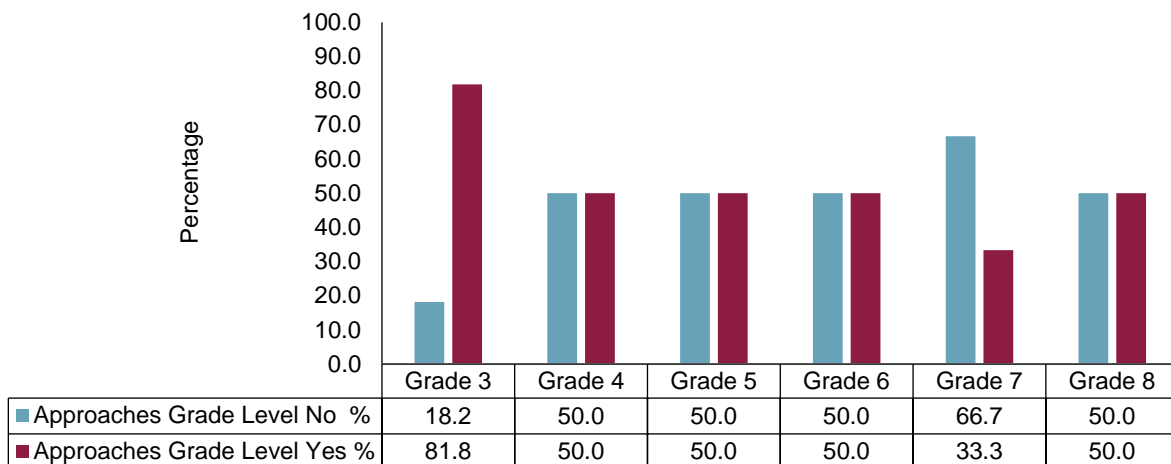
Figure 6. Math Performance by Grade Level of Students Whose Parents Participated in FACE Workshops, 2020–2021



Note: These are only parents who submitted student IDs (n = 44)

- Based on Figure 1, 72.7 percent of third-grade students whose parents attended the 2020–2021 FACE workshops met the Approaches Grade Level standard on the STAAR 3–8 math test.
- About 57.1 percent of sixth-grade students whose parents attended FACE workshops during the 2020–2021 school year met the Approaches Grade Level standard on the STAAR 3–8 reading tests.
- Fewer fourth-, fifth-, seventh-, and eighth-grade students whose parents participated in FACE workshops during 2020–2021 met the Approaches Grade Level standard on the STAAR 3–8 math tests compared to those who did not meet the standard.

Figure 7. Reading Performance by Grade Level of Students Whose Parents Participated in FACE Workshops, 2020–2021



Note: These are only parents who submitted student IDs (n = 46)

- Based on Figure 2, 81.8 percent of third-grade students whose parents participated in 2020–2021 FACE workshops met the Approaches Grade Level standard on the 2021 STAAR 3–8 reading tests.
- Fifty percent of fourth, fifth, sixth, and eighth-grade students whose parents participated in the 2021–2021 FACE workshops met the Approaches Grade Level standard on the 2021 STAAR reading tests.

Discussion

Based on self-reported information, parents who were surveyed attended at least 27 FACE-administered workshops during the 2020–2021 school year. As the family and community engagement arm of HISD, FACE provides resource information to parents and the skills and strategies required to engage with and support their children. The program theory is that these skills and strategies will have positive effects on students' academic performance if they are utilized at home. In the past, these skills and strategies were shared through face-to-face workshops. The Covid-19 pandemic and the school closures moved the workshops online. Access to these workshops was available synchronously and asynchronously. However, as would be expected, only parents and households with computer devices, internet services, and who had a vested interest would access the workshops. Further, parent respondents may have been parents who were actively engaged in school and may not have been representative of the full gamut of parents. FACE is designed to reach and motivate. For example, 19 percent of students whose parents participated in the FACE were gifted and talented, compared to the district's total of 15 percent.

