

## MEMORANDUM

January 31, 2014

TO: School Board Members

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

SUBJECT: **TWILIGHT HIGH SCHOOL PROGRAM, 2012–2013**

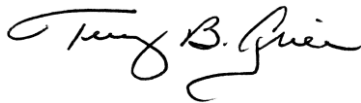
CONTACT: Carla Stevens, 713-556-6700

Attached is the 2012–2013 Twilight High School program report. The report describes program outcomes in the third year of program implementation. It describes characteristics of program participants, participant assessment of the program, and academic outcomes for the 2012–2013 school year in comparison to the 2011–2012 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:

- During the 2012–2013 school year, 660 students (unduplicated count) enrolled in Twilight High School, with 353 (53.5 percent) of them completing at least one course. In 2011–2012, 487 of 791 Twilight High School students (61.6 percent) enrolled in and completed at least one course.
- Twilight High School students completed 1,379 of the 2,439 courses in which they enrolled during the 2012–2013 school year. This constituted a course completion rate of 56.5 percent and an average of 3.9 courses completed per student. In 2011–2012, 1,610 courses were completed by 487 students, resulting in an average of 3.3 courses completed per student. Total course enrollment was not available for 2011–2012.
- A total of 150 students have graduated from Twilight High School. Between November 2010 and August 31, 2011, 21 juniors and seniors graduated. In 2011–2012, 56 juniors and seniors graduated between September 1, 2011 and August 31, 2012. This year, 73 Twilight High School seniors graduated between September 1, 2012 and August 31, 2013. This represented a 27.5 percent graduation rate for all 265 seniors enrolled in Twilight High School and a graduation rate of 44.2 percent for the 165 Twilight High School seniors who completed at least one course in 2012–2013, constituting a 30.4 percent increase over the number of graduates in 2011–2012 who completed at least one course.

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

  
\_\_\_\_\_TBG

Attachment

cc: Superintendent's Direct Reports  
Mark Smith  
Lupita Hinojosa  
Jaime Castaneda  
Michael Cardona  
Mark Shenker



# RESEARCH

Educational Program Report

## TWILIGHT HIGH SCHOOL PROGRAM 2012-2013

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY  
HOUSTON INDEPENDENT SCHOOL DISTRICT



## 2013 BOARD OF EDUCATION

**Anna Eastman**

PRESIDENT

**Juliet Stipeche**

FIRST VICE PRESIDENT

**Manuel Rodriguez, Jr.**

SECOND VICE PRESIDENT

**Rhonda Skillern-Jones**

SECRETARY

**Michael L. Lunceford**

ASSISTANT SECRETARY

**Paula Harris**

**Lawrence Marshall**

**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](http://www.houstonisd.org)**

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

# TWILIGHT HIGH SCHOOL PROGRAM 2012–2013

## 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 Texas Assessment of Knowledge and Skills (TAKS) and State of Texas Assessments of Academic Readiness (STAAR) tests. This is accomplished through dropout and credit recovery, online course work, 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 opened on Friday to allow students additional time on tasks. Since the inception of the program in its current design in November 2010, 150 students have graduated. This evaluation presents information on program participation and outcomes, including 2011–2012 and 2012–2013 Twilight High School students' characteristics, motivations, and course completion results. It also provides graduation rates and 2012–2013 students' ratings of how well the program supported them in achieving their academic goals.

### Highlights

- The 2012–2013 Twilight High School satellite campuses were Charles Milby, George Scarborough/Phillis Wheatley, Sharpstown, Evan Worthing/Jesse Jones, and Jack Yates high schools.
- During the 2012–2013 school year, 660 students (unduplicated count) enrolled in Twilight High School, with 353 (53.5 percent) of them completing at least one course. During the 2011–2012 school year, 487 of 791 Twilight High School students (61.6 percent) enrolled in and completed at least one course.
- A total of 1,379 courses were completed of the 2,439 courses taken by Twilight High School students during the 2012–2013 school year, constituting a course completion rate of 56.5 percent. Students who completed at least one course completed an average of 3.9 courses per student. During the 2011–2012 school year, 1,610 courses were completed by 487 students, which resulted in a slightly lower average of 3.3 courses completed per student than in 2012–2013. Total course enrollment was not available for 2011–2012.
- A total of 220 Twilight High School students enrolled in 481 courses to recover course credit in 2012–2013. Students recovered credit for 479 courses (99.6 percent).
- Students' motivation for enrolling in the program was to graduate/earn a high school diploma for approximately 93 percent of survey respondents in 2011–2012 and 95 percent in 2012–2013. Approximately 19 percent of 2011–2012 respondents and 36 percent of 2012–2013 respondents enrolled in the program to recover course credits needed to meet graduation requirements.

- A total of 150 students have graduated from Twilight High School. Between November 2010 and August 31, 2011, 21 juniors and seniors graduated. In 2011–2012, 56 juniors and seniors graduated between September 1, 2011 and August 31, 2012. This year, 73 Twilight High School seniors graduated between September 1, 2012 and August 31, 2013. This represented a 27.5 percent graduation rate for all 265 seniors enrolled in Twilight High School and a graduation rate of 44.2 percent for the 165 Twilight High School seniors who completed at least one course in 2012–2013, constituting a 30.4 percent increase over the number of graduates in 2011–2012 who completed at least one course.
- While Twilight High School is open, generally, on Monday through Thursday from noon to 8 p.m. and Saturday from 9 a.m. to 2 p.m. attendance is highest Monday through Thursday, 4 p.m.– 8 p.m.

### Recommendations

- To more accurately track annual student enrollment, withdrawal, and graduation, consider identifying and instituting reliable methods to document student participation and outcomes, including additional opportunities for all students to participate in the survey which provided important insights for this report.
- To address the social needs of students (such as child care, transportation, hot meals, clothing, counseling, and shelter), consider providing Communities in Schools on all satellite campuses or consider referring Twilight students, particularly those at risk for not completing high school, to Twilight satellite campuses on which Communities in Schools has a strong presence. In addition, consider relevant suggestions made by survey respondents to inform program improvement.
- To increase instructional rigor and course completion rates for Twilight High School students, consider providing enhanced instructional support with timely interventions that help improve student learning in all content areas, with particular attention to overage students, the student populations that were under-represented among students who completed at least one course, and students enrolled in mathematics and science courses. In addition, address relevant suggestions made by survey respondents to inform program improvement.
- To increase the annual graduation rate among Twilight High School seniors, consider engaging the help of dropout coordinators to provide additional individualized support to seniors as well as the populations of Twilight High School students who were over-represented among students who did not complete coursework in 2012–2013.
- To support the important advancements made in 2012–2013 regarding Twilight High School students' survey participation, continue to extend the time the survey is administered. In addition, examine the best practices of program administrations on satellite campuses with the highest response rates and encourage other satellite campuses to employ the best practices.

### Administrative Response

A recommendation for the 2013–2014 school year was to implement a way to accurately track data. To date AVA has implemented a tracking system to track data. We track attendance, enrollment, and graduation. All students are now in Chancery. We had a change in staff this year. Our new registrar does a phenomenal job tracking data.

We opted not to use Communities in Schools due to cost. As a result we have implemented an advocacy program. We have also partnered with the University of Houston to employ counseling interns. Through these measures we have built stronger relationships with students. We also address social and emotional needs.

To increase course completion rates and improve TAKS scores we use the blended instructional model. We have selected specific lessons and created mini lessons that last 15 minutes. Blended lessons allow students an opportunity to experience learning beyond the computer. We group students based on subject area and students work with teachers based on need. We identified certified teachers who work with students.

We partnered with dropout prevention and recovered over 100 students. We are continually working to recover students. Each week we work with police officers to conduct home visits.

We complete the progress reports each week with students. Students set goals in terms of where they are in the APEX curriculum and project when they will be completed with APEX assignments. We are working diligently to enhance the instructional practice at AVA.

## 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, 150 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 designated satellite high school campuses located across the district to complete online course work during nontraditional hours on Monday through Thursday from noon to 8 p.m. and Saturday from 9 a.m. to 2 p.m. Some campuses opened on Friday to allow students additional time on tasks. In addition, 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, and its goal is that every student will have the rigorous instructional program needed for college and career success.

This report presents information on program participation and outcomes, including comparisons of 2011–2012 and 2012–2013 course completion rates, average number of courses completed per Twilight High School student, student characteristics and motivations, and student ratings for how well the program supported them in achieving their academic goals. The 2012–2013 graduation rate for 12<sup>th</sup> grade students enrolled in the program is also presented.

## Methods

### Data Collection and Analysis

- The 2011–2012 program participation, course enrollment and completion, demographic information, survey responses, and academic performance results for Twilight High School students were obtained from the Twilight High School 2011–2012 program report (HISD, 2012).



- August 2012 through mid-May 2013 program enrollment data were provided by program administrators. Enrollment data included dates and leaver codes where applicable for initial and subsequent enrollment, withdrawal, return, and/or graduation. In addition, graduation data were obtained through the principal of Twilight High School.
- The 2012–2013 academic year roster of 660 Twilight High school students was determined by each HISD student with at least one Twilight High School enrollment during the 2012–2013 school year, beginning with the 2012 fall semester and ending with the August 2013 summer session.
- The 2012–2013 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 Chancery Grades and Online Course files, course enrollment was determined by the total number of unduplicated courses per student included in the files. In addition, course enrollment included all courses in the online course file that were not listed with earned credit for the same student in the grades files. 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 was determined by the number of courses for which students earned course credit (which resulted from achieving an average course grade of 70.0 or better and not exceeding the course absence limit of 10 percent of the days scheduled for the course) divided by the total number of courses within which Twilight High School students enrolled. Course credit earned was determined by the total credits received by students for the courses in which they enrolled.
- Over- and under-representation of student groups among participants completing and not completing coursework were calculated by subtracting the percentage of students completing coursework (or the percentage of students who did not complete coursework) from the percentage of the same student group among all Twilight High School students. This resulted in a percentage point difference between the percentage of the sub-group of students who completed coursework (or the percentage of the sub-group of students who did not complete coursework) when compared to all Twilight High School students within the same student group. Positive numbers indicate over-representation and negative numbers indicate under-representation.
- Descriptions of students, their motivations for attending Twilight High School, and their observations of their experiences with Twilight High School staff were obtained through a voluntary, online survey, which was administered via SurveyMonkey™ between March 25 and April 9, 2013.

### Data Limitations

- A complete roster of students enrolled in Twilight High School, satellite campus rosters, and a listing of all courses in which Twilight High School students enrolled could not be confirmed due to variations in data received through program administrators and district databases.

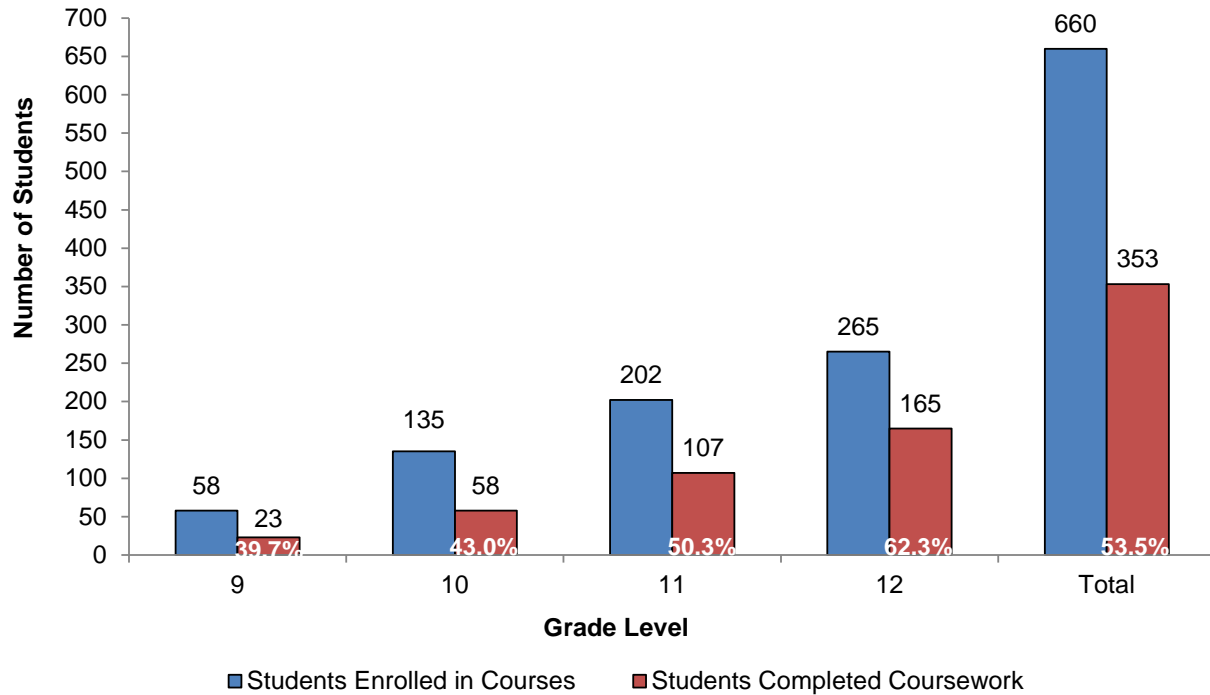
- Indicators of student characteristics and student evaluations of the Twilight High School program were drawn from survey results. In 2011–2012, 791 students enrolled and 27 (3.4 percent) of enrolled students responded to the survey. In contrast, in 2012–2013, 660 students enrolled and, though significant programmatic efforts, 188 participants (28.5 percent) responded to the survey. The higher survey response rate in 2012–2013 may result in outcomes that are more representative of the 2012–2013 Twilight High School student population than the 2011–2012 results. For this reason, within-group percentages were calculated for each year and comparisons are to be viewed with caution.

## Results

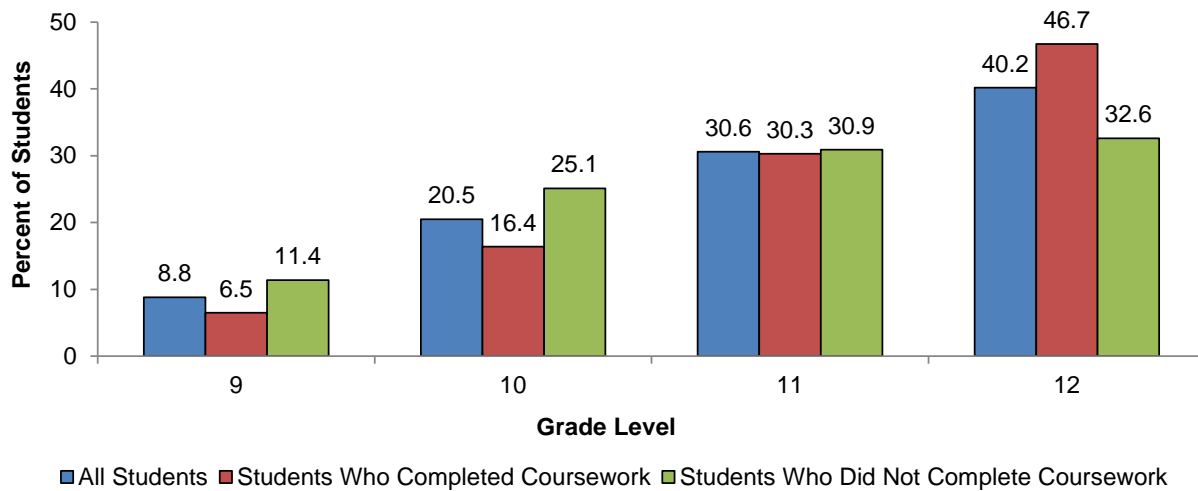
### What were the characteristics of all students enrolled in Twilight High School in 2012–2013 relative to the characteristics of Twilight High School students who completed at least one course and students who did not complete at least one course during the 2012–2013 academic year?

- The 2012–2013 Twilight High School satellite campuses were Milby, Scarborough/Wheatley, Sharpstown, Worthing/Jones, and Yates high schools. Wheatley provided a pilot program and shared administrative resources with Scarborough. Administratively, students attending Jones were reported with the students attending Worthing, because the Twilight High School program on Jones' campus closed in the fall semester of 2012. Five of the 2012–2013 satellite campuses served as satellite campuses in 2011–2012 (Milby, Scarborough, Sharpstown, Worthing, and Jones), while DeVry/Contemporary Learning Center closed in 2012–2013 and Kashmere no longer participated in 2012–2013. Yates became a satellite campus in 2012–2013.
- Throughout the 2012–2013 school year, including summer 2013, 660 students (unduplicated count) enrolled in Twilight High School. **Figure 1** (page 7) shows the largest cohort of all 2012–2013 participants was in the twelfth grade, followed by the eleventh, tenth, and ninth grade cohorts. The number of students enrolled and the proportion of students who completed coursework increased sequentially with each grade level, with 39.7 percent completing at least one course at grade nine, 43.0 percent at grade ten, 50.3 at grade eleven, and 62.3 percent at grade twelve.
- **Figure 2** (page 7) presents the grade levels of all 2012–2013 program participants relative to the 2012–2013 participants who completed at least one course and participants who did not earn any course credit due to inadequate coursework and/or attendance. (See **Table 1**, page 24)

**Figure 1. Number of Twilight High School students enrolled and number and percentage of students who completed coursework by grade level, 2012–2013**



**Figure 2. Percentage of all Twilight High School students, Twilight High School students who completed coursework, and Twilight High School students who did not complete coursework by grade level, 2012–2013**



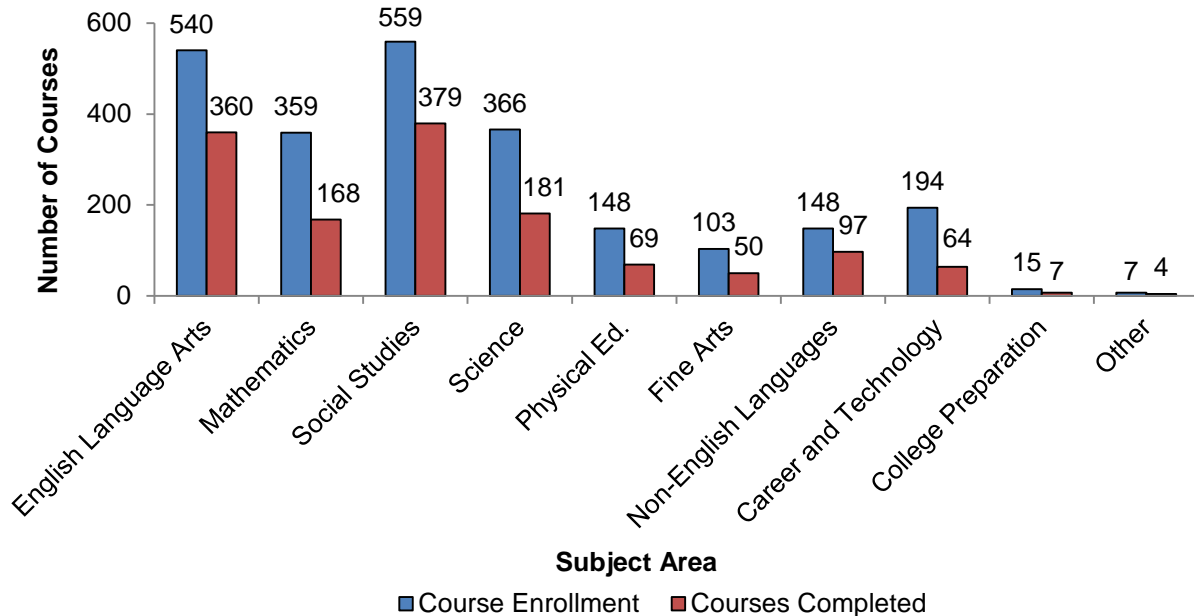
- The proportions of eleventh grade participants were almost equal among students who completed and students who did not complete coursework (Figure 2). Twelfth grade students were over-represented among students who completed coursework (6.5 percentage points), while ninth

grade (2.3 percentage points), tenth grade (4.1 percentage points), and eleventh grade (0.3 percentage points) students were under-represented among them. (See Table 1, page 24.)

- Gender groups among all 2012–2013 participants were nearly equal in size, with slightly more males than females. A total of 57.7 percent of the female students and 49.4 percent of the male students completed coursework. Female students were over-represented (3.9 percentage points) and male students were under-represented (3.9 percentage points) among students who completed coursework. (See Table 1, page 24.)
- Approximately 97 percent of all 2012–2013 Twilight High School participants were African American (37.9 percent) or Hispanic (58.8 percent) students. A total of 53.6 percent of the African American students completed coursework and 52.1 percent of the Hispanic students completed coursework. (See Table 1, page 24.)
- The proportions of African American students and Hispanic students were nearly equal among students who completed coursework and those who did not complete coursework. African American students were over-represented (0.1 percentage point) and Hispanic students were under-represented (1.6 percentage points) among students who completed coursework. (See Table 1, page 24.)
- A total of 73.7 percent of White students completed coursework. White students were over-represented (1.1 percentage points) among students who completed coursework and under-represented (1.3 percentage points) among students who did not complete coursework. The numbers of Asian and American Indian/Alaska Native students who completed coursework were less than five. (See Table 1, page 24.)
- Nearly 12 percent of all participants were in special education, while about two percent were gifted and talented students. A total of 53.9 percent of the special education students and 43.8 percent of the gifted and talented students completed coursework. The proportions of special education were very comparable among students who completed and students who did not complete coursework. Students in special education were over-represented (0.1 percentage point) and students in the gifted and talented program were under-represented (0.4 percentage point) among students who completed coursework. (See Table 1, page 24.)
- More than one-half of all Twilight High School participants were economically disadvantaged (52.4 percent) and 72.9 percent were at risk of dropping out of high school. A total of 60.4 of the economically disadvantaged students and 60.3 percent of the students at risk completed coursework. Economically disadvantaged students were over-represented (6.8 percentage points) among students who completed coursework, while at-risk students were under-represented (8.0 percentage points) among students who completed coursework. (See **Table 1**, page 24.)
- **Figure 3** (page 9) depicts the number of courses in which 2012–2013 Twilight High School students enrolled by subject area. Core courses: English language arts (ELA), mathematics, social studies, and science, had the highest enrollments. ELA, social studies, and non-English languages had the highest completion rates. (See **Table 2**, page 25.)

- Twilight High School students enrolled in 2,439 courses during the 2012–2013 school year. A total of 1,379 courses were completed, constituting a course completion rate of 56.5 percent. (See **Table 2**, page 25 and **Table 3**, pages 25–28.)

**Figure 3. Number of courses Twilight High School students enrolled in and number of courses Twilight High School students completed by subject area, 2012–2013**



- In 2012–2013, 220 or one-third of the 660 Twilight High School participants, enrolled in 481 of the 2,439 courses to recover course credit. The proportion of students enrolled at each grade level was fairly comparable to the proportion of courses in which they enrolled for credit recovery. A total of 75.5 percent of the participants enrolled in credit recovery courses were eleventh- and twelfth- grade students who enrolled in 72.8 percent of the courses. Twilight High School students recovered credit for 479 of the 481 courses taken (99.6 percent). Credit was not recovered for only two core courses (Chemistry and Pre-calculus), both taken by seniors during the fall semester. (See **Table 4**, page 28 and **Table 5**, page 29.)

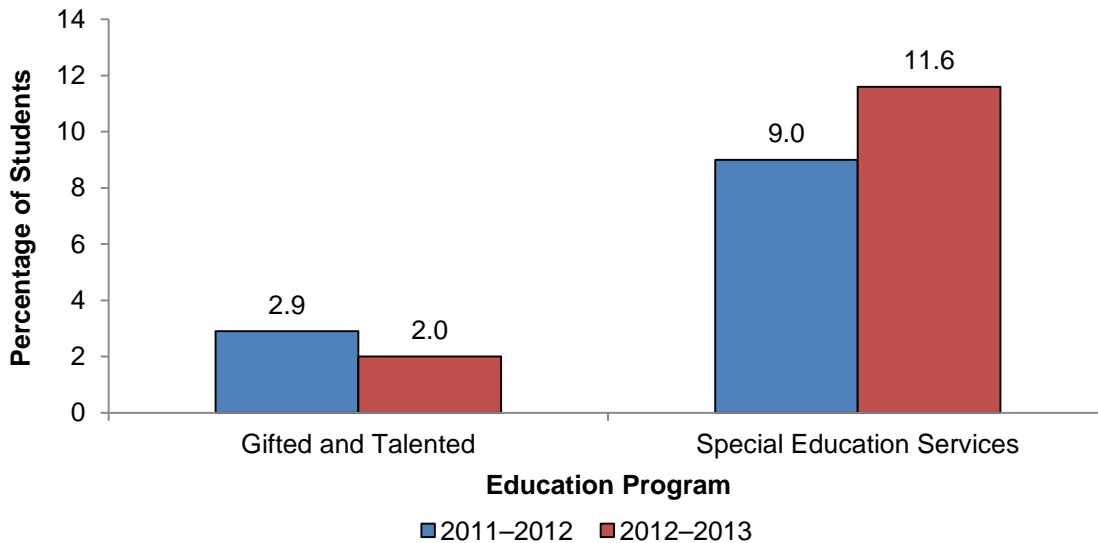
**How did the performance of students enrolled in Twilight High School in 2012–2013 compare with the performance of students enrolled in Twilight High School in 2011–2012 in terms of the course completion rate and average number of courses completed per student?**

- A higher percentage of students completed at least one course during the 2011–2012 school year than in 2012–2013. Specifically, 487 (61.6 percent) of 791 Twilight High School students enrolled in and completed at least one course in 2011–2012 as compared to 353 (53.5 percent) of 660 Twilight High School students who completed at least one course in 2012–2013.
- During the 2011–2012 school year, 1,610 courses were completed by 487 students, which resulted in an average of 3.3 courses completed per student. This compared to 1,379 courses

completed by 353 students in 2012–2013, which constituted an average of 3.9 courses completed per student.

- In 2011–2012, 304 (38.4 percent) of 791 students did not complete any courses through Twilight High School. A total of 307 (46.5 percent) of the 660 Twilight High School students did not complete any courses through the program in 2012–2013, and 245 (79.8 percent) of the 307 who did not complete coursework withdrew from the district.
- The education programs of 2011–2012 and 2012–2013 Twilight High School participants who completed at least one course are provided in **Figure 4**. A larger proportion of gifted and talented students (0.9 percentage points) completed coursework in 2011–2012 than in 2012–2013 and a larger proportion of special education students (2.6 percentage points) completed coursework in 2012–2013 than in 2011–2012.

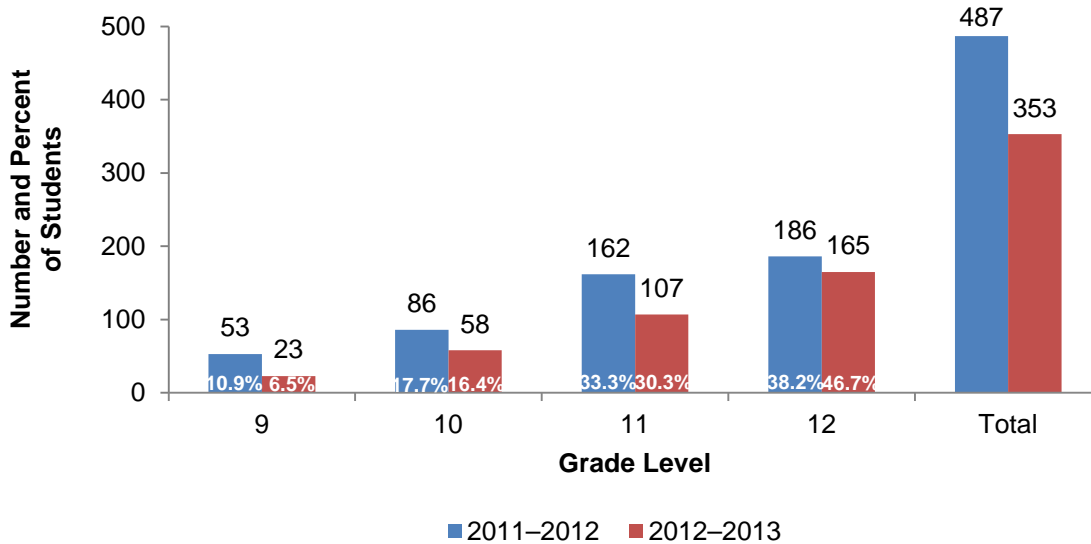
**Figure 4. Percentage of Twilight High School students who completed at least one course by education program, 2011–2012 and 2012–2013**



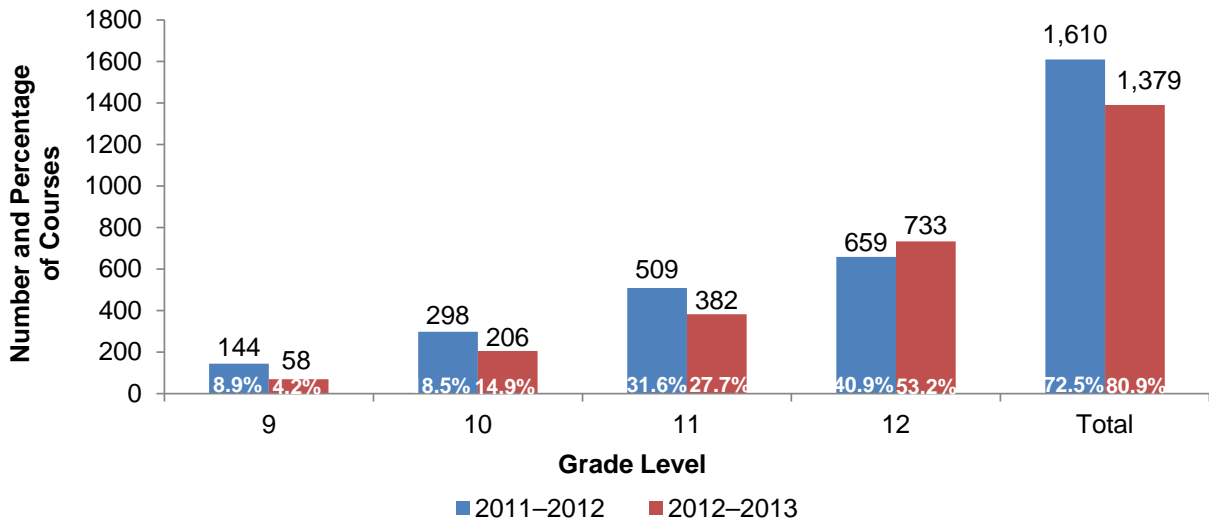
- The number and percentages of 2011–2012 and 2012–2013 program participants who completed at least one course at each grade level are provided in **Figure 5** (page 11). Across the