

MEMORANDUM

March 26, 2015

TO: School Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

SUBJECT: **TWILIGHT HIGH SCHOOL PROGRAM, 2013–2014**

CONTACT: Carla Stevens, 713-556-6700

Attached is the 2013–2014 Twilight High School program report. The report describes program outcomes in the fourth year of program implementation. It describes characteristics of program participants, participant assessment of the program, and academic outcomes for the 2013–2014 school year in comparison to the 2012–2013 school year. The Twilight High School program offers opportunities for students to make progress toward completing high school and planning a career during non-traditional school hours. It offers coursework, credit recovery, and Texas Assessment of Knowledge and Skills preparation through the provision of on-line and in-person services. The Twilight High School program began operations in November 2010.

Key findings are as follows:

- A total of 2,250 students have enrolled in Twilight High School. The number of students has fluctuated, with 56.9 percent growth since 2010–2011. Student enrollment was highest in 2011–2012 and dropped 38.3 percent since that time, with a 26.1 percent decline from 2012–2013 to 2013–2014.
- During the 2013–2014 school year, 488 students enrolled in Twilight High School, with 254 (52.0 percent) of them completing at least one course. In 2012–2013, 660 students enrolled in Twilight High School, with 353 (53.5 percent) of them completing at least one course.
- A total of 1,340 of the 1,823 courses taken were completed by Twilight High School students in 2013–2014, constituting a course completion rate of 73.5 percent. Students completed an average of 5.3 courses per student. This was the highest course completion rate in the last two years and the highest per student course completion rate in the last four years.
- A total of 230 students have graduated from Twilight High School. The number of graduates increased each year and in 2013–2014, 80 seniors graduated.
- The proportion of seniors who graduated in 2012–2013 was 27.5 percent and in 2013–2014 was 35.2 percent.

Should you have any further questions, please contact my office or Carla Stevens in Research and Accountability at 713-556-6700.



TBG

CJS:njk
Attachment

cc: Superintendent's Direct Reports
Chief School Officers

Kelly Cline
Susan Kaler

Beatrice Marquez
Justin Fuentes



RESEARCH

Educational Program Report

TWILIGHT HIGH SCHOOL PROGRAM
2013 - 2014



2015 BOARD OF EDUCATION

Rhonda Skillern-Jones

President

Manuel Rodriguez, Jr.

First Vice President

Wanda Adams

Second Vice President

Paula Harris

Secretary

Juliet Stipeche

Assistant Secretary

Anna Eastman

Michael L. Lunceford

Greg Meyers

Harvin C. Moore

Terry B. Grier, Ed.D.

Superintendent of Schools

Carla Stevens

Assistant Superintendent

Department of Research and Accountability

Ngozi J. Kamau, Ph.D.

Research Specialist

MaryAnn Coleman

Intermediate Applications Developer

Harry M. Selig

Research Manager

Houston Independent School District

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

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.

TWILIGHT HIGH SCHOOL PROGRAM 2013–2014

Executive Summary

Evaluation Description

The Advanced Virtual Academy Twilight High School (Twilight High School) provides Houston Independent School District (HISD) high school students with opportunities to earn credits toward graduation and targets students who are at risk of not completing courses required to earn a high school diploma. Twilight High School allows students on its satellite campuses to fulfill course requirements and review for the Texas Assessment of Knowledge and Skills (TAKS) test. This is accomplished through dropout and credit recovery, online coursework, and face-to-face instruction and tutoring during non-traditional school hours, Monday through Thursday from noon to 8 p.m. and Saturday from 9 a.m. to 2 p.m. Some campuses open on Friday to allow students additional time on tasks. Since the inception of the program in its current design in November 2010, 230 Twilight High School students have graduated.

This evaluation presents information on Twilight High School's program participation and outcomes for 2010–2011 through 2013–2014, including program participation, course enrollment and completion, graduation, and TAKS results. In addition, 2012–2013 and 2013–2014 Twilight High School students' characteristics, motivations for attending Twilight High School, and ratings for how well the program supported them in achieving their academic goals will be presented, including student's utilization and views of the new 2013–2014 program strategies.

Highlights

- A total of 2,250 students enrolled in Twilight High School from 2010–2011 to 2013–2014. During that time, the number of students fluctuated, with 56.9 percent growth since 2010–2011. Student enrollment was highest in 2011–2012 and dropped 38.3 percent by 2013–2014.
- The 2013–2014 school year was the fourth year of program implementation in its current iteration. The Twilight High School satellite campuses were Charles Milby, George Scarborough, Sharpstown, Phillis Wheatley, Evan Worthing, and Jack Yates high schools.
- To help students accomplish their education- and career-related pursuits, new program strategies were implemented in 2013–2014 and included home visits from Twilight High School staff; TAKS tutorials; working with teachers who utilized non-computer-based materials to develop students' understandings of concepts; advocacy to enhance college readiness, time and stress management, and organization skills; Career Week; Workforce Seminars; and the provision of several incentives.
- Students' motivation for enrolling in the program was to graduate/earn a high school diploma for 95.2 percent of survey respondents in 2012–2013 and 97.7 percent in 2013–2014. A total of 36.2 percent of 2012–2013 respondents and 33.5 percent of 2013–2014 respondents enrolled in the program to recover course credits needed to meet graduation requirements.
- A total of 106 (72.6 percent) of 146 survey respondents indicated they worked to complete coursework in each semester following their enrollment in the program (measure of persistence). Seven (4.8 percent) reported working to complete coursework each subsequent semester with the

exception of one semester, 28 (19.2 percent) indicated one-half of the semesters, and five (3.4 percent) reported they worked to complete coursework in one-fourth to one-third of the semesters following their enrollment in the program.

- During the 2013–2014 school year, 488 students enrolled in Twilight High School, with 254 (52.0 percent) of them completing at least one course. In 2012–2013, 660 students enrolled in Twilight High School, with 353 (53.5 percent) of them completing at least one course.
- A total of 1,340 of the 1,823 courses taken were completed by Twilight High School students in 2013–2014, constituting a course completion rate of 73.5 percent. Students completed an average of 5.3 courses per student. This was the highest course completion rate in the last two years and the highest per student course completion rate in the last four years.
- A total of 172 (35.2 percent) of the 488 Twilight High School participants enrolled in 462 of the 1,823 courses to recover course credit in 2013–2014. Students recovered 191.5 credits for 380 courses (82.3 percent).
- A total of 230 students have graduated from Twilight High School. The number of graduates increased each year and in 2013–2014, 80 seniors graduated.
- The proportion of seniors who graduated in 2012–2013 was 27.5 percent and in 2013–2014 was 35.2 percent. The proportion of seniors who remained enrolled in the school was 3.4 percent in 2012–2013 in comparison to 52.4 percent in 2013–2014. The proportion of seniors who withdrew from Twilight High School before they graduated was 69.1 percent in 2012–2013 and 12.3 percent in 2013–2014.

Recommendations

- To support successful efforts made in 2013–2014 to increase course enrollment and completion rates and the average number of courses completed per student, consider identifying and replicating best practices at Twilight High School for enhanced student motivation, improved instructional support, and timely interventions that help increase student learning in all content areas, with particular attention to student groups that were found to be under-represented among course completers (students in grades 9 through 11 and Hispanic and special education students) in relation to their proportion among all the program participants.
- To better provide support for individualized learning needs and to further improve students' TAKS performances and course completion rates at each grade level, explore TAKS objective level results for instructional gaps and identify causes for the lower proportion of students who completed courses when compared to the proportion of students who enrolled in courses.
- To support improvements from 2012–2013 to 2013–2014 in the annual graduation rates among all Twilight High School seniors and seniors who completed coursework, consider identifying and replicating best practices at Twilight High School for engaging seniors and utilizing the help of dropout coordinators to provide additional individualized support to seniors and overage students.

- Expand the program in coming years to include supports for seniors who are graduating under STAAR testing requirements instead of TAKS testing requirements.
- Consider instituting incentives to further improve student participation in the Twilight High School student survey which provided important insights.

Administrative Response

To more accurately track student data, Twilight High School has implemented a tracking system to track data including attendance, enrollment, and graduation. All Twilight High School students are now in Chancery. A data tracking form is used to track attendance each week and target specific students for home visits, if a decline in their attendance is evident.

In addition, Scholar Centric: Success Highways Resiliency Solution curriculum is now used to help address students' socio emotional needs. As a result, a teen leadership class has been implemented and Twilight High School has partnered with the University of Houston to employ counseling interns to provide additional support for students. Through these measures stronger relationships with Twilight High School students have been built. Twilight High School is also targeting resiliency skills with students and has implemented Achieve 3000 to address students' literacy deficiencies. Each week students complete activities to increase their reading levels.

Twilight High School's instructional staff uses the blended instructional model and a mini lessons model to increase course completion rates and improve TAKS scores. Specific lessons were selected and mini lessons were created to last 15–30 minutes. The blended lessons allow students an opportunity to experience learning beyond computer-based instruction. Students are grouped by subject area and work with teachers based on the students' needs. Most importantly, Twilight High School administrators have provided certified teachers to work with the Twilight High School students.

Introduction

The Advanced Virtual Academy Twilight High School (Twilight High School) was created in November 2010. It was designed to support Houston Independent School District (HISD) students in graduating from high school. Since the program's inception in November 2010, 230 Twilight High School students have graduated through the program. The program serves students who seek original credit, credit recovery, accelerated instruction, and Texas Assessment of Knowledge and Skills (TAKS) and State of Texas Assessments of Academic Readiness (STAAR) review. It is particularly focused on students who are at risk of not graduating due to extenuating circumstances such as pregnancy or a need to work to support or help to support a family. The program targets the participation of students who are:

- aged 16 to 26 years,
- overage,
- parents,
- employed,
- unemployed with multiple grade failures,
- experiencing truancy problems, and/or
- reported as dropping out.

Students enrolled in Twilight High School use any of the six designated satellite high school campuses located across the district to complete online coursework during nontraditional hours on Monday through Thursday from noon to 8 p.m. On Friday from noon to 8 p.m. at George Scarborough and Jack Yates high schools and on Saturday from 9 a.m. to 2 p.m. at Charles Milby, Sharpstown, Phillis Wheatley, and Evan Worthing high schools. Twilight students are allowed opportunities for additional time on tasks. Certified teachers, graduation coaches, and/or academic tutors provide students at each campus with blended learning opportunities (online and face-to-face instruction), dropout recovery, tutoring, guidance, and information about higher education and careers. Students sign a contract that includes attendance expectations. Participants under age 18 are required to attend a minimum of 21 hours per week. The program's implementation model is delineated in the evaluation report for 2010–2011 (Department of Research and Accountability, 2012).

The Twilight High School program is aligned with the HISD's Core Initiative 3: Rigorous Instructional Standards and Supports. Its goal is that every student will have the rigorous instructional program needed for college and career success.

This evaluation presents information on Twilight High School's program participation and outcomes for 2010–2011 through 2013–2014, including program participation, course enrollment and completion, graduation, and TAKS results. In addition, 2012–2013 and 2013–2014 Twilight High School students' characteristics, motivations for attending Twilight High School, and ratings for how well the program supported them in achieving their academic goals will be presented, including student's utilization and views of the new 2013–2014 program strategies.

Methods

Data Collection and Analysis

- The 2010–2011, 2011–2012, and 2012–2013 program participation, course enrollment and completion, and academic performance results for Twilight High School students were obtained from the Twilight High School program reports when available (Department of Research and Accountability February 2012, November 2012, January 2014).
- August 2013 through mid-May 2014 program enrollment data were provided by program administrators. Enrollment data retrieved from HISD Chancery databases included dates and leaver codes for initial and subsequent enrollment, withdrawal, return, and/or graduation. In addition, graduation data were obtained through the principal of Twilight High School.
- The 2013–2014 academic year student roster for Twilight High School submitted by the campus principal included 488 students (unduplicated count). HISD data matched the principal's list for all students with at least one enrollment in the Advanced Virtual Academy/Twilight High School during the 2013–2014 school year, beginning with the 2013 fall semester and ending with the August 2014 summer session with the exception of four students, two in each file. The district data initially included 583 students, 83 of the 583 students had end-of-enrollment dates that occurred prior to August 26, 2013 (the first day of school), ten students had no enrollment records associated with either of the program's six satellite campuses, and two students (originally listed in the principal's file) ended their enrollment in the district within the first three weeks of school and completed no courses. The exclusion of 95 students resulted in the inclusion of 488 (unduplicated count) Twilight High School students in the analyses.
- The 2013–2014 program enrollment, course enrollment and completion, demographic information, and academic performance data for Twilight High School students were obtained from the Public Education Information Management System and Chancery Student Information System databases.
- Using the Historical Grade Records for the 2013–2014 regular and summer school terms, course enrollment was determined by the total number of unduplicated courses per student included in the file. The HISD and Texas Education Agency Secondary School Guidelines for the Foundation Curriculum 2012–2013 and Graduation Credit Requirements were used to categorize each course by subject area. Course completion and credits earned for each student and each course in which students enrolled were included in these data. Course completion is defined as receiving course credit.
- Over- and under-representation of student groups among participants who enrolled in courses and who completed coursework were calculated by subtracting the percentage of students who enrolled or completed coursework from the percentage of the same student group among all Twilight High School students as well as from the proportional size of the student group. This resulted in a percentage point difference between the percentage of the sub-group of students who enrolled or completed coursework when compared to all Twilight High School students as well as when compared within the same student group. Positive differences indicated over-representation and negative differences indicated under-representation.

- Descriptions of students, their motivations for attending Twilight High School, and their observations of their experiences with Twilight High School staff and program strategies/activities were obtained through a voluntary, online survey, which was administered via SurveyMonkey™ between March 25 and April 30, 2014.
- Student performance was measured using the state-mandated TAKS test. Performance results include the percentages of Twilight High School students who met the annual passing standard in the core subjects of reading, mathematics, social studies, and science from 2010–2011 through 2013–2014 and are presented for the first test (first administration) each year tracked. Results are not presented for fewer than five students. State of Texas Assessments of Academic Readiness (STAAR) End of Course exams are not administered to Twilight High School students in general and, therefore, the associated results are not included in this analysis.

Data Limitations

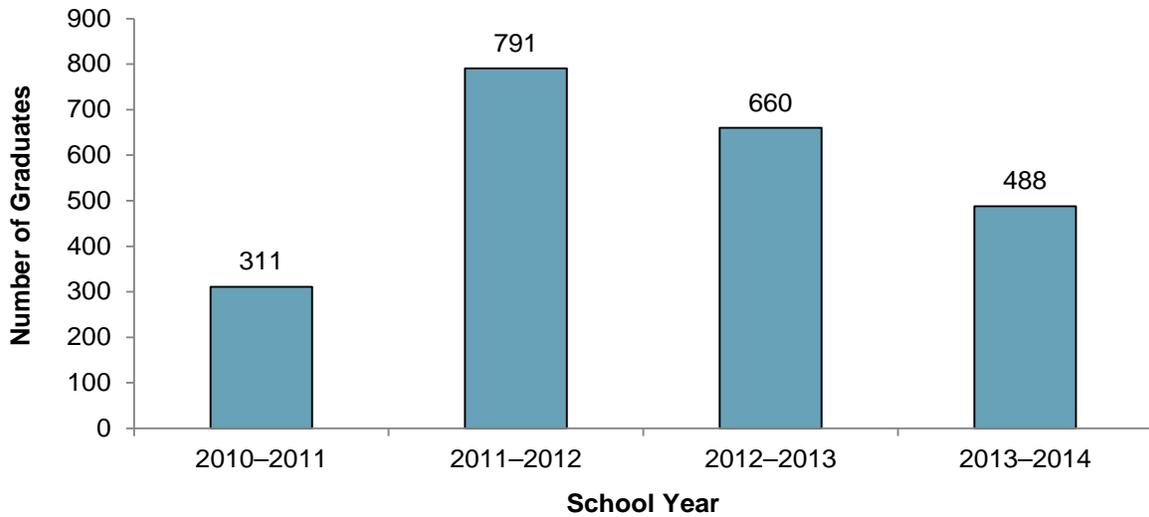
- Some indicators of student characteristics and the student evaluations of the Twilight High School program were drawn from survey data for fewer than 100 percent of the school's students. In 2012–2013, 660 students enrolled and through significant programmatic efforts, 188 participants (28.5 percent) responded to the survey. In 2013–2014, 488 students enrolled and 173 participants (35.5 percent) responded to the survey. Within-group percentages were calculated for each year to allow for comparisons across years.
- Some students (1.1 percent in 2012–2013 and 0.6 percent in 2013–2014) were omitted from findings regarding students' program enrollment because they provided invalid enrollment dates that preceded the program's inception. In addition in 2013–2014, another 3.5 percent provided invalid enrollment dates that followed the current semester.
- Additional survey data for 172 respondents regarding 2013–2014 Twilight High School students' persistence in working to complete coursework in the semesters following their enrollment indicated that most respondents continued to work each subsequent semester toward course completion (**Figure 24**). However, 26 respondents (15.1 percent) provided inconsistent responses that were invalid based on their enrollment data.

Results

How many students enrolled in Twilight High School from 2010–2011 to 2013–2014?

- **Figure 1** reveals a total of 2,250 students have enrolled in Twilight High School during this iteration of program implementation over the last four years. During this time, the number of students has fluctuated, with 56.9 percent growth since 2010–2011. Student enrollment was highest in 2011–2012 and dropped 38.3 percent since that time.
- In 2012–2013, 660 students enrolled in Twilight High School and 488 students enrolled in 2013–2014. This was a 26.1 percent decrease in enrollment.

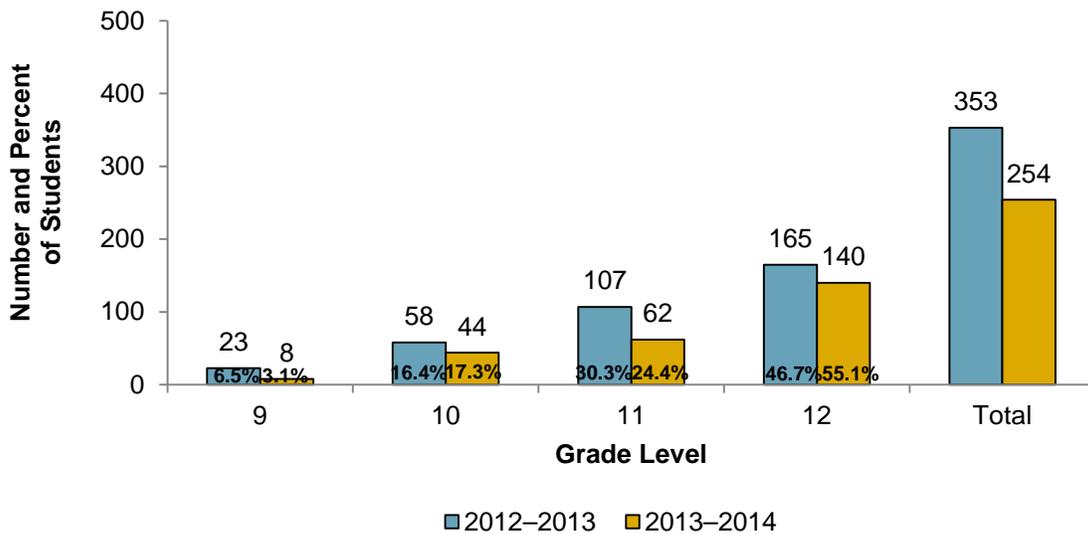
Figure 1. Number of Twilight High School graduates, 2010–2011 through 2013–2014



What were the characteristics of Twilight High School students in 2013–2014 who completed at least one course relative to the characteristics of Twilight High School students in 2012–2013 who completed at least one course?

- The 2013–2014 Twilight High School satellite campuses were Charles Milby, George Scarborough, Sharpstown, Phillis Wheatley, Evan Worthing, and Jack Yates high schools. All of the 2013–2014 satellite campuses participated in the 2012–2013 program.
- The number and percentage of 2012–2013 and 2013–2014 program participants who completed at least one course at each grade level and in total are provided in **Figure 2**. Across the two years, the proportions of students who completed coursework grew as the grade level increased, with seniors comprising more than one-half of the students who completed courses in 2013–2014.

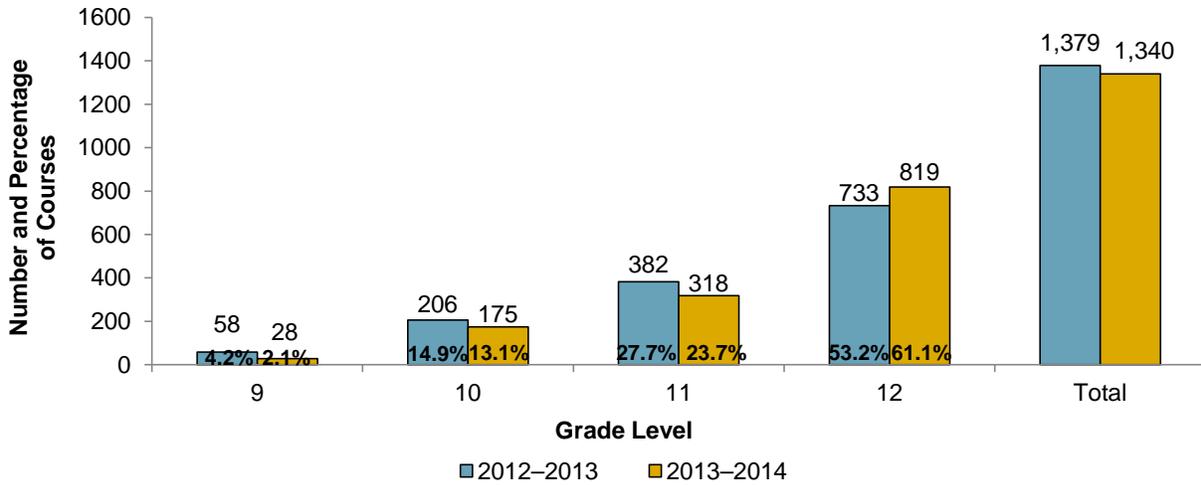
Figure 2. Number and Percentage of Twilight High School students who completed at least one course by grade level, 2012–2013 and 2013–2014



Note: Percentages may not total 100 due to rounding.

- Although 1,823 courses were taken by Twilight High School students, **Figure 3** presents the total number of courses completed and the proportions of courses completed at each grade level in 2012–2013 and 2013–2014. In both years, the number of courses completed increased with each successive grade level. Except at grade twelve, 2012–2013 students completed more courses at each grade level than students completed in 2013–2014.

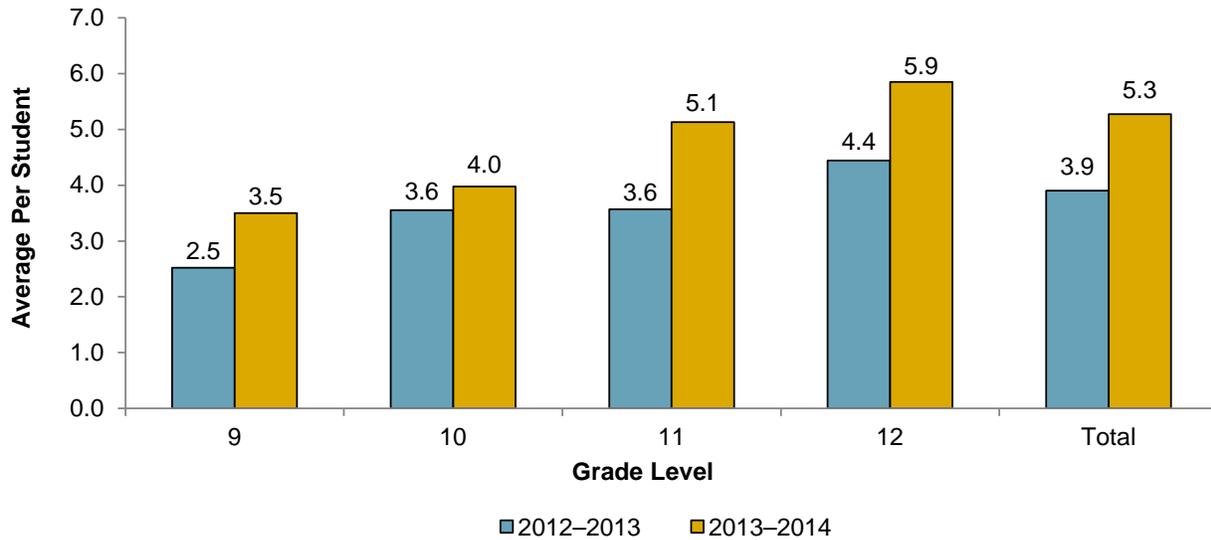
Figure 3. Number and percentage of courses completed* by Twilight High School students by grade level, 2012–2013 and 2013–2014



*Completed is defined as receiving course credit.

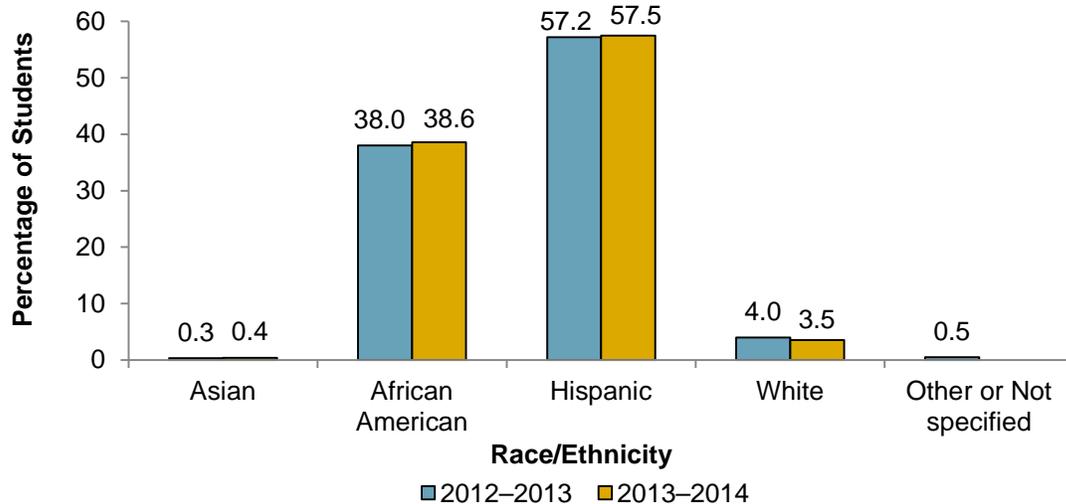
- Figure 4** shows the average number of courses completed per student in 2012–2013 (3.9) and 2013–2014 (5.3) disaggregated by grade level. In total, students completed an average of 1.4 more courses in 2013–2014 than in 2012–2013. The averages were fairly comparable (within one course) at grades nine and ten, with greater differences of 1.5 courses at grades eleven and twelve from 2012–2013 to 2013–2014. The average number of courses completed ranged from 2.5 to 4.4 courses in 2012–2013 and from 3.5 to 5.9 courses in 2013–2014, increasing successively with each grade level in 2013–2014.

Figure 4. Average number of courses completed by Twilight High School students who completed at least one course by grade level, 2012–2013 and 2013–2014



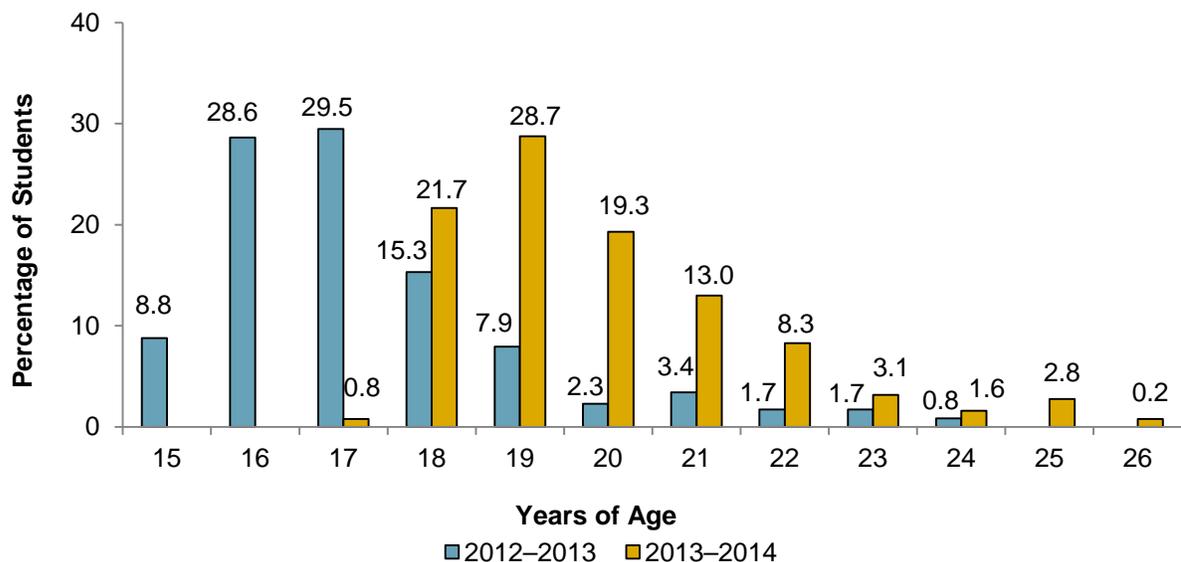
- The proportions of participants who completed at least one course in 2012–2013 and 2013–2014 are presented by race/ethnicity in **Figure 5**. Increases occurred in the percentages of Asian, (0.1 percentage point), African American (0.6 percentage point), and Hispanic (0.3 percentage point) students who completed coursework, while the proportion decreased among White students (0.5 percentage point) and students of other or unspecified races/ethnicities (0.5 percentage point) who completed coursework.

Figure 5. Percentage of Twilight High School students who completed at least one course by race/ethnicity, 2012–2013 and 2013–2014



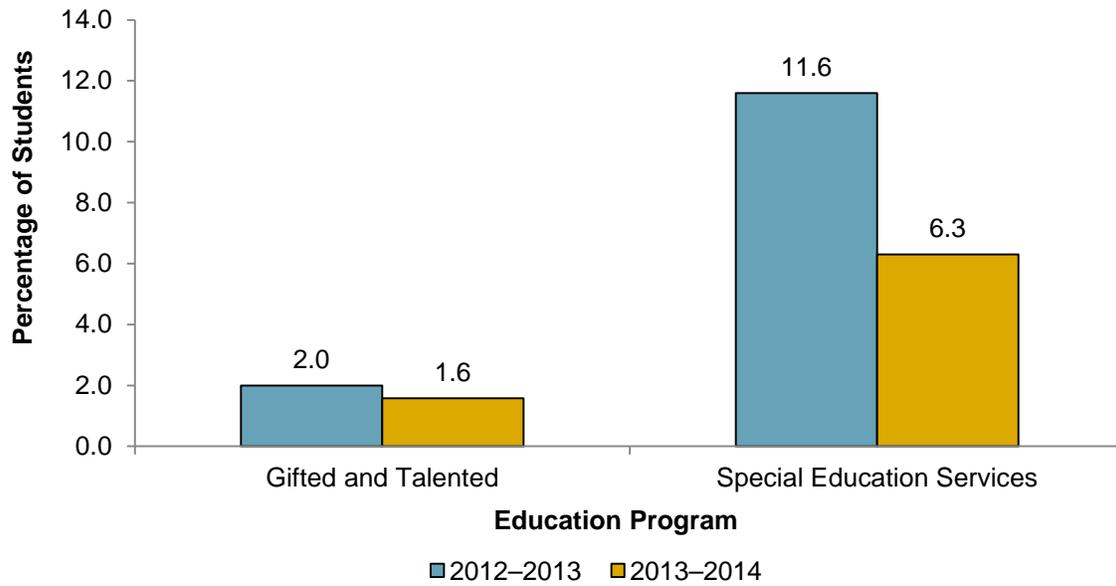
- The distribution of 2012–2013 and 2013–2014 participants who completed at least one course is shown by age in **Figure 6**. In 2012–2013, larger proportions of students aged 15 through 17 completed at least one course. Conversely, in 2013–2014, larger proportions of students aged 18 through 26 completed at least one course.

Figure 6. Percentage of Twilight High School students who completed at least one course by age, 2012–2013 and 2013–2014



- The education programs of 2012–2013 and 2013–2014 Twilight High School participants who completed at least one course are presented in **Figure 7**. Larger proportions of the students who completed coursework were gifted and talented (0.4 percentage points) and special education students (5.3 percentage points) in 2012–2013 than in 2013–2014.

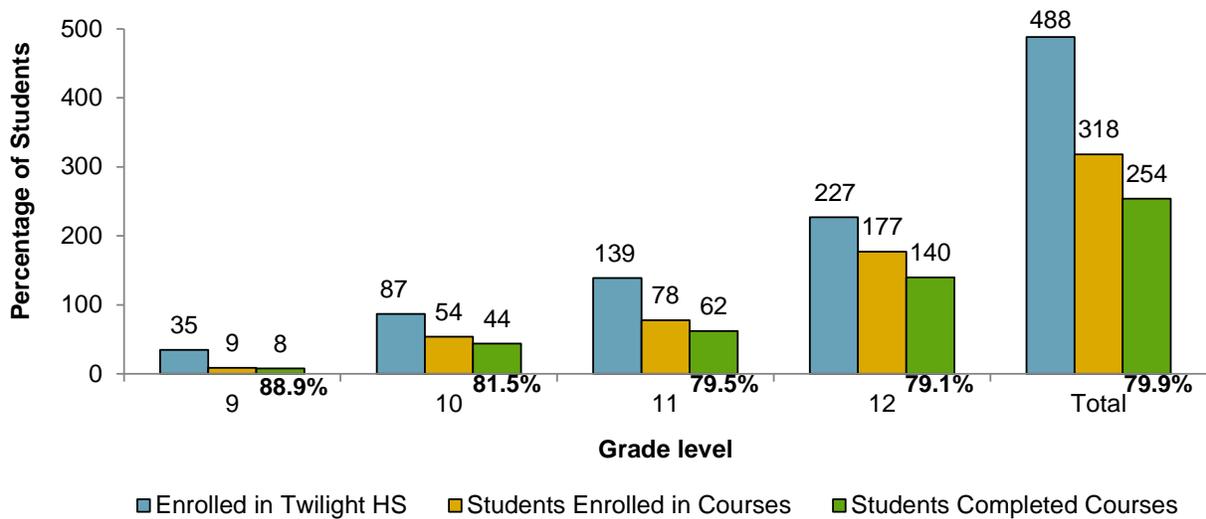
Figure 7. Percentage of Twilight High School students who completed at least one course by education program, 2012–2013 and 2013–2014



What were the characteristics of all students enrolled in Twilight High School in 2013–2014 relative to the characteristics of Twilight High School students who completed at least one course and students who did not complete at least one course during the 2013–2014 academic year?

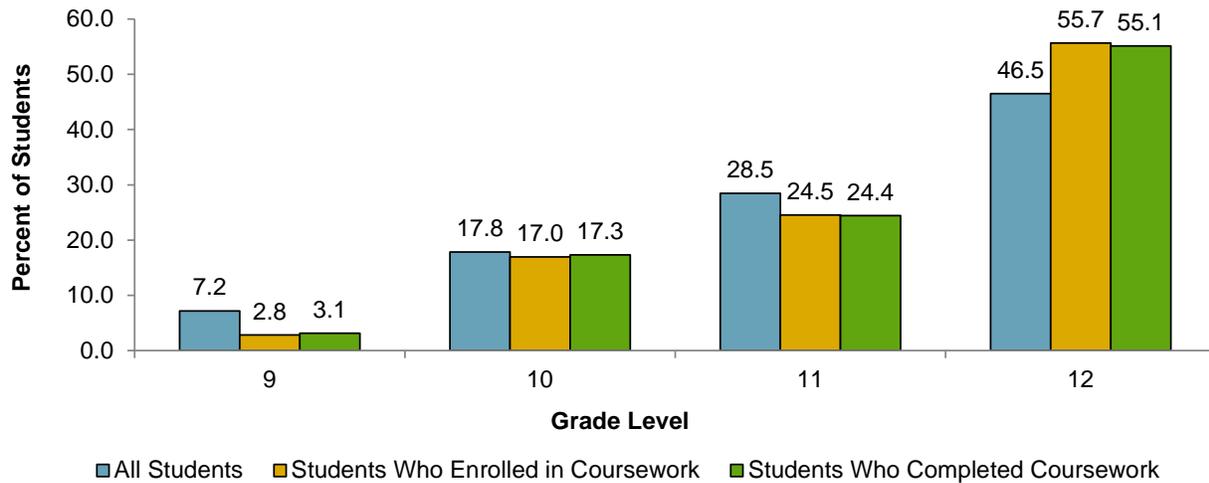
- **Figure 8** shows the largest cohort of 2013–2014 Twilight High School participants was twelfth grade students (n=227), followed by eleventh (n=139), tenth (n=87), and ninth (n=35) grade students (**Table 1**, page 45).
- Throughout the 2013–2014 school year, including summer 2014, 318 (65.2 percent) of the 488 Twilight High School students (unduplicated count) enrolled in at least one course as shown in Figure 8. The number of students enrolled and the number of students who completed coursework increased sequentially with each grade level. However, the proportion of students who enrolled in and completed courses was highest at grade 9 (88.9 percent), followed by grade 10 (81.5 percent), grade 11 (79.5 percent), and grade 12 (79.1 percent). The overall percentage of students who completed coursework was 79.9 percent. (**Table 1**, page 45).

Figure 8. Number of Twilight High School students enrolled and number and percentage of students who completed coursework by grade level, 2013–2014



- **Figure 9** presents the proportion of all 2013–2014 program students at each grade level relative to the proportions of 2013–2014 students who enrolled in at least one course and who completed at least one course. (See Table 1 for details, page 45.)

Figure 9. Percentage of all Twilight High School students, Twilight High School students who enrolled in coursework, and Twilight High School students who completed coursework by grade level, 2013–2014

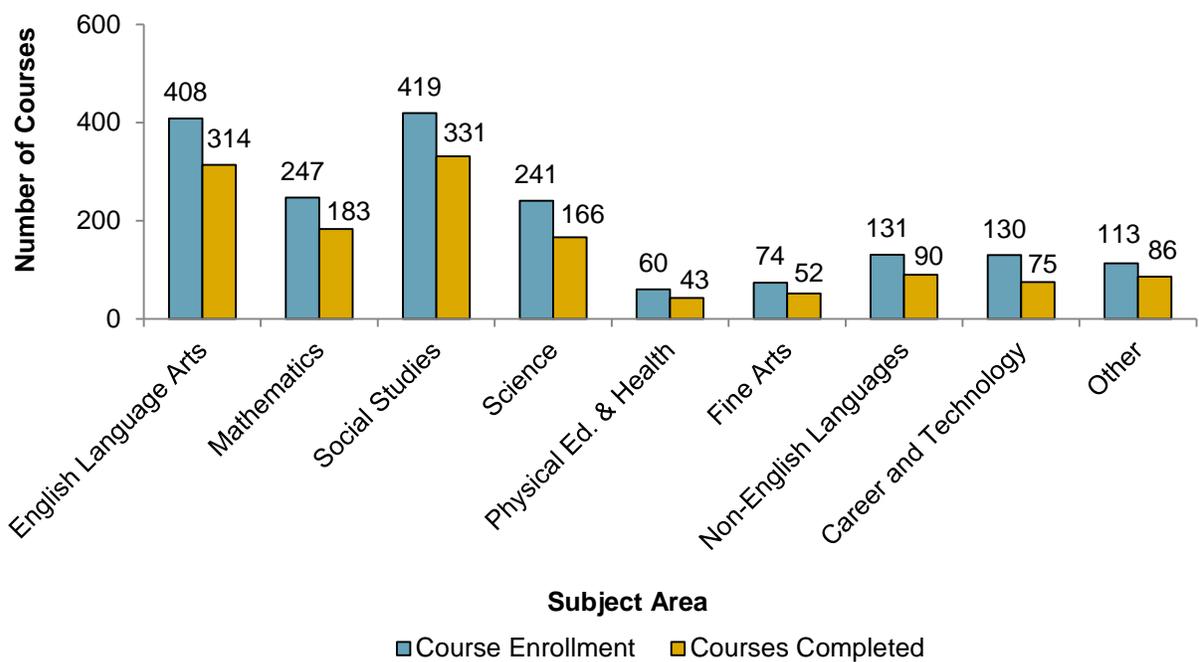


- Figure 9 shows twelfth grade students were over-represented among all Twilight High School students who enrolled in coursework (9.2 percentage points) and who completed coursework (8.6 percentage points). At the other grade levels, students were under-represented among the school's course enrollees and course completers. (Table 1, page 45.)
- Across grade levels, the proportions of students who enrolled in courses revealed that from 22.0 percent (grade twelve) to 74.3 percent (grade nine) of Twilight High School students did not enroll in coursework during the school year. A total of 37.9 percent (grade ten) and 43.9 percent (grade eleven) did not enroll in coursework. (Table 1, page 45.)
- Across grade levels, the proportions of students who completed courses revealed that from 77.1 percent (grade nine) to 38.3 percent (grade twelve) of Twilight High School students did not complete the coursework during the school year. A total of 49.4 percent (grade ten) and 55.3 percent (grade eleven) did not complete coursework. (Table 1, page 45.)
- A total of 95.5 percent of all 2013–2014 Twilight High School participants were African American (36.1 percent) or Hispanic (59.4 percent) students. African American students were almost equally over-represented among the students who enrolled in courses (2.3 percentage points) and students who completed coursework (2.5 percentage points).
- Hispanic students were under-represented among the students who enrolled in courses (2.8 percentage points) and students who completed coursework (1.9 percentage points). White students were over-represented among the students who enrolled in courses (0.9 percentage points), but the proportion of White students who completed coursework was equal to the proportion of White students at Twilight High School.

- Hispanic students comprised the largest group of students who did not complete coursework during the school year (49.7 percent), followed by White (47.1 percent), and African American (44.3 percent) students. (Table 1, page 45.)
- A total of 7.4 percent of all participants were special education students and 1.8 percent were gifted and talented students. A total of 58.3 percent of the special education students and 66.7 percent of the gifted and talented students enrolled in courses, with 44.4 percent of students in each group completing coursework. However, 55.6 percent of special education and 55.6 percent of gifted and talented students did not complete coursework during the school year. (Table 1, page 45.)
- More than two-thirds of all Twilight High School participants were economically disadvantaged (69.5 percent) and 88.1 percent were at risk of dropping out of high school. A total of 74.9 percent of the economically disadvantaged students and 67.0 percent of the students at risk were enrolled in courses. (See Table 1, page 45.)

- Twilight High School students enrolled in 1,823 courses during the 2013–2014 school year. A total of 1,340 courses were completed, constituting a course completion rate of 73.5 percent. (Table 2, page 46.)
- **Figure 10** depicts the number of courses in which 2013–2014 Twilight High School students enrolled by subject area. Core courses (English language arts (ELA), mathematics, social studies, and science) had the highest enrollments in addition to non-English Language and Career and Technology courses. Social studies (79.0 percent), ELA (77.0 percent), and “other” courses (76.1 percent) had the highest completion rates. (Table 2, page 46.)

Figure 10. The number of courses Twilight High School students enrolled and the number of courses Twilight High School students completed by subject area, 2013–2014

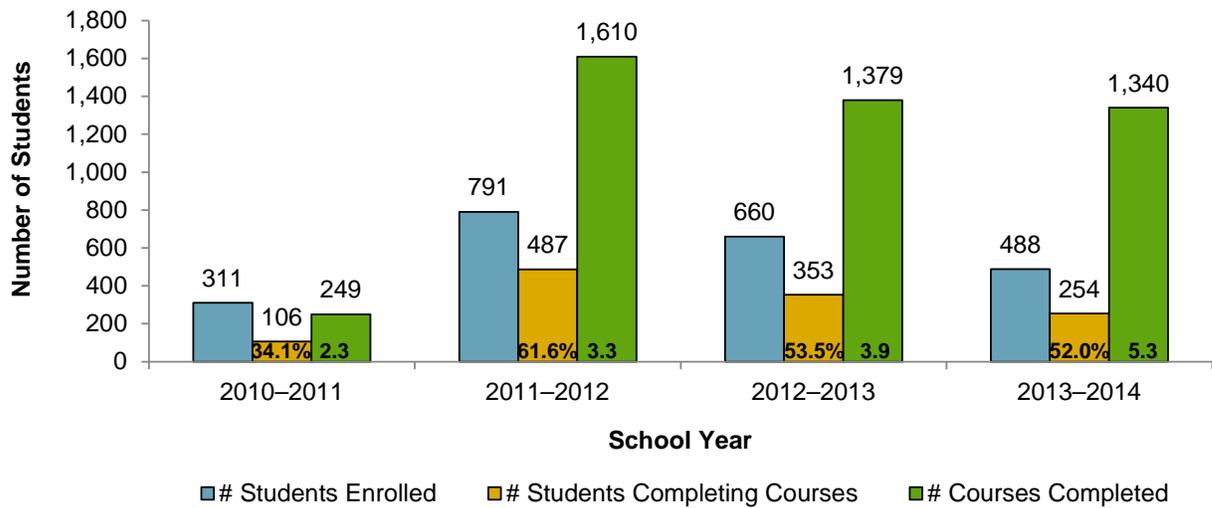


- In 2013–2014, 172 or 35.2 percent of the 488 Twilight High School participants, enrolled in 462 of the 1,823 courses to recover course credit. A total of 159 or 92.4 percent of the students taking courses for credit recovery completed the courses. The proportion of students enrolled in courses for credit recovery at each grade level was fairly comparable to the proportion of courses in which they enrolled for credit recovery. A total of 80.2 percent of the participants enrolled in credit recovery courses were eleventh- and twelfth- grade students who enrolled in 80.7 percent of these courses. (Table 3, page 46.)
- Twilight High School students completed 380 (82.3 percent) of the 462 courses taken for credit recovery, including core courses in English Language Arts (102 of 133 or 76.7 percent) for 54.0 credits, mathematics (69 of 77 or 89.6 percent) for 34.5 credits, social studies (86 of 115 or 74.8 percent) for 42.0 credits, and science (41 of 51 or 80.4 percent) for 20.0 credits. (Table 4, page 47.) Credits recovered in core courses constituted 150.5 (78.6 percent) of the 191.5 credits recovered across all subject areas.

How did the performance of students enrolled in Twilight High School in 2013–2014 compare with the performance of students enrolled in Twilight High School in 2010–2011 through 2012–2013 in terms of the course enrollment, completion rate, and average number of courses completed per student?

- **Figure 11** shows that the student enrollment in Twilight High School, the number of students completing courses, and the number of courses completed have fluctuated over the four years tracked. A higher percentage of all Twilight High School students completed at least one course during the 2011–2012 school year (61.6 percent) than in the other school years.
- 2013–2014 Twilight High School students who completed at least one course completed an average of 5.3 courses per student. This was the highest per student course completion rate in the last three years (Figure 11).

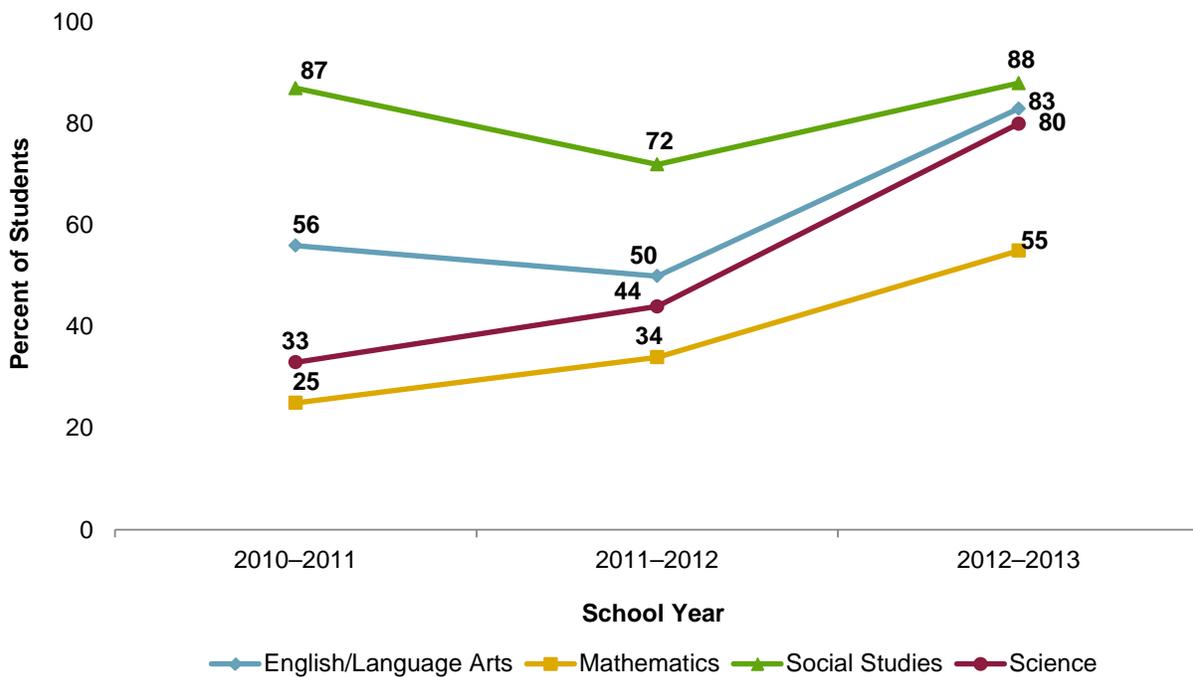
Figure 11. Twilight High School student enrollment, the number and percentage of Twilight students who completed courses, the number of courses Twilight students completed, and the number of courses completed per student, 2010–2011 through 2013–2014



During the current iteration of program implementation (2010–2011 through 2013–2014), what were the performance trends of Twilight High School students with regard to their TAKS performance?

- Texas Assessment of Knowledge and Skills (TAKS) trend data for 2010–2011 through 2012–2013 are presented. TAKS results for first-time test-takers (first administration) are presented for one year (2010–2011) for students in grade 9 and grade 10 and three years of results for students in grade 11 (**Table 5** page 47). With the new state-mandated assessment replacing the TAKS test for first-time students in grade 9 in spring 2012, no first-time test-takers results for were available for TAKS in 2013–2014.
- **Figure 12** presents the percentages of Twilight High School students in grade 11 who met the passing standard on the tests from 2010–2011 to 2012–2013. Overall, across tests from 2010–2011 to 2012–2013, student performance improved.

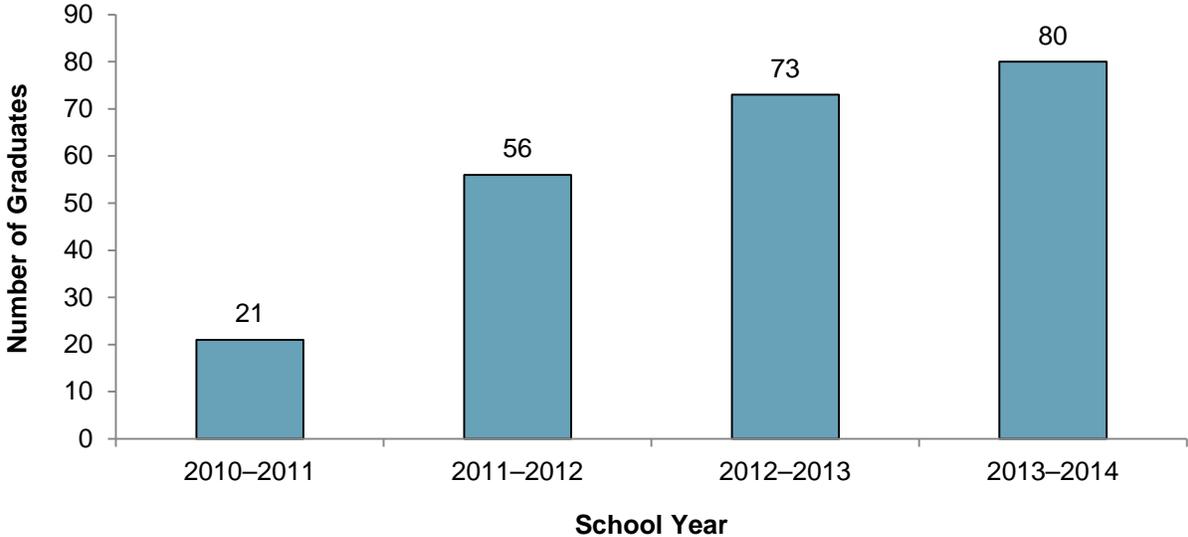
Figure 12. Percentage of first-time test-takers among Twilight High School students in grade 11 who met the TAKS passing standards, 2010–2011 through 2012–2013



Among twelfth-grade students attending Twilight High School in order to graduate from high school, how many accomplished that goal?

- A total of 230 students have graduated from Twilight High School. The number of graduates nearly quadrupled from 2010–2011 to 2013–2014. **Figure 13** shows the number of graduates for the last four years. In 2010–2011, 21 juniors and seniors graduated, which comprised 38.9 percent of students enrolled in grades 11 and 12. In 2011–2012, 56 juniors and seniors graduated between September 1, 2011 and August 31, 2012. This constituted 16.1 percent of students enrolled in grade 11 and 12. In 2013–2014, 80 Twilight High School seniors graduated between September 1, 2013 and August 31, 2014. This represented a 35.2 percent graduation rate for all 227 seniors enrolled in Twilight High School and a graduation rate of 57.1 percent for the 140 Twilight High School seniors who completed at least one course in 2013–2014. This was a 9.6 percent increase over the number of graduates in 2012–2013 who completed at least one course.

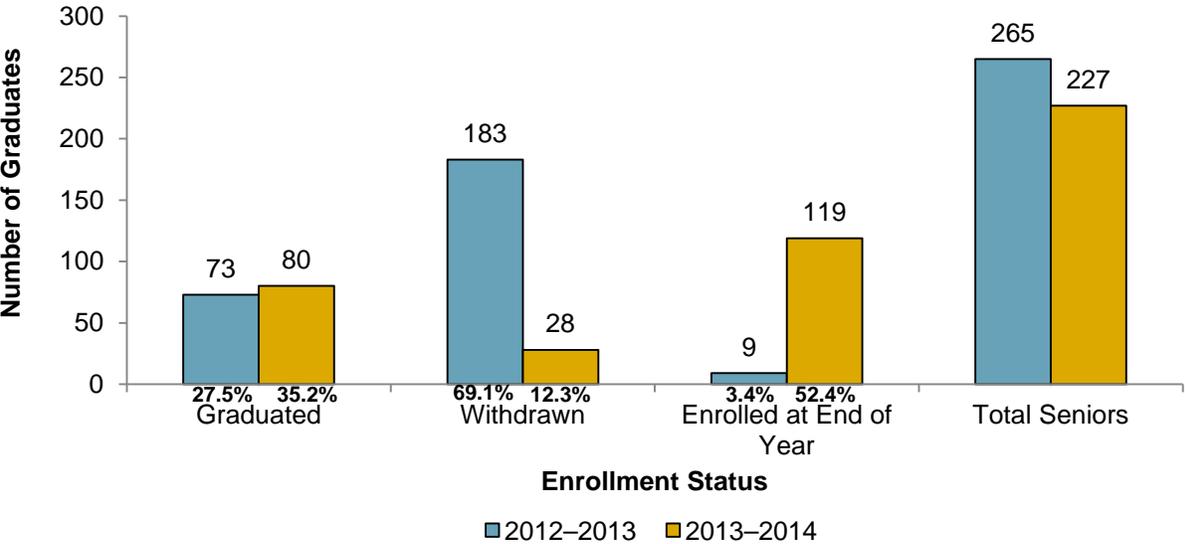
Figure 13. Number of Twilight High School graduates, 2010–2011 through 2013–2014



How do the proportions compare for twelfth-grade students who stopped attending Twilight High School before graduating in 2012–2013 and 2013–2014?

- Figure 14** reveals the proportions of seniors who withdrew from Twilight High School before they graduated were very dissimilar from 2012–2013 to 2013–2014, with 69.1 percent withdrawing in 2012–2013 and 12.3 percent withdrawing in 2013–2014. Also, a contrast existed in the proportions of seniors who remained enrolled in the school as well, with only 3.4 percent continuing at the school in 2012–2013 in comparison to 52.4 percent in 2013–2014. Most similar were the proportions of seniors who graduated in 2012–2013 (27.5 percent) and in 2013–2014 (35.2 percent). In each area, the results show improvements for 2013–2014 students.

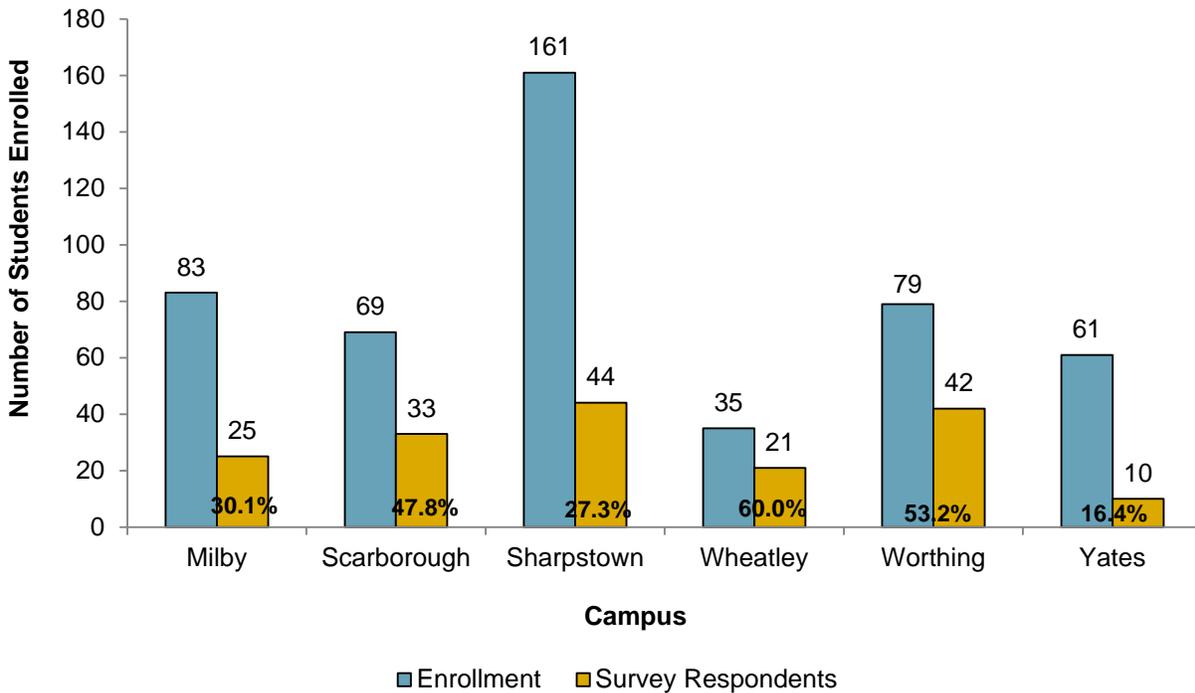
Figure 14. Number of Twilight High School seniors who graduated, withdrew from the district, or remained enrolled in Twilight High School, 2012–2013 and 2013–2014



What were the characteristics and motivations of the 2013–2014 Twilight High School program participants?

- Key information regarding students' characteristics and motivations was obtained through Twilight High School students' input on a survey administered in April 2014. **Figure 15** shows the number of students enrolled at each of the Twilight High School satellite campuses during survey administration from March 25 and April 30, 2014, the number of survey respondents, and the survey response rate (percentage) by satellite campus.
- Of the 173 respondents who provided 175 responses to identify their campuses, 171 of the 173 respondents (98.8 percent) named one campus and two (1.2 percent) named two campuses. Campus enrollment ranged from 35 to 161 students and survey response rates ranged from 16.4 percent to 60.0 percent per campus.

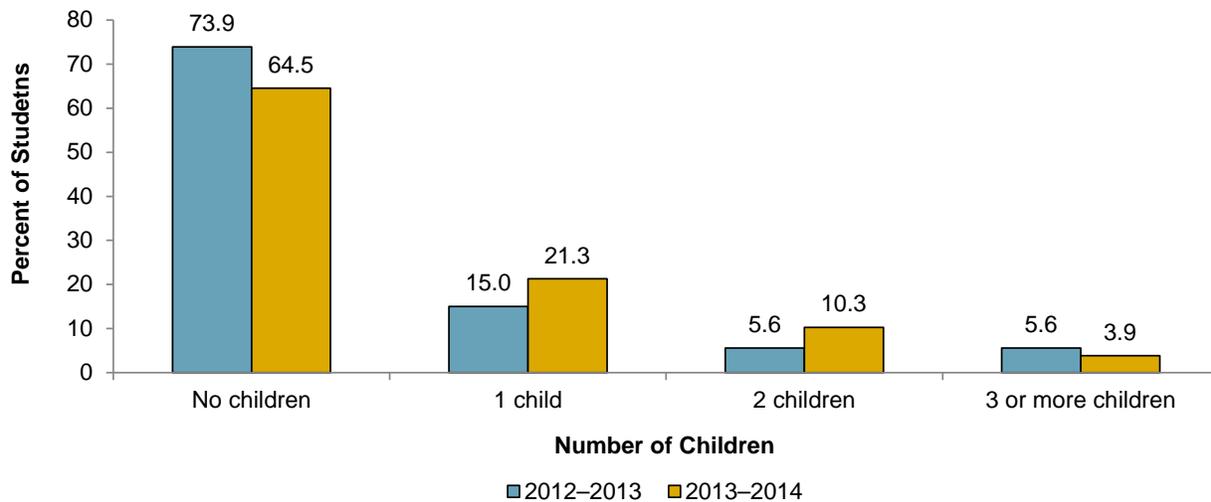
Figure 15. Number of students who enrolled in Twilight High School and satellite campus survey response rate, March - April 2014



- Sharpstown had the highest enrollment of Twilight High School students (n=161) followed by Milby and Worthing high schools. Wheatley had the lowest enrollment (n=35) and the highest survey response rate (60.0 percent).
- **Table 6** (page 48) shows the means by which 2012–2013 and 2013–2014 survey respondents learned about the Twilight High School. Respondents were able to report multiple sources of information/referrals. In both years, the largest proportions of students' responses indicated that referrals were initiated by school counselors, teachers, and friends. Friends were the only non-HISD-initiated source of information/referrals among the most frequent responses given.

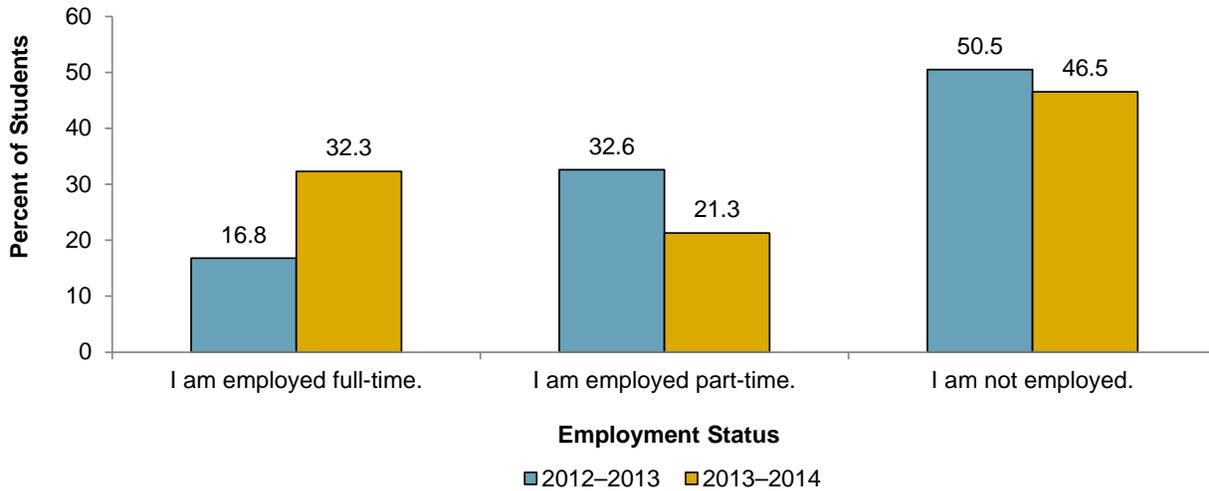
- **Table 7** (page 48) shows the percentages of 2012–2013 and 2013–2014 Twilight High School students by their living arrangements. Respondents in 2012–2013 reported a more diverse array of living arrangements than reported by the 2013–2014 students. In both years, most students reported they lived with their parent(s) or guardian(s), with their own families or on their own in some other capacity. The 10.5 percentage point difference between 2012–2013 and 2013–2014 students who responded “parent(s) or guardian(s)” was the largest difference, followed by students responding “on my own” (5.9 percentage points).
- Additional information revealed five students (3.2 percent) reported they were re-establishing themselves since release from their incarceration, five students (3.2 percent) were on probation or parole, and one student (0.6 percent) was living in a half-way house.
- **Figure 16** shows the number of children cared for by Twilight High School students in 2012–2013 and 2013–2014. Across years, most students were not the primary caregiver of children. However; more of the students who were caregivers of children cared for one child (15.0 and 21.3 percent). (**Table 8**, page 49.)

Figure 16. The number of children cared for by Twilight High School students, 2012–2013 and 2013–2014



- **Figure 17** depicts the percentages of 2012–2013 and 2013–2014 Twilight High School students who reported their employment statuses. The majority of students was employed in 2013–2014 and the majority of students was not employed in 2012–2013. Specifically, a 4.2 percentage-point greater proportion of students reported they were employed in 2013–2014 (53.6 percent) than reported being employed in 2012–2013 (49.4 percent). (**Table 9**, page 49.)

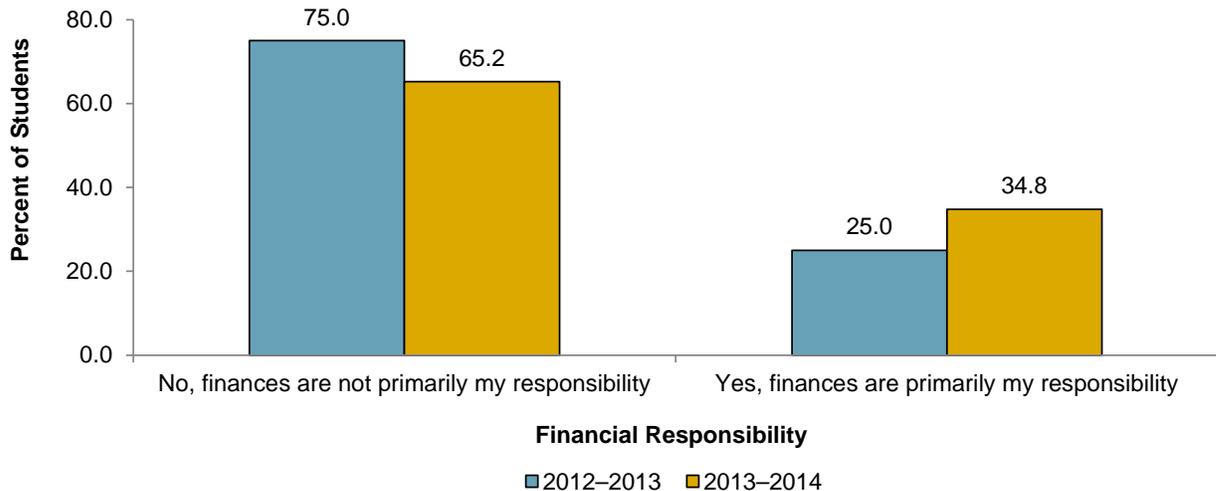
Figure 17. Percentage of Twilight High School students by employment status, 2012–2013 and 2013–2014



Note: Some students did not respond in 2013–2014 only.

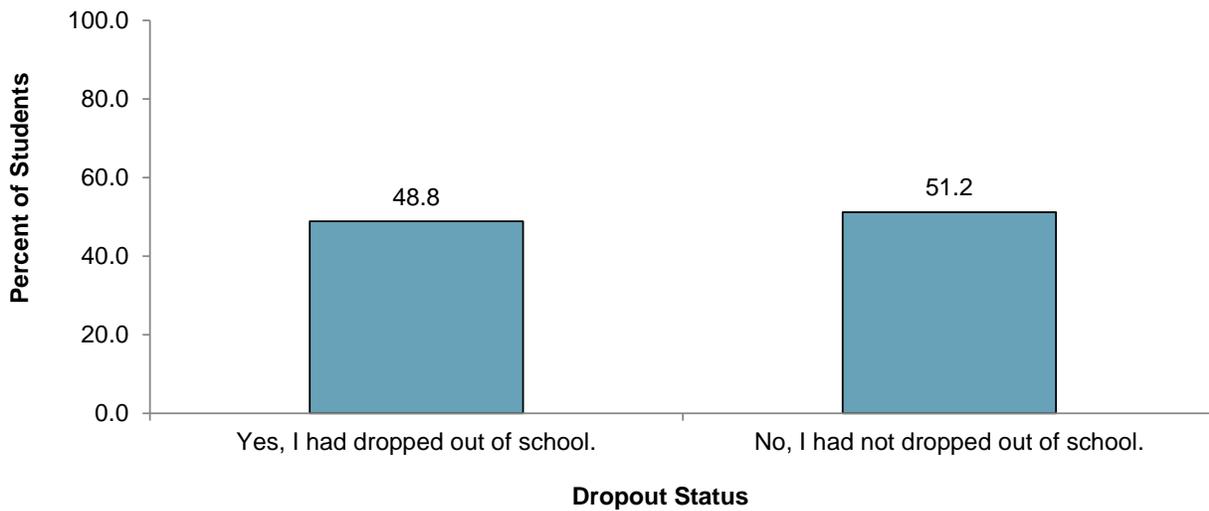
- Most of the 2012–2013 (75.0 percent) and 2013–2014 (65.2 percent) students reported that household finances were not primarily their responsibility (**Figure 18**). However, a 9.8 percentage-point larger proportion of 2013–2014 students than 2012–2013 students reported finances are primarily their responsibility. (**Table 10**, page 49.)

Figure 18. Percentage of Twilight High School students for whom household finances are/are not their primary responsibility, 2012–2013 and 2013–2014



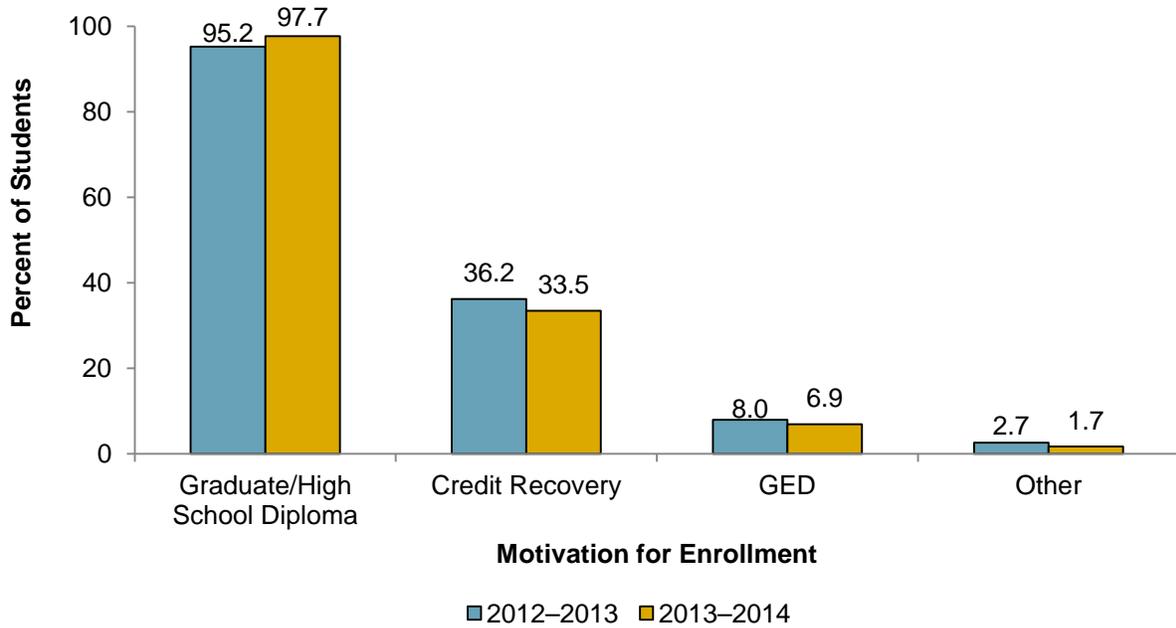
- Two-thirds (75.0 percent) of respondents in 2012–2013 and more than three-fourths (80.0 percent) of respondents in 2013–2014 reported they were able to use the internet outside of school. (**Table 11**, page 49.)
- Survey information collected in 2013–2014 revealed that nearly one-half (83 or 48.8 percent) of 170 survey respondents had dropped out of school and slightly more than one-half (87 or 51.2 percent) respondents had not dropped out of school before they enrolled in Twilight High School (**Figure 19**). (**Table 12**, page 50.)

Figure 19. Percentage of students by dropout status before attending Twilight High School, 2013–2014



- **Figure 20** depicts survey respondents' motivations for attending Twilight High School in 2012–2013 and 2013–2014. In both years, the motivation for the vast majority of students was to graduate/earn a high school diploma, with a greater proportion (2.5 percentage points) of 2013–2014 respondents reporting this as their motivation for attending Twilight High School. (**Table 13**, page 50)

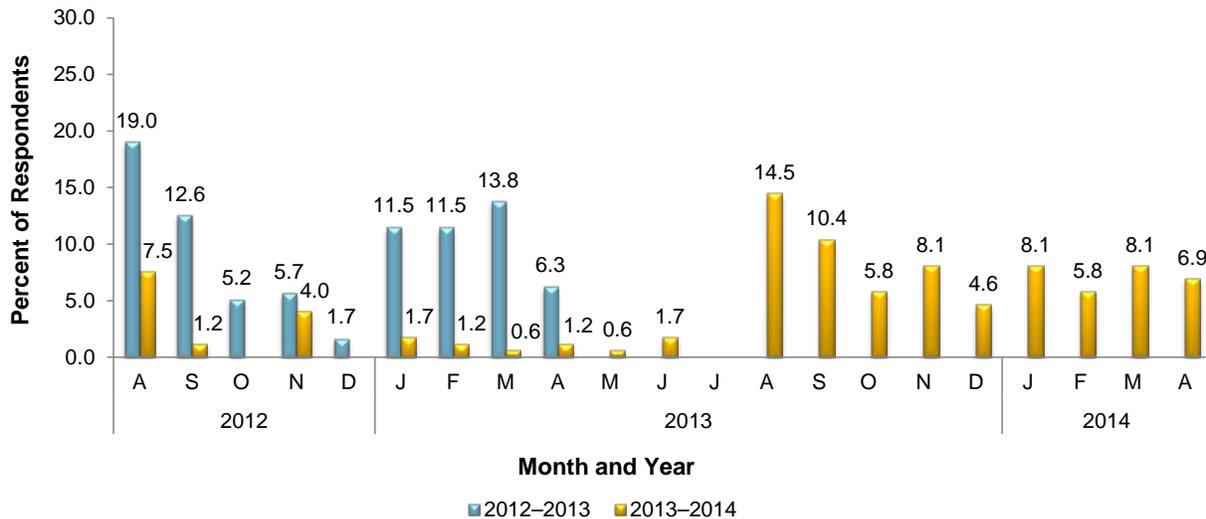
Figure 20. Percentage of students by their motivation for attending Twilight High School, 2012–2013 and 2013–2014



Note: Respondents provided multiple responses.

- **Figure 21** illustrates the percentage of 2012–2013 and 2013–2014 survey respondents by the month and year of their initial enrollment in Twilight High School. In both years, some students reported initially enrolling in the program during the preceding academic year. However, the following graph shows the months and years students reported enrolling during the 2012–2013 and 2013–2014 school years only.
- In 2013–2014, larger proportions of students reported enrolling at the beginning of the fall semester (August and September) than later in the school year, with more moderate enrollment later in the fall semester and throughout the spring semester. Similarly in 2012–2013, larger proportions of students reported enrolling at the beginning of the fall semester (August and September), with more moderate enrollment levels in the spring. Across the two years, enrollment was lowest in December.
- In 2012–2013, 11.2 percent of survey respondents reported enrolling one academic year prior (during the 2011–2012 school year) and 87.3 percent reported enrolling during that current academic year in 2012–2013 (Department of Research and Accountability, 2014).
- In 2013–2014, the proportion of respondents (19.7 percent) who reported enrolling one academic year prior (during the 2012–2013 school year) was 8.5 percentage points larger than the proportion of 2012–2013 respondents who reported enrolling one academic year prior. However, the proportion of 2013–2014 survey respondents who reported enrolling during the current 2013–2014 academic year (72.3 percent) was 15 percentage points smaller than the proportion of 2012–2013 respondents who reported enrolling during the current academic year in 2012–2013. (Figure 21.)

Figure 21. Percentage of students by the month and year they reported enrolling in Twilight High School, 2012–2013 and 2013–2014

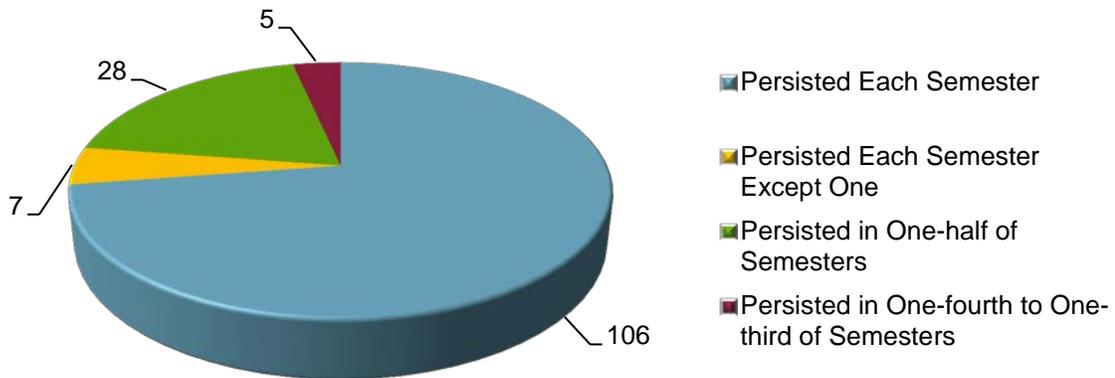


Note: 12.7 percent of 2012–2013 students and 8.1 percent of 2013–2014 students did not report 2012–2013 or 2013–2014 enrollment dates due to enrollment prior to 2012–2013, invalid enrollment dates reported, or nonresponse to survey item.

What percentage of 2013–2014 Twilight High School students persisted toward completion of coursework during the subsequent semester(s) following their enrollment in the program?

- Out of 146 valid survey responses, 106 respondents (72.6 percent) reported they worked to complete coursework in each of the semesters following their enrollment in the program, seven (4.8 percent) reported working to complete coursework each semester except for one semester, 28 (19.2 percent) indicated they worked to complete coursework in one-half of the semesters subsequent to their enrollment, and five (3.4 percent) reported they worked to complete coursework in one-fourth to one-third of the semesters subsequent to their enrollment in the program. (Figure 22.)

Figure 22. Number of respondents (N = 146) by their degree of persistence in working to complete coursework subsequent to their enrollment in Twilight High School, 2013–2014



Note: An additional 26 respondents did not provide valid responses.

- When asked why they decided Twilight High School was the right school for them, 170 (98.3 percent) of the 173 respondents provided 259 responses. The most frequently cited reasons were the ability to work at their own pace (n=72), flexible hours (n=58), motivating teachers (n=23), and to earn credits to graduate quickly (n=9). (See **Table 14**, page 51 for sample responses.)

- Students who enrolled in Twilight High School could use any of the six designated satellite high school campuses to complete online coursework on Monday through Thursday from noon to 8 p.m. On Friday from noon to 8 p.m. at Scarborough and Yates high schools and on Saturday from 9 a.m. to 2 p.m. at Milby, Sharpstown, Wheatley, and Worthing high schools Twilight students are afforded opportunities for additional time on tasks.
- **Figure 23 and Figure 24** depict the days and times survey respondents reported attending Twilight High School during a typical week. Consistent with the number of satellite campuses open each weekday, Figure 23 shows most students attended on Mondays, Tuesdays, Wednesdays, and/or Thursdays between 4–7 p.m.
- On the campuses open on Saturdays (Milby, Sharpstown, Wheatley, and Worthing), Figure 24 shows Saturday attendance was its highest between 9 a.m.–12 p.m. However, peak Saturday attendance was lower than the peak attendance on all campuses on Monday-Thursday. Nonetheless, 55 (31.8 percent) of the 173 survey respondents reported taking advantage of this nontraditional opportunity. (See **Table 15**, page 52.)

Figure 23. Twilight High School students' attendance by time and week day, 2013–2014

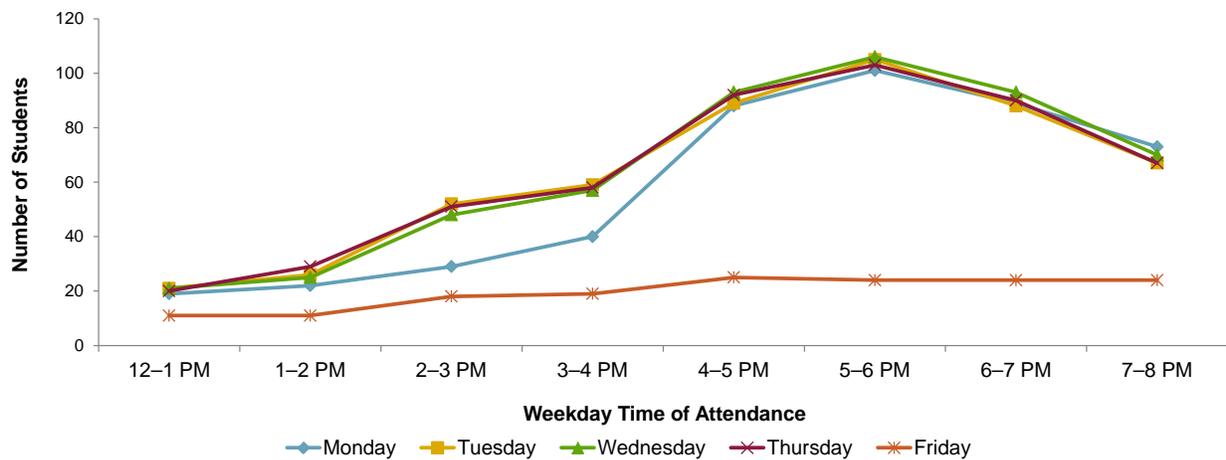
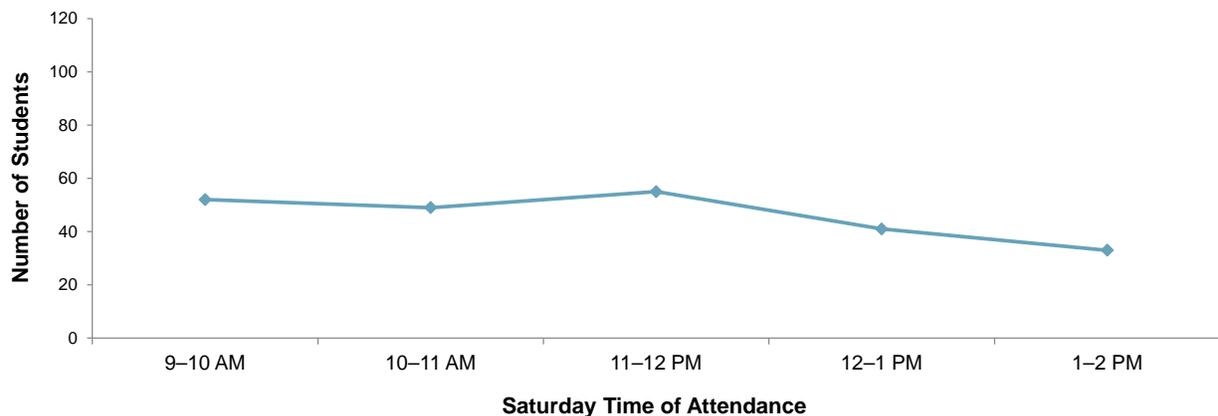
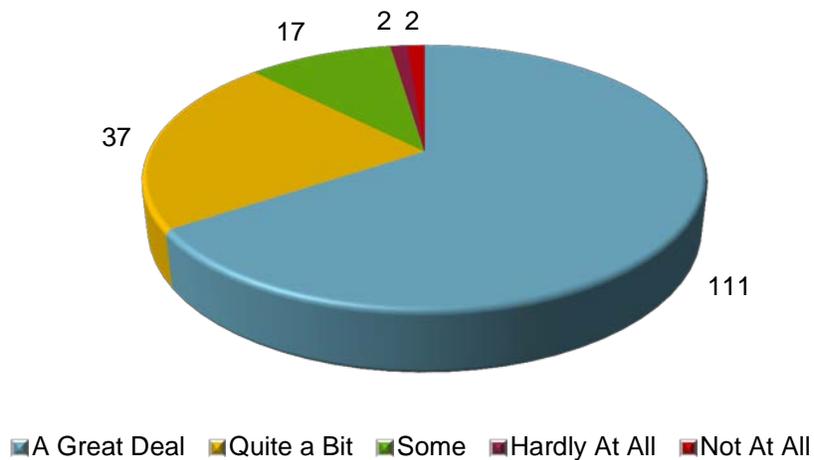


Figure 24. Twilight High School students' attendance by time on Saturday, 2013–2014



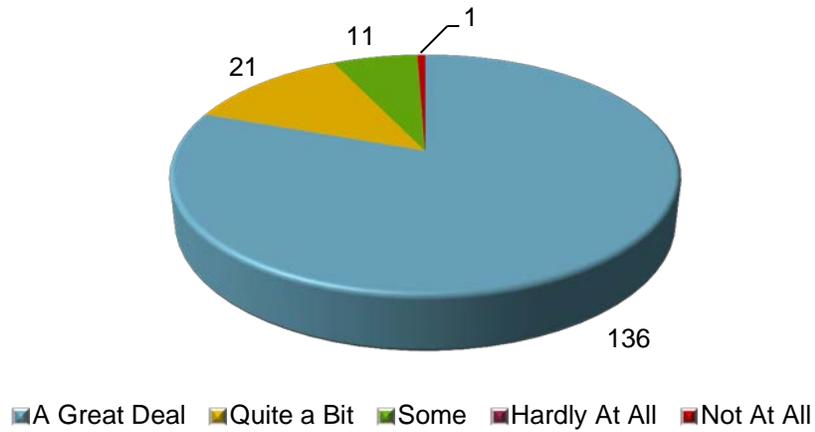
- A total of 169 respondents named a wide variety of their career plans. The largest number of students (90 or 53.3 percent) identified public, human, and food service careers, of which the majority requires further education. Another 28 students (16.6 percent) named careers associated with science, technology, engineering, or mathematics. Fifty-two students (30.8 percent) mentioned their plans to attend college. A list of the students' 221 responses for their career aspirations is provided in **Table 16** on page 52.
- **Figure 25** and **Figure 26** (page 32) illustrate 2013–2014 students' reports of their confidence in being able to pursue their plans after completion of high school. (**Table 17**, page 53.) Figure 25 shows 148 of 169 survey respondents (87.6 percent) reported “a great deal” or “quite a bit” of certainty they would attend college.

Figure 25. Number of respondents by their degree of confidence for attending college, 2013–2014



- Shown in Figure 26, 157 (92.9 percent) of 169 2013–2014 respondents reported “a great deal” or “quite a bit” of certainty that after attending Twilight High School, they would be able to pursue the career of their choice. Almost everyone (99.4 percent) reported at least “some” degree of certainty they would pursue their chosen career. (Table 17, page 53.)

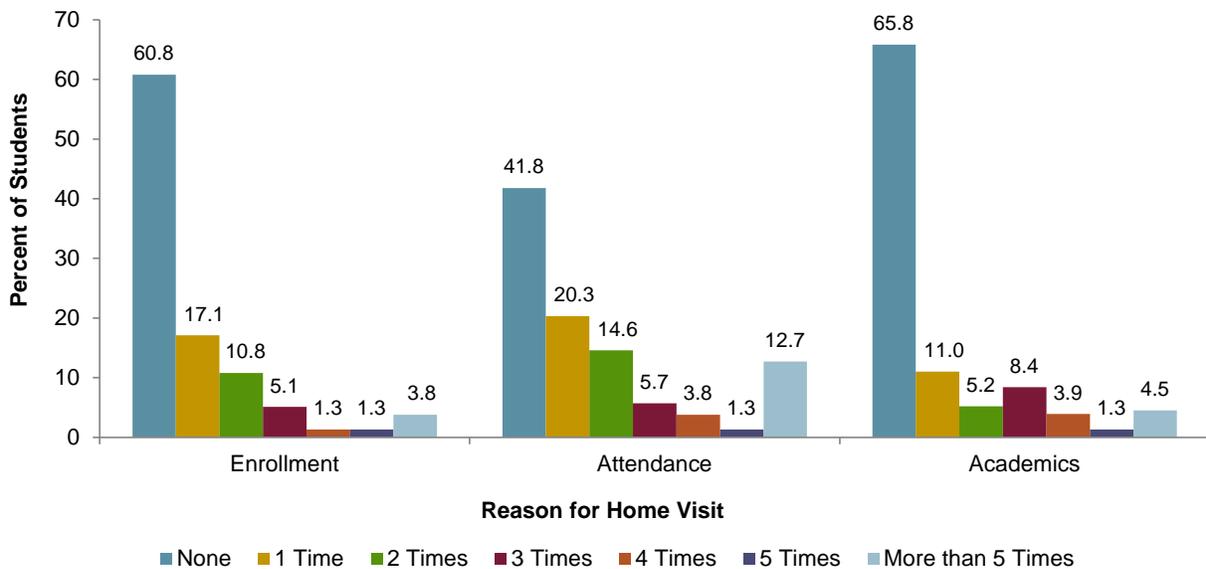
Figure 26. Number of respondents by their degree of confidence for pursuing their career of choice, 2013–2014



How well did 2013–2014 Twilight High School students believe the program supported them in achieving their academic goals?

- New program strategies were implemented to help students accomplish their education- and career-related pursuits. **Figure 27** and **Figure 28** (page 34) show the amount of students' involvement with specific program strategies and their ratings for how helpful they found the activities. Activities associated with the 2013–2014 strategies included home visits from Twilight High School staff; TAKS tutorials; working with teachers who utilized non-computer-based materials to develop students' understandings of concepts; advocacy to enhance college readiness, time and stress management, and organization skills; Career Week; Workforce Seminars; and the provision of several incentives.
- Figure 27 indicates that of the students who responded to this survey item, 39.2 percent said they received one or more home visits concerning their enrollment in Twilight High School, 58.2 percent reported the visit(s) was/were focused on their attendance, 34.2 percent indicated the visit(s) was/were to address their academics. For enrollment and attendance reasons, the largest groups of students received one or two visits, while for academic purposes the largest groups of students who were visited for received one or three visits. The largest group of students to receive more than five home visits were visited to address attendance issues. (**Table 18**, pages 53–54.)

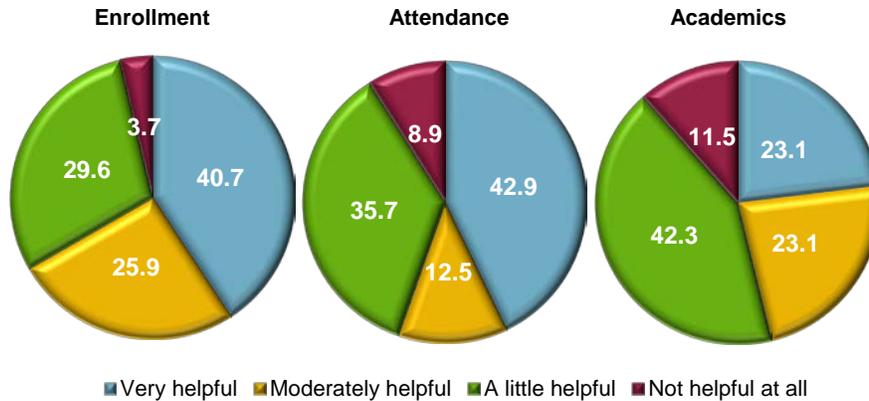
Figure 27. Percentage of respondents who participated in home visits from Twilight High School staff by the reason and number of visits, 2013–2014



Note: Percentages may not equal 100.0 due to rounding.

- Figure 28 shows a larger proportion of respondents found the home visits conducted by Twilight staff to be very useful for addressing attendance and enrollment issues and less useful for dealing with academic concerns. Specifically, 23.1 percent (academics) to 42.9 percent (attendance) of the survey respondents who received at least one home visit from Twilight’s High School staff found the visit(s) to be “very helpful.” (Table 18, pages 53–54.)

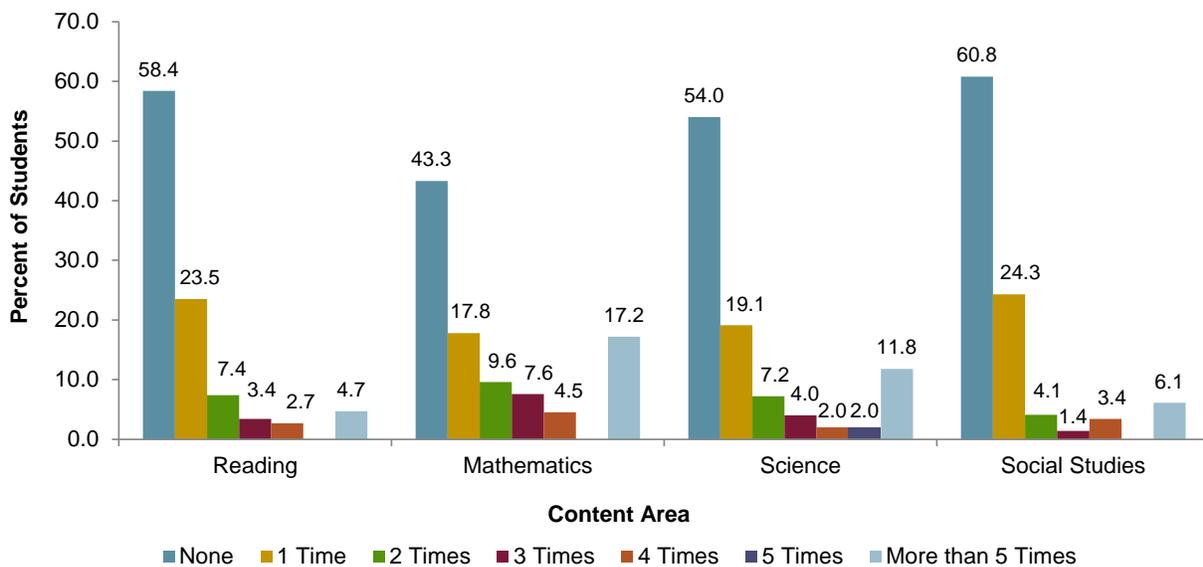
Figure 28. Percentage of respondents who participated in home visits for enrollment, attendance, and academic purposes by the extent to which respondents found the visits to be helpful, 2013–2014



Note: Percentages may not equal 100.0 due to rounding.

- Figure 29** indicates that 41.6 percent of the students who responded to this survey item attended at least one TAKS tutorial for reading, 56.7 percent attended for math, 46.1 percent for science, and 39.2 for social studies. Across the content areas, the largest groups of students who attended tutorials attended only one tutorial. (Table 18, pages 53–54.)

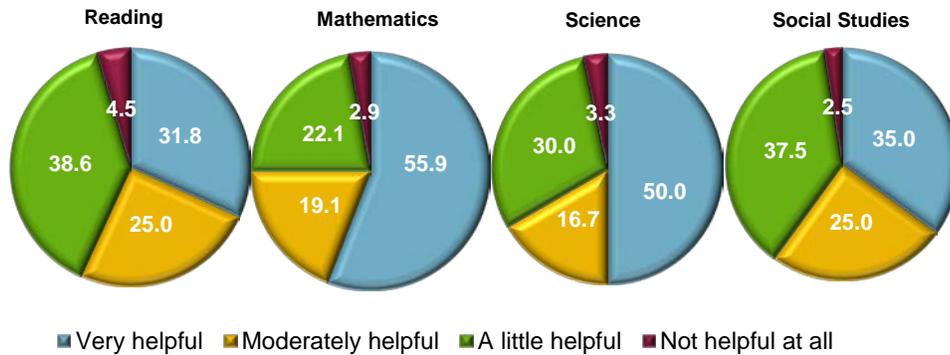
Figure 29. Percentage of respondents who participated in TAKS tutorial sessions by the content area and number of visits, 2013–2014



Note: Percentages may not equal 100.0 due to rounding.

- **Figure 30** shows that a larger proportion of respondents who participated in mathematics (55.9 percent) and science (50.0 percent) tutorials found the sessions to be very helpful than did those who attended reading (31.8 percent) and social studies (35.0 percent) tutorials. (Table 18, pages 53–54.)

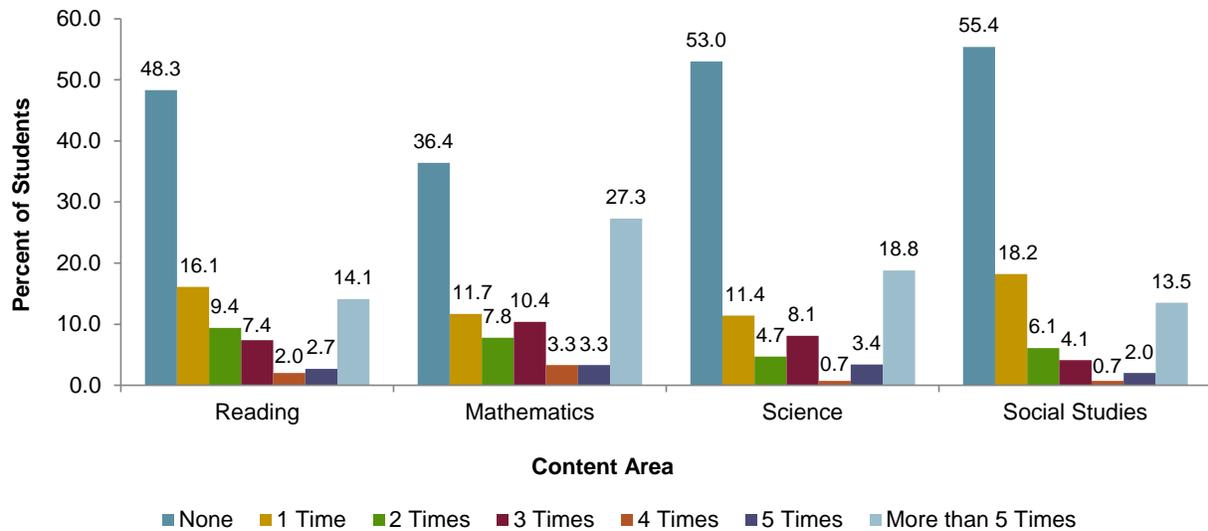
Figure 30. Percentage of respondents who participated in TAKS tutorial by the content area and extent to which respondents found the sessions helpful, 2013–2014



Note: Percentages may not equal 100.0 due to rounding.

- **Figure 31** reveals that of the students who responded to this survey item, 51.7 percent said they worked with teachers utilizing non-computer-based materials to develop students' comprehension of reading, mathematics (63.6 percent), science (47.0 percent), and social studies (44.6 percent) concepts. (Table 18, pages 53–54.)

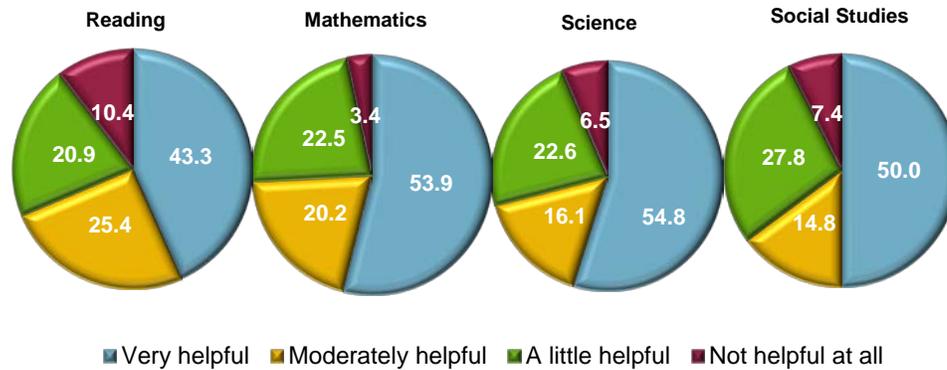
Figure 31. Percentage of respondents who worked with teachers using non-computer-based materials to develop concepts by content area and number of times used, 2013–2014



Note: Percentages may not equal 100.0 due to rounding.

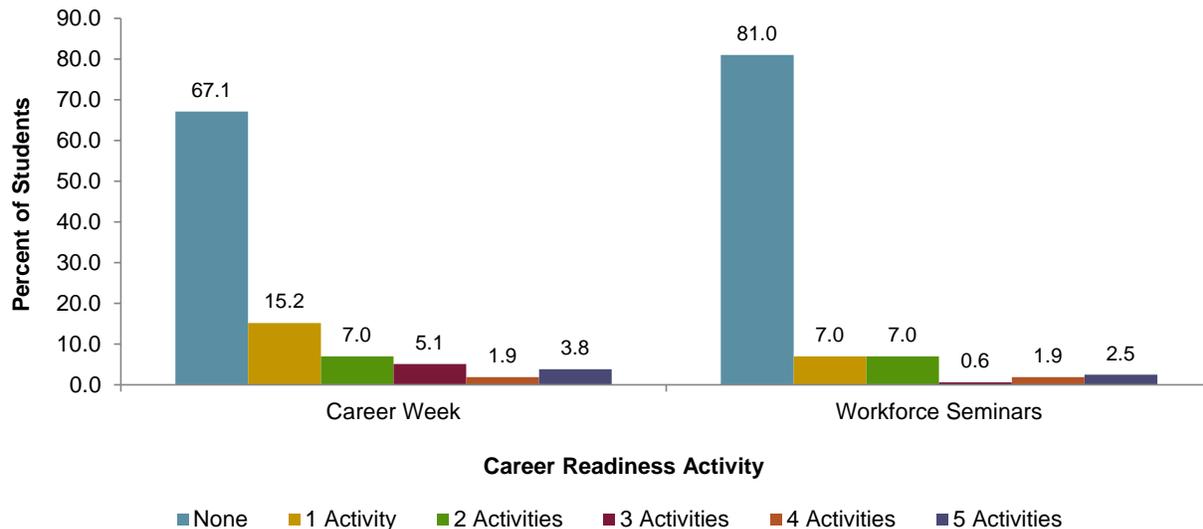
- **Figure 32** shows larger proportions of respondents who worked with teachers using non-computer-based materials in science (54.8 percent), mathematics (53.9 percent), and social studies (50.0 percent) tutorials found their experiences to be very helpful than did those who worked with teachers using non-computer-based materials in reading (43.3 percent). (Table 18, pages 53–54.)

Figure 32. Percentage of respondents who worked with teachers using non-computer-based materials to develop concepts and by content area and the extent to which respondents found the materials helpful, 2013– 2014



- **Figure 33** indicates that 32.9 percent of the students who responded to this survey item participated in at least one Career Week activity and 19.0 percent attended at least one Workforce Seminar activity. (Table 18, pages 53–54.)

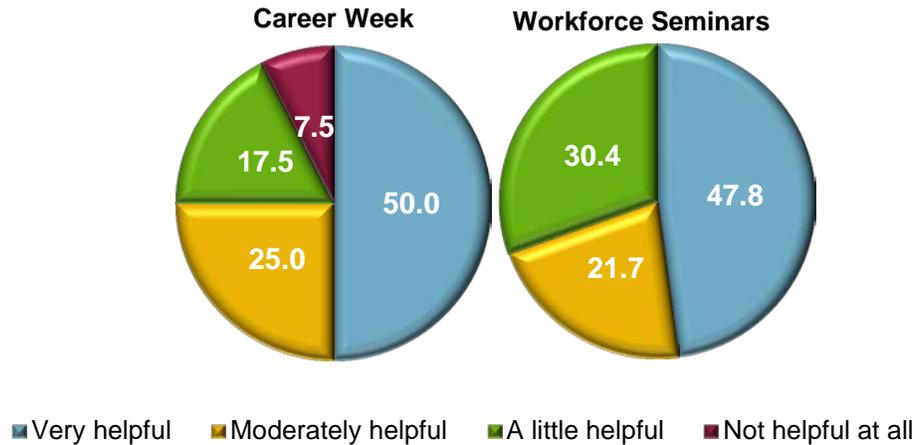
Figure 33. Percentage of respondents who participated in Career Readiness activities by the type and number of activities, 2013–2014



Note: Percentages may not equal 100.0 due to rounding.

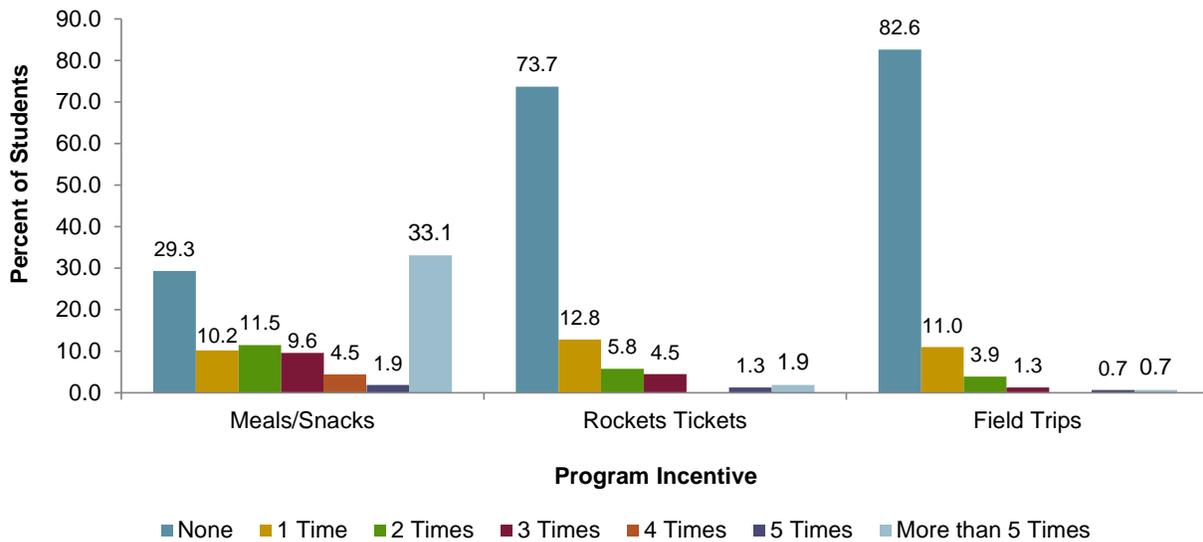
- **Figure 34** shows a slightly larger proportion of respondents who participated in Career Week activities (50.0 percent) found them “very helpful” when compared to those who attended Workforce Seminars (47.8 percent). (Table 18, pages 53–54.)

Figure 34. Percentage of respondents who participated in Career Readiness activities by the type of activity and the extent to which respondents found the activities helpful, 2013–2014



- **Figure 35** reveals that 70.7 percent of the students who responded to this survey item received at least one meal/snack as an incentive for program participation, 26.3 percent received at least one Rockets ticket, and 17.4 percent participated in at least one field trip. (Table 18, pages 53–54.)

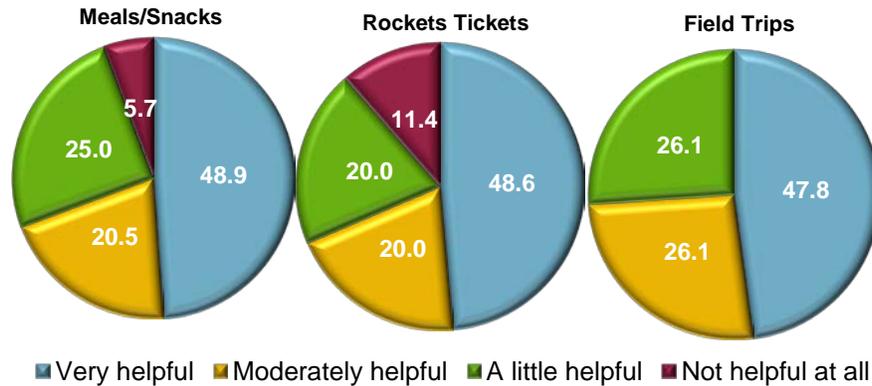
Figure 35. Percentage of respondents who received program incentives by the type of incentive and number of times received, 2013–2014



Note: Percentages may not equal 100.0 due to rounding.

- **Figure 36** reveals that a slightly larger proportion of respondents who received meals/snacks (48.9 percent) found them “very helpful” when compared to those who received Rockets tickets (48.6 percent) or attended field trips (47.8 percent) although the percentages were quite similar. (Table 18, pages 53–54.)

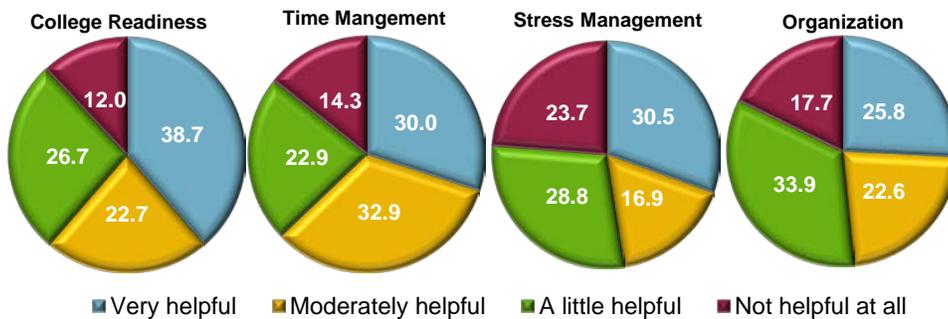
Figure 36. Percentage of respondents who received program incentives by the extent to which respondents found the incentives helpful by the type of incentive, 2013–2014



Note: Percentages may not equal 100.0 due to rounding.

- Finally, **Figure 37** indicates a larger proportion of respondents who participated in college readiness activities (38.7 percent) found them to be very helpful than did those who participated in stress (30.5 percent) or time (30.0 percent) management, or organization (25.8 percent) activities. (Table 18, pages 53–54.)

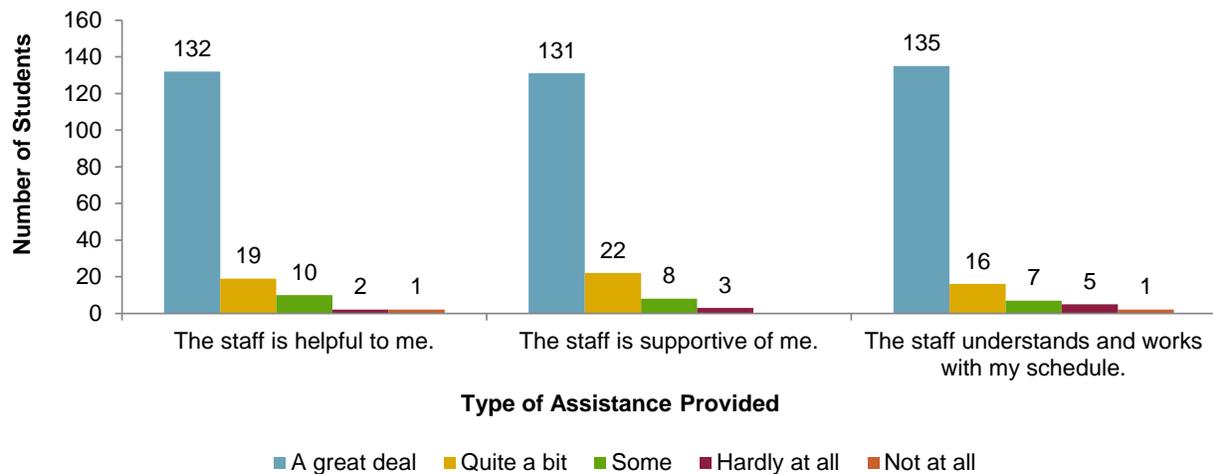
Figure 37. Percentage of respondents who participated in Advocacy activities by the type of activity and the extent to which respondents found the activities helpful, 2013–2014



Note: Percentages may not equal 100.0 due to rounding.

- Twilight High School students were asked to rate the program’s staff with regard to its helpfulness, supportiveness, and its understanding of and work with students’ schedules. **Figure 38** reveals that approximately 80.0 percent of 164 survey respondents rated Twilight High School’s staff with the highest possible rating (“a great deal”) in each of the three areas identified. This included 82.3 percent who indicated the staff understood and worked with students’ schedules, was helpful to students (80.5 percent), and was supportive of students (79.9 percent). (**Table 19**, page 55.)

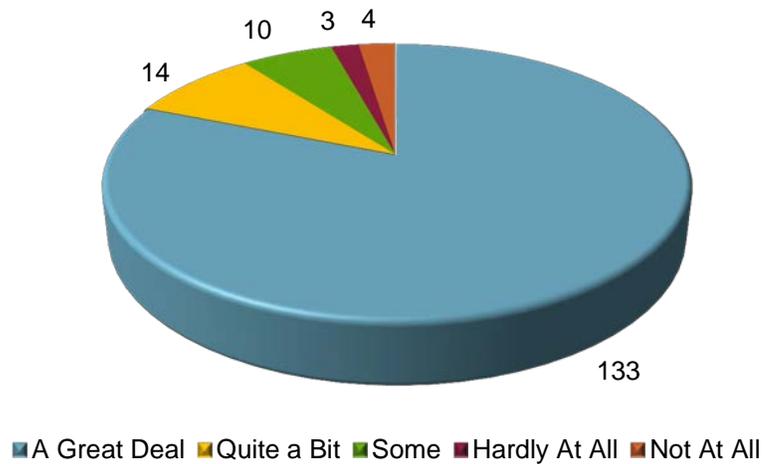
Figure 38. Number of respondents by their ratings of Twilight High School staff by the type of assistance the staff provided, 2013–2014



- In response to an open-ended question regarding what Twilight High School does well to help students achieve their educational goals, 63 of 164 (38.4 percent) students stated that Twilight teachers help students academically, are supportive and help students in any way they can (57 or 34.8 percent), provide individualized help on coursework (35 or 21.3 percent), are concerned about students (22 or 13.4 percent), as well as support and motivate students both academically and personally (17 or 10.4 percent). The remaining responses ranged from 0.6 percent to 7.3 percent. A list of the program support afforded to Twilight High School students is provided in **Table 20**, pages 55–56.

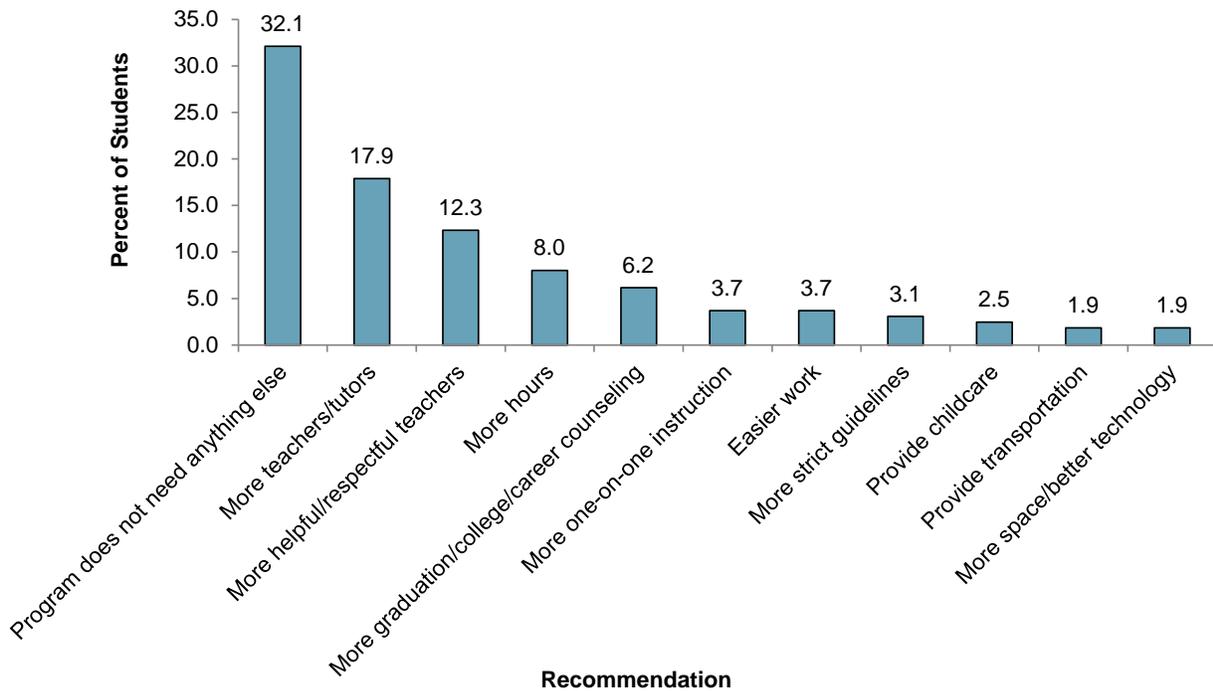
- **Figure 39** depicts survey respondents' degrees of willingness to recommend Twilight High School to others. More than three-fourths (133 or 81.1 percent) of 164 respondents reported they recommend that others attend Twilight High School "a great deal." Overall, 89.6 percent responded "a great deal" or "quite a bit," while 10 (6.1 percent) replied "some" and seven (4.3 percent) responded "hardly at all" or "not at all."

Figure 39. Number of respondents by the degree to which they recommend that others attend Twilight High School by response, 2013–2014



- Figure 40** shows students' responses to the open-ended item "Twilight High School could do the following things better to help students like me achieve their educational goals..." included the following: 32.1 percent of the 162 respondents reported nothing is need. Suggested improvements most frequently included: to provide more teachers (17.9 percent); provide teachers who are more helpful, attentive/responsive, focused on work, knowledgeable, encouraging/supportive, and/or respectful to students (12.3 percent); and provide more hours, including add Friday hours (8.0 percent). Only repeated recommendations are provided in Figure 40. A list of the students' suggestions can be found in **Table 21** (on pages 56–57.)

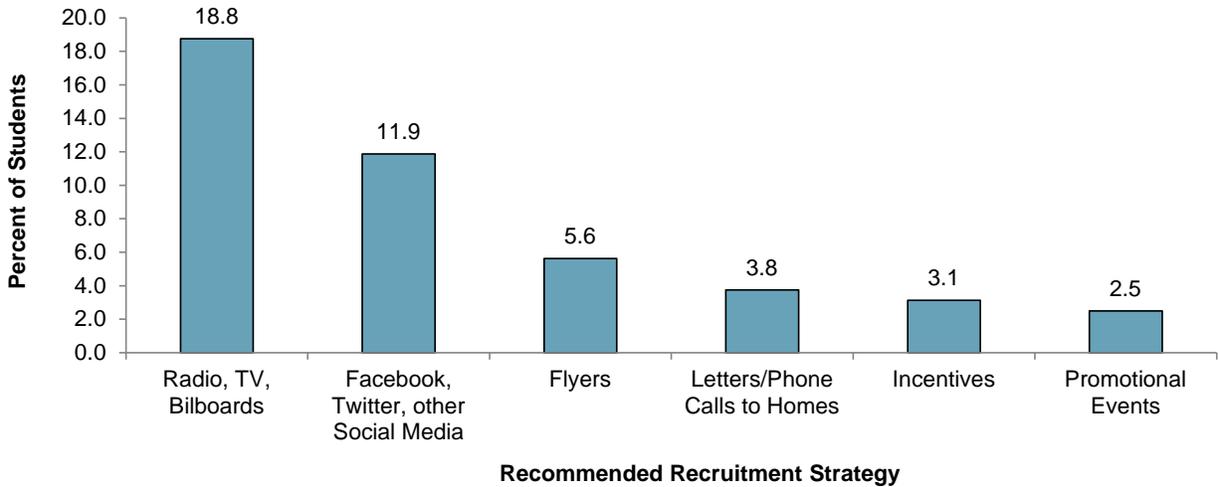
Figure 40. Percentage of respondents by their recommendations to help students reach educational goals, 2013–2014



Note: Repeated responses provided only.

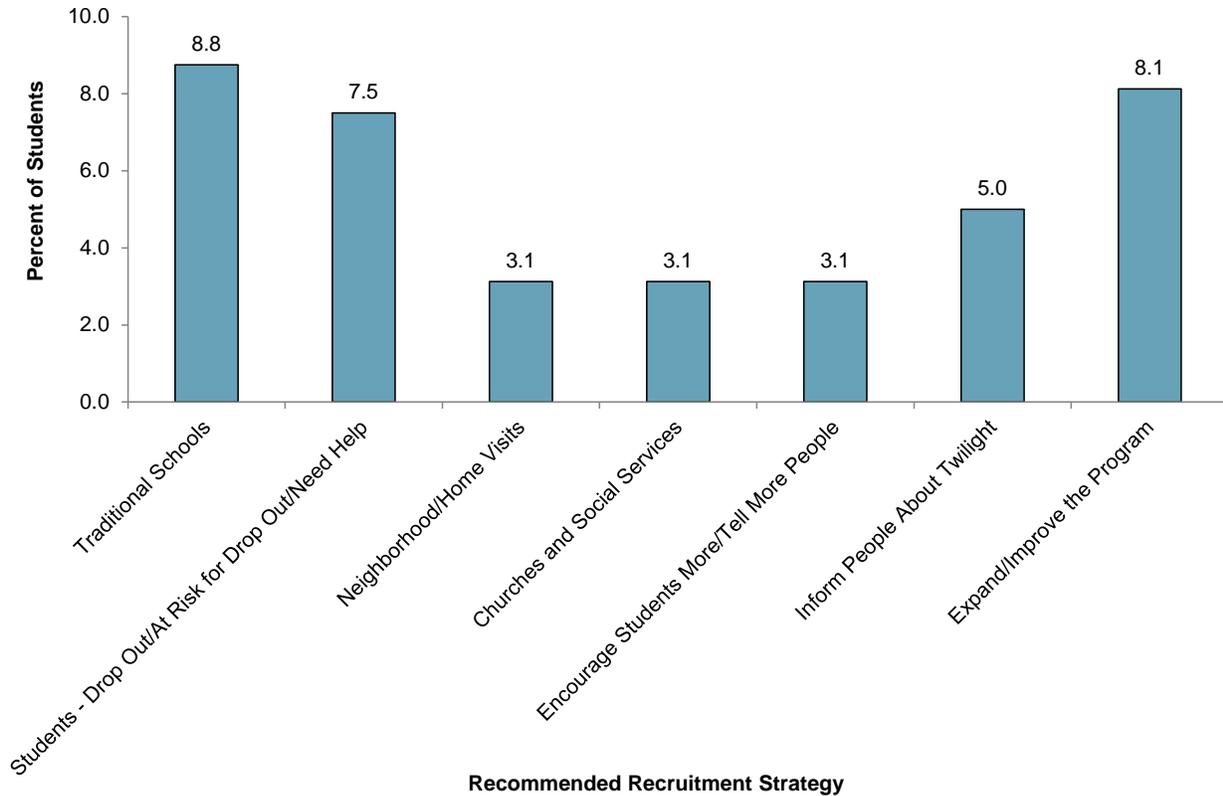
- Responding to an open-ended question about ways to recruit additional students, 114 of the 160 students (71.3 percent) suggested that the program advertise and students provided ideas regarding how the program should advertise. (**Figure 41.**) Other frequently cited strategies were radio, television, and billboard advertisements (18.8 percent) and Facebook, Twitter, and other social media (11.9 percent). (**Table 22,** pages 57–58.)

Figure 41. Percentage of respondents by the recommended recruitment strategy for Twilight High School, 2013–2014



- In addition, **Figure 42** shows that students also proposed that recruitment involve visiting other traditional school students to inform them about the alternative offered by Twilight (8.8 percent) and targeting advertisements toward students who need help to graduate or students who have dropped out or are at risk for dropping out of school (7.5 percent). In addition, 8.1 percent offered ideas on ways to change the program, such as expanding the program. A list of responses is provided in **Table 22** (pages 57–58).

Figure 42. Percentage of respondents by the recommended recruitment strategy for Twilight High School, 2013–2014



Discussion

A total of 230 students have graduated from Twilight High School since its inception in 2010. In fact, the number of graduates nearly quadrupled from 2010–2011 (n=21) to 2013–2014, including a 9.6 percent increase in the number of graduates from 2012–2013 to 2013–2014. A total of 73 seniors graduated during the 2012–2013 school year and 80 seniors graduated in 2013–2014. The 2013–2014 increase constituted a 7.7 percentage point increase in the graduation rate for program seniors (27.5 percent in 2012–2013 and 35.2 percent in 2013–2014), and a 9.6 percentage point increase in the number of graduating seniors who completed coursework during the associated school year. The growth in the number of Twilight High School graduates and improvements in its graduation rates help to improve the district's overall graduation results.

Though in 2013–2014 declines persisted in the program's enrollment, students' course enrollment, and the number of courses students completed, the overall percentage of students who enrolled in courses and completed coursework was 79.9 percent, the course completion rate rose from 56.5 percent in 2012–2013 to 73.5 percent in 2013–2014, and the average number of courses completed per student was higher in 2013–2014 (5.3 courses) than in all previous years of the program (2.3 to 3.9 courses). The largest increase of 1.4 courses per student occurred from 2012–2013 to 2013–2014. Also, for first-time test-takers student performance TAKS improved from one percentage point (social studies) to 47 percentage points (science) from 2010–2011 to 2012–2013.

Even in light of the aforementioned gains, course completion rates and student performance on TAKS among program participants need further improvement. While twelfth grade students were over-represented among all Twilight High School students who enrolled in coursework and who completed coursework, students at the other grade levels were under-represented among the school's course enrollees and course completers. In fact, across grade levels, from 22.0 percent (grade twelve) to 74.3 percent (grade nine) of Twilight High School students did not enroll in coursework during the school year. In addition, the proportions of students who did not complete courses ranged from 77.1 percent (grade nine) to 38.3 percent (grade twelve) of Twilight High School students. Furthermore, 49.7 percent of Hispanic students, 47.1 percent of White, and 44.3 percent of African American students enrolled in Twilight High School did not complete courses during the 2013–2014 school year. Additionally, 55.6 percent of special education, 55.6 percent of gifted and talented, 41.3 percent of economically disadvantage students, and 47.4 percent of students at risk did not complete coursework in 2013–2014. This seems to have impacted Twilight High School's excellent 2012–2013 course completion rate of 99.6 percent for courses taken for credit recovery (Department of Research and Accountability, 2014), which dropped to 82.3 percent in 2013–2014.

Student survey data revealed important changes in the characteristics of Twilight High School students from 2012–2013 to 2013–2014 that may speak to some of the challenges with course completion and school completion among the high risk students served by the program this year. Specifically, the proportions of students with the following characteristics increased notably since last year: age 19, age 20 or older; living on their own, living with their own families, or living with friends; a parent of one or two children; employed; and responsible for household finances. Even with the particular characteristics and related needs identified among the program participants, data on students' persistence in working to complete coursework revealed 72.6 percent of student respondents reported they worked to complete coursework in each of the semesters following their enrollment in the program.

Student participation in the new 2013–2014 program strategies to help students accomplish their educational and career pursuits was typically on the lower end (e.g. students participated in most activities one or two times versus four or five times). However, across the activities, larger proportions of students said the activities were “very helpful” than the proportions of students who reported the activities were less helpful. Also, continued administrative efforts to increase survey participation in 2013–2014 resulted in 173 (35.5 percent) of the 488 Twilight High School students participating in the survey. This showed further progress in gaining students’ invaluable perspectives and insights on the program and its impact in their lives. The 2013–2014 survey response rate was a great improvement over 28.5 percent in 2012–2013 and 3.4 percent in 2011–2012.

The results of this analysis are best posited in context of the fact that high-risk students are targeted for program participation and 48.8 percent of the students responding to the 2013–2014 Twilight High School student survey reported they had dropped out of school prior to enrolling in the program. This highlights some of the core challenges inherent in successfully engaging and teaching the students targeted for program participation. In this light, another important program outcome is that 87.6 percent of Twilight High School students stated they had a lot of confidence they would attend college and 92.9 percent stated they had a lot of confidence they would be able to pursue careers of their choice. It is clear from the results of this evaluation that Twilight High School is making an important difference with helping students at risk of not graduating to complete the necessary coursework to graduate and to be confident about their future prospects. Nonetheless, further program improvement is needed to identify causes and remedies for lower than desired proportions of students who enroll and complete courses, low-to-moderate involvement in program strategies and incentives, and lower than desired student performance on state-mandated exit examinations.

References

- Department of Research and Accountability. (February 2012). Twilight High School program, 2010–2011 report. Houston, TX: Houston Independent School District. Retrieved from http://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/8269/PE_DistrictPrograms/Twilight%20HS%20Program%202010_2011.pdf
- Department of Research and Accountability. (November 2012). Twilight High School program, 2011–2012 report. Houston, TX: Houston Independent School District. Retrieved from http://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/8269/PE_DistrictPrograms/TWILIGHT%20HIGH%20SCHOOL_%2011262012.pdf
- Department of Research and Accountability. (January 2014). Twilight High School program, 2012–2013 report. Houston, TX: Houston Independent School District. Retrieved from http://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/8269/2013%20Twilight_Final.pdf
- Houston Independent School District. (2013). Secondary School Guidelines, 2012–2013 Curriculum. Retrieved from [http://www.houstonisd.org/site/Default.aspx?PageType=6&SiteID=4&SearchString=secondary school curriculum guidelines](http://www.houstonisd.org/site/Default.aspx?PageType=6&SiteID=4&SearchString=secondary%20school%20curriculum%20guidelines)
- Texas Education Agency. (2013), 2012–2013 Graduation Credit Requirements. Retrieved from <http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147507808&libID=2147507799>

Table 1. Characteristics of All Twilight High School Participants, Those Who Enrolled in Coursework and Those Who Complete Coursework, 2013–2014

	All Twilight HS Students		Students Who Enrolled In Courses			Students Who Completed Coursework		
	N	% of All Twilight Students	N	% of All Twilight Students	% of Student Group	N	% of All Twilight Students	% of Student Group
Grade								
9	35	7.2	9	2.8	25.7	8	3.1	22.9
10	87	17.8	54	17.0	62.1	44	17.3	50.6
11	139	28.5	78	24.5	56.1	62	24.4	44.6
12	227	46.5	177	55.7	78.0	140	55.1	61.7
Total	488	100.0	318	100.0	-	254	99.9	-
Gender								
Female	247	50.6	159	50.0	64.4	128	50.4	51.8
Male	241	49.4	159	50.0	66.0	126	49.6	52.3
Total	488	100.0	318	100.0	-	254	100.0	-
Race/Ethnicity								
Asian	4	0.8	2	*	*	1	0.4	25.0
African American	176	36.1	122	38.4	69.3	98	38.6	55.7
Hispanic American	290	59.4	180	56.6	62.1	146	57.5	50.3
Indian/Alaska Native	1	0.2	-	-	-	-	-	-
White	17	3.5	14	4.4	82.4	9	3.5	52.9
Two or more	0	-	-	-	-	-	-	-
Total	488	100.0	318	100.0	-	254	100.0	-
Special Ed.	36	7.4	21	6.6	58.3	16	6.3	44.4
Gifted/Talented	9	1.8	6	1.9	66.7	4	1.6	44.4
Economically Disadvantaged	339	69.5	254	79.9	74.9	199	78.3	58.7
At Risk	430	88.1	288	90.6	67.0	226	89.0	52.6

Sources: Chancery, October 24, 2014 and Public Education Information Management System (PEIMS)

Note: Percentages may not total 100 due to rounding.

Table 2. Number, Percentage, and Completion Rate of Twilight High School Courses Enrolled In and Completed by Subject Area, 2013–2014

Subject Area	Enrolled		Completed		Completion
	Number	Percent	Number	Percent	Rate
English Language Arts	408	22.4	314	23.4	77.0
Mathematics	247	13.5	183	13.7	74.1
Social Studies	419	23.0	331	24.7	79.0
Science	241	13.2	166	12.4	68.9
Health & Physical Education	60	3.3	43	3.2	71.7
Fine Arts	74	4.1	52	3.9	70.3
Non-English Languages	131	7.2	90	6.7	68.7
Career and Technology	130	7.1	75	5.6	57.7
Other	113	6.2	86	6.4	76.1
Total	1,823	100.0	1,340	100.0	73.5

Table 3. Number and Percentage of Students Enrolled and the Number and Percentage of Credit Recovery Courses In Which They Enrolled by Grade Level, 2013–2014

Grade	Students Enrolled in Credit Recovery Courses		Credit Recovery Course Enrollment	
	Number	Percent	Number	Percent
9	5	2.9	9	1.9
10	29	16.9	80	17.3
11	43	25.0	128	27.7
12	95	55.2	245	53.0
Total	172	100.0	462	100.0

Table 4. Number, Percentage, Completion and Credits Earned for Twilight High School Students Enrolled In Courses for Credit Recovery by Subject Area, 2013–2014

Subject Area	Enrolled		Completed		Credits Earned
	Number	Percent	Number	Percent	
English Language Arts	133	28.8	102	76.7	54.0
Mathematics	77	16.7	69	89.6	34.5
Social Studies	115	24.9	86	74.8	42.0
Science	51	11.0	41	80.4	20.0
Health & Physical Education	6	1.3	6	100.0	3.0
Fine Arts	10	2.2	10	100.0	5.0
Non-English Languages	32	6.9	31	96.9	15.5
Career and Technology	2	0.4	0	0.0	0
Other	36	7.8	35	97.2	17.5
Total	462	100.0	380	82.3	191.5

Table 5. TAKS Results for First-time Testers at Twilight High School, 2010–2011 through 2012–2013

	Reading			Mathematics			Social Studies			Science		
	N	% Met	% Comm	N	% Met	% Comm	N	% Met	% Comm	N	% Met	% Comm
		2010–2011										
Grade 9	39	30	3	26	5	-	-	-	-	-	-	-
Grade 10	48	49	-	52	8	-	38	42	33	44	15	-
Grade 11	19	56	6	17	25	6	16	87	10	16	33	7
2011–2012												
Grade 11	38	50	-	56	34	2	54	72	6	52	44	2
2012–2013												
Grade 11	23	83	-	47	55	-	43	88	12	46	80	2

Source: Annual HISD TAKS Exit Level Reports, 1st Administration and Retests Results for Advanced Virtual Academy, 2010–2011 through 2012–2013. The TAKS was not administered to first-time testers during the 2013–2014 school year.

Table 6. Responses to “I heard about Twilight High School” 2012–2013 and 2013–2014

	2012–2013 (187 Respondents)		2013–2014 (170 Respondents)	
	Number of Respondents	Percent of Respondents	Number of Respondents	Percent of Respondents
School counselor	82	43.9	63	37.3
Teacher	48	25.7	31	18.3
Other HISD Administrator	3	1.6	0	0.0
Mail at home	10	5.3	5	3.0
Administrator at a school	8	4.3	5	3.0
Invitation (mail out)	3	1.6	4	2.4
Home visit	1	0.5	7	4.1
HISD website	18	9.6	13	7.7
Facebook	4	2.1	1	0.6
Parent/Guardian	16	8.6	14	8.3
Sibling	3	1.6	2	1.2
Friend	45	24.1	45	26.6
Truancy officer	8	4.3	7	4.1
Court mandate	8	4.3	1	0.6
Self search	3	1.6	6	3.6

Note: Some students provided multiple answers in 2012–2013.

Table 7. Responses to “Currently I Live,” 2012–2013 and 2013–2014

	2012–2013 (185 Respondents)		2013–2014 (155 Respondents)	
	Number of Respondents	Percent of Respondents	Number of Respondents	Percent of Respondents
On my own	14	7.6	21	13.5
With my parent(s) or legal guardian(s)	146	78.9	106	68.4
With my own family (i.e., significant other and/or children in our own place)	25	13.5	23	14.8
With my friends	1	0.5	5	3.2
In a shelter	1	0.5	0	0.0
In a group home	2	1.1	0	0.0
In a temporary residence	3	1.6	0	0.0
In some other place (significant other or other family member)	6	3.2	0	0.0

Note: Some students provided multiple answers in 2012–2013.

Table 8. Responses to “I Am the Primary Caregiver of,” 2012–2013 and 2013–2014

	2012–2013 (180 Respondents)		2013–2014 (155 Respondents)	
	Number of Respondents	Percent of Respondents	Number of Respondents	Percent of Respondents
0 Children	133	73.9	100	64.5
1 Child	27	15.0	33	21.3
2 Children	10	5.6	16	10.3
3 or More Children	10	5.6	6	3.9

Table 9. Responses to “Please Indicate Your Employment Status,” 2012–2013 and 2013–2014

	2012–2013 (184 Respondents)		2013–2014 (155 Respondents)	
	Number of Respondents	Percent of Respondents	Number of Respondents	Percent of Respondents
I am employed full-time.	31	16.8	50	32.3
I am employed part-time.	60	32.6	33	21.3
I am not employed.	93	50.5	72	46.5

Table 10. Responses to “I Am Responsible for Most of the Financial Needs of My Household,” 2012–2013 and 2013–2014

	2012–2013 (184 Respondents)		2013–2014 (155 Respondents)	
	Number of Respondents	Percent of Respondents	Number of Respondents	Percent of Respondents
No, household finances are not primarily my responsibility.	138	75.0	101	65.2
Yes, household finances are primarily my responsibility.	46	25.0	54	34.8

Table 11. Responses to “I Am Able to Use the Internet When I Am Away from School,” 2012–2013 and 2013–2014

	2012–2013 (184 Respondents)		2013–2014 (155 Respondents)	
	Number of Respondents	Percent of Respondents	Number of Respondents	Percent of Respondents
Yes, I am able to use the Internet when I am away from school.	138	75.0	124	80.0
No, I am not able to use the internet when I am away from school.	46	25.0	31	20.0

Table 12. Responses to “Indicate if you had dropped out of school before enrolling in Twilight High School,” 2013–2014

	2013–2014 (170 Respondents)	
	Number of Respondents	Percent of Respondents
Yes, I had dropped out of school.	83	48.8
No, I had not dropped out of school.	87	51.2

Table 13. Responses to “I Attend Twilight High School To. . .” 2012–2013 and 2013–2014

	2012–2013 (188 Respondents)		2013–2014 (173 Respondents)	
	Number of Respondents	Percent of Respondents	Number of Respondents	Percent of Respondents
Graduate/Earn diploma	179	95.2	169	97.7
Recover Credits	68	36.2	58	33.5
GED	15	8.0	12	6.9
Other (To work or to fulfill a court mandate)	5	2.7	3	1.7

Note: Some students provided multiple answers.

Table 14. Responses of 170 Survey Respondents to the Open-Ended Item, “I Decided that Twilight High School was the Right School for Me Because. . .”, April 2014

Paraphrased Responses (n=259)	Number of Respondents	Percent of Respondents
I can work at my own pace.	72	42.4
I really want/need to graduate.	58	34.1
The hours are flexible so I can meet my other obligations.	34	20.0
It provides dedicated teachers who motivate, encourage, and support us more to graduate.	23	13.5
I can get credits and graduate quickly.	9	5.3
Fewer distractions allow me to concentrate and learn more.	8	4.7
I need to be in school.	7	4.1
I had no other choice.	6	3.5
It helps me comprehend better/focus on school.	6	3.5
It is convenient.	4	2.4
It is the closest and fastest way for me to finish school	3	1.8
The online stuff I can do at home makes it easier for me than going to school all day.	3	1.8
I can work independently from home.	3	1.8
It’s giving me a chance to better my future.	3	1.8
After being out of school for a while, I could see that I needed to get back in school.	3	1.8
It is my “second chance”.	3	1.8
It is computer-based.	2	1.2
The learning environment is better.	2	1.2
Regular school was not a good fit for me.	2	1.2
Other	8	4.7

Sample responses:

- I asked different people about it and received a lot of good feedback.
- I want to get my education in a way that best fits me.
- My health problems were getting in the way of going to school in the morning.
- The teachers are very patient.
- I was glad they let me enroll. Regular schools would not because of my age.
- I can get childcare while I am in school.
- You get a high school diploma and not just a G.E.D. which I think is really helpful.
- It allows me to attend school and get help so I can pass a part of the TAKS test.
- Twilight works around my needs.
- They help me a lot, so I can be ready for college.
- I tried home-schooling. Since I’ve been coming to Twilight, I’ve learned more.
- I like it.

Note: Some students gave multiple answers. Sample responses may be paraphrased.

Table 15. Weekly Attendance at Twilight High School, by Hour, as Reported by 173 Student Survey Respondents, 2013–2014

	12–1 PM	1–2 PM	2–3 PM	3–4 PM	4–5 PM	5–6 PM	6–7 PM	7–8 PM
Monday	19	22	29	40	88	101	89	73
Tuesday	21	26	52	59	89	105	88	67
Wednesday	21	25	48	57	93	106	93	70
Thursday	20	29	51	58	92	103	90	67
Friday	11	11	18	19	25	24	24	24
Total Hours	92	113	198	233	387	439	384	301
	9–10 AM	10–11 AM	11–12 PM	12–1 PM	1–2 PM	-	-	-
Saturday	52	49	55	41	33	-	-	-

Table 16. Responses of 169 Survey Respondents to the Open-Ended Item, “My Career Plans Are . . .” April 2014

Response	Number of Responses	Percent of Respondents
Service Careers:	Total = 74	43.8
Nurse/Paramedic/Medical Assistant/Dental Assistant	35	20.7
Military	8	4.7
Police Officer/Criminal justice	7	4.1
Cosmetologist	6	3.6
Mechanic	5	3.0
Culinary Artist	2	1.2
Educator	2	1.2
Electrician	2	1.2
Social Worker/Counselor	2	1.2
Other	5	3.0
Service Careers Requiring Advanced Degrees:	Total = 16	9.5
Medicine (medical doctor, OB/GYN, pediatrician, plastic surgeon, occupational therapist)	7	4.1
Veterinarian	5	3.0
Lawyer	4	2.4
STEM careers (science, technology, engineering, mathematics)	Total = 28	16.6
Computer Technology	11	6.5
Engineer/Architect	8	4.7
Medical Technology	8	4.7
Archeologist	1	0.6
Business Administration	Total = 11	25.1
Sports/Entertainment	Total = 9	20.6
Fine Arts/Fashion Designer	Total = 6	13.7
Go to college or other higher education	52	30.8
Undecided	25	14.8

Note: Some students gave multiple answers.

Table 17. Confidence Levels about Future Plans for Twilight High School Survey Respondents, April 2014

	A Great Deal		Quite a Bit		Some		Hardly At All		Not At All	
	N	%	N	%	N	%	N	%	N	%
After attending Twilight High School, I feel certain that I will attend college. (182 respondents)	111	65.7	37	21.9	17	10.1	2	1.2	2	1.2
After attending Twilight High School, I feel certain that I will be able to pursue the career of my choice. (181 respondents)	136	80.5	21	12.4	11	6.5	0	0.0	1	0.6

Table 18: Student Responses Regarding Their Participation in the Activities for the New Twilight High School Program Strategies, 2013–2014

Someone from AVA/Twilight coming to your home regarding your								
	None	1 Time	2 Times	3 Times	4 Times	5 Times	>5 Times	Total
Enrollment	96	27	17	8	2	2	6	158
Attendance	66	32	23	9	6	2	20	158
Academics	102	17	8	13	6	2	7	155
TAKS tutorial sessions for....								
	None	1 Time	2 Times	3 Times	4 Times	5 Times	>5 Times	Total
Reading	87	35	11	5	4	0	7	149
Math	68	28	15	12	7	0	27	157
Science	82	29	11	6	3	3	18	152
Social Studies	90	36	6	2	5	0	9	148
Working with teachers using materials other than the computer to explain....								
	None	1 Time	2 Times	3 Times	4 Times	5 Times	>5 Times	Total
Reading	72	24	14	11	3	4	21	149
Math	56	18	12	16	5	5	42	154
Science	79	17	7	12	1	5	28	149
Social Studies	82	27	9	6	1	3	20	148
Career Readiness:								
	None	1 Activity	2 Activities	3 Activities	4 Activities	5 Activities	-	Total
Career Week	106	24	11	8	3	6		158
Workforce Seminars	128	11	11	1	3	4		158
Program Incentives:								
	None	1 Time	2 Times	3 Times	4 Times	5 Times	>5 Times	Total
Meals/Snacks	46	16	18	15	7	3	52	157
Rockets								
Tickets	115	20	9	7	0	2	3	156
Field Trips	128	17	6	2	0	1	1	155

Table 18: Student Responses Regarding the Helpfulness of Activities for the New Twilight High School Program Strategies, 2013–2014 - continued

Someone from AVA/Twilight coming to your home regarding your

	Very helpful	Moderately helpful	A little helpful	Not helpful at all	Total	Total Participants	% Total Participants
Enrollment	11	7	8	1	27	158	17.1
Attendance	24	7	20	5	56	158	35.4
Academics	6	6	11	3	26	155	16.8

TAKS tutorial sessions for....

	Very helpful	Moderately helpful	A little helpful	Not helpful at all	Total	Total Participants	% Total Participants
Reading	14	11	17	2	44	149	29.5
Math	38	13	15	2	68	157	43.3
Science	30	10	18	2	60	152	39.5
Social Studies	14	10	15	1	40	148	27.0

Working with teachers using materials other than the computer to explain....

	Very helpful	Moderately helpful	A little helpful	Not helpful at all	Total	Total Participants	% Total Participants
Reading	29	17	14	7	67	149	45.0
Math	48	18	20	3	89	157	56.7
Science	34	10	14	4	62	152	40.8
Social Studies	27	8	15	4	54	148	36.5

Advocacy Activities:

	Very helpful	Moderately helpful	A little helpful	Not helpful at all	Total	Total Participants	% Total Participants
College Readiness	29	17	20	9	75	149	50.3
Time Management	21	23	16	10	70	154	45.5
Stress Management	18	10	17	14	59	149	39.6
Organization	16	14	21	11	62	148	41.9

Career Readiness Activities:

	Very helpful	Moderately helpful	A little helpful	Not helpful at all	Total	Total Participants	% Total Participants
Workforce Seminars	11	5	7	0	23	158	14.6
Career Week	20	10	7	3	40	158	25.3

Program Incentives:

	Very helpful	Moderately helpful	A little helpful	Not helpful at all	Total	Total Participants	% Total Participants
Meals/Snacks	43	18	22	5	88	157	56.1
Rockets Tickets	17	7	7	4	35	156	22.4
Field Trips	11	6	6	0	23	155	14.8

Table 19. Ratings of Twilight High School Staff and Program by Number and Percent of Twilight High School Survey Respondents, April 2014

	A Great Deal		Quite a Bit		Some		Hardly At All		Not At All	
	N	%	N	%	N	%	N	%	N	%
The staff of Twilight High School is helpful to me. (164 respondents)	132	80.5	19	11.6	10	6.1	2	1.2	1	0.6
The staff of Twilight High School is supportive of me. (164 respondents)	131	79.9	22	13.4	8	4.9	3	1.8	0	0.0
The staff of Twilight High School understands and works with my schedule. (164 respondents)	135	82.3	16	9.8	7	4.3	5	3.1	1	0.6
I recommend that others attend Twilight High School. (164 respondents)	133	81.1	14	8.5	10	6.1	3	1.8	4	2.4

Table 20. Responses of 164 Survey Respondents to the Open-Ended Item, “Twilight High School Does the Following Things Well to Help Students Like Me Achieve Their Educational Goals. . .”, April 2014

Response	Number of Respondents	Percent of Respondents
Teachers help students academically.	63	38.4
Teachers are very supportive/help students in any way they can.	57	34.8
Teachers work with students individually on academic content.	35	21.3
Teachers are concerned about students’ needs and goals.	22	13.4
Teachers motivate and support students to do the work and to deal with life.	17	10.4
Provides tutorials (TAKS and course content).	12	7.3
Teachers encourage students to reach their goals/no quitting	11	6.7
Yes/A great deal.	8	4.9
The teachers keep us on track.	7	4.3
Schedule is flexible.	6	3.7
Teachers works well with students	4	2.4
Teachers provide hands-on instruction.	2	1.2
The school provides an opportunity to graduate (older students; students with special needs).	2	1.2
The school provides a computer and a little help.	1	0.6
Teachers grade our work quickly.	1	0.6

Table 20. Responses of 164 Survey Respondents to the Open-Ended Item, “Twilight High School Does the Following Things Well to Help Students Like Me Achieve Their Educational Goals. . .”, April 2014 - continued

Sample responses:

- They keep me on track when I get frustrated.
- They work one-on-one with us, give helpful advice, and support us to pursue our dreams, etc.
- They listen to my concerns and help me overcome my weaknesses.
- Teachers help me understand the best way that I learn.
- They always reinforce that I can do this when others say I can't.
- They are wonder people who comprehend you and are willing to help you.
- They just won't let me quit.
- This school makes it possible to get credits faster.
- They do help students like me to achieve our goals.
- They provide constant support when my life gets crazy.

Note: Some students gave multiple answers. Sample responses may be paraphrased.

Table 21. Responses of 162 Survey Respondents to the Open-Ended Item, “Twilight High School Could Do the Following Things Better to Help Students Like Me Achieve Their Educational Goals. . .”, April 2014

Response	Number of Respondents	Percent of Respondents
Nothing/N/A/the program does not need anything else.	52	32.1
Provide more teachers; add tutors in the afternoon.	29	17.9
Be more helpful, attentive, focused on work, responsive, knowledgeable, encouraging, supportive, and/or respectful to students.	20	12.3
Provide more hours; add Friday, later, and/or morning hours.	13	8.0
Provide counselors and more advising on graduation requirements, college readiness, and/or career readiness.	10	6.2
More one-on-one instruction with students	6	3.7
Make work easier, shorten courses, help with tests, and/or allow quizzes to be done at home.	6	3.7
Be more strict, set due dates/goals for course completion and/or to keep us on task.	5	3.1
Provide care for children of students.	4	2.5
Provide transportation.	3	1.9
Have better/more space/better technology.	3	1.9
Provide textbook work.	1	0.6
Provide more locations.	1	0.6
Promote this site as a great school more	1	0.6
I don't know or could not think of anything	9	5.6

Table 21. Responses of 162 Survey Respondents to the Open-Ended Item, “Twilight High School Could Do the Following Things Better to Help Students Like Me Achieve Their Educational Goals. . .”, April 2014 - continued

Sample Response:

- I don’t know of anything more that can be done for me. I love coming to school now, not like before.
- Twilight cannot do anything better. They are great.
- Sometimes we don’t have enough teachers to go around when we need help.
- Pay more attention by actually knowing what students are doing
- Come in before 4 p.m. because some people have to go to work.
- Provide a schedule and due dates to finish classes so students can move on faster.

Note: Some students gave multiple answers. Sample responses may be paraphrased.

Table 22. Responses of 160 Survey Respondents to the Open-Ended Item, “I Think That Twilight High School Should Recruit More Students By. . .”, April 2014

Response	Number of Responses	Percent of Responses
Advertising/How to Advertise:	Total = 114	71.3
Putting ads on the radio, TV and billboards and in the newspaper.	30	18.8
Putting promotions on Facebook, Twitter, and other social media.	19	11.9
Visiting other schools, including schools in other districts and including having Twilight students visit other schools to tell students about the program.	14	8.8
Seeking out students who are behind or at risk dropping out, who have dropped out, or who need help to graduate.	12	7.5
Placing flyers everywhere.	9	5.6
Sending letters and make phone calls to community homes.	6	3.8
Providing incentives to new students and to Twilight students who stay enrolled or recruit new students.	5	3.1
Canvasing neighborhoods and conduct home visits.	5	3.1
Promoting Twilight through churches and social services such as truancy court and unemployment office.	5	3.1
Talking to and encouraging other students more. Telling more people (including drug dealers) about this option.	5	3.1
Conducting promotional events at car washes and neighborhood parks.	4	2.5
What to advertise:	Total = 8	5.0
Inform people about Twilight’s program and its accomplishments (i.e., the flexible schedule/how much the teachers care/students’ successes)	8	5.0

Table 22. Responses of 160 Survey Respondents to the Open-Ended Item, “I Think That Twilight High School Should Recruit More Students By. . .”, April 2014 - continued

Make changes to the program:	Total = 13	8.1
Expand the program (more location, more days)	6	3.8
Improve the program (provide a better schedule and more oversight of and compassion for students, make it more interesting, work only from home)	4	2.5
Provide one building for the Twilight School	2	1.3
Take referrals	1	0.6
Other (no/don't recruit/don't know/don't care/no response)	Total = 20	12.5
Unclear meaning/Uncategorized	Total = 17	10.6

Sample responses:

- Do an infomercial on late-night TV.
- Tell them the good that Twilight can provide them.
- Get kids in school to tell their families about this school.
- Give students a choice to switch to Twilight before they drop out.
- Bring them in and get them off the streets.
- Make sure we follow our schedules and push us to do our very best. Don't make us feel like we are incapable of doing something.

Note: Some students gave multiple answers. Sample responses may be paraphrased.