Exit surveys were administered at each workshop using an online Microsoft Teams form. Data from the survey show that most respondents rated the workshops at a 4 or 5 on a scale of 1 to 5, with 1 being the lowest and 5 being the highest. Respondents confirmed that the workshop content and objective were compatible with their family learning objectives for their children and that they would use the skills and strategies to support their students at home. Parents had high ratings for the four key constructs measured in the FACE survey: attendance and participation in FACE workshops, use and use impact of FACE workshop information, access to HISD information, and parental participation in school activities. The findings are also consistent with the previous research that indicated parents' feelings that parental engagement workshops provide them with the tools and skills they needed to help their children, academically and behaviorally (Thompson, 2018). Nevertheless, there were survey items that parents awarded the lowest ratings for each of the four constructs, including, "FACE workshops were held at times that were convenient to me" (3.28 of 4.0), "I know what my children need to be college-ready" (1.88 of 2.0), "I have access to a list of who in HISD to contact if I need information" (1.78 of 2.0), and "I attend PTO/PTA meeting" (1.70 of 2.0). These should be addressed in the new school year.

Of the student whose parent respondents submitted student IDs, a higher percentage met the Approaches Grade Level standard in reading. When disaggregated by grades, more students in the third and sixth grades met the Approaches Grade Level standard than those who did not. A higher percentage of students in third grade met the Approaches Grade Level standard for reading and just as many met the standard as did not for the fourth, fifth, sixth, and eighth grades. The STAAR 3–8 assessments data were restricted to student who opted to take the spring 2021 tests.

The results show some association between parental participation in FACE workshops and student academic performance. A larger sample size, reduced school interruption and disruptions like the Covid-19 pandemic, and more robust analyses would be required to measure causal relationships between parental participation and student academic outcomes. The research literature revealed clear relationships

between parental engagement and student academic performance (Arguea & Conroy, 2006; Chamorro, 2019; & Jeynes, 2005).

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Appendix A

Table A1. Parents Attendance and Participation Experience in HISD FACE Workshops, 2020–2021

	Mean	Std. Deviation	N
FACE workshops were held at times that were convenient to me.	3.28	.885	60
FACE Workshops were held at places that were accessible.	3.75	.571	60
I was well-received and treated during my attendance at FACE Workshops.	3.93	.252	60
FACE Workshop presenters answered all my questions.	3.90	.399	60
Overall	3.72	0.53	R² = 0.682

Table A2. Parents Use and Impact of FACE Workshop Information, HISD, 2020–2021

	Mean	Std. Deviation	N
I help my children with their homework since attending the FACE workshops.	1.90	.303	60
I talk with my children about their future since attending the FACE workshops.	1.98	.129	60
I now know what my children need to be college-ready.	1.88	.324	60
My children have a safe and quiet place to do schoolwork.	1.98	.129	60
I have seen improvements in my children's attitude to his/her homework.	1.90	.303	60
I have seen improvements in my child(ren)'s academic performance.	1.93	.252	60
Overall	1.93	0.24	R² = 0.616

Table A3. Parents' Access to HISD Information, 2020–2021

	Mean	Std. Deviation	N
I know where in HISD to call if I need help with my child(ren)'s work.	1.95	.223	58
I know here in HISD to call if my child(ren)'s needs something I am unable to provide.	1.95	.223	58
I have access to a list of who in HISD to contact if I need information.	1.78	.421	58
I know what my child(ren)'s school choices are.	1.86	.348	58
Overall	1.88	0.30	R² = 0.76

Table A4. Parents Participation in HISD FACE-Related School Activities, 2020–2021

	Mean	Std. Deviation	N
I have a good relationship with my child(ren)'s teachers.	1.95	.220	60
I feel welcomed when I visit my child(ren)'s school.	1.98	.129	60
I attend parent-teacher conferences or meetings.	1.95	.220	60
I participate in other school activities	1.85	.360	60
I attend PTO/PTA meetings	1.70	.462	60
I do not wait to be called to visit my child(ren)'s school	1.73	.446	60
Overall	1.86	0.31	R² = 0.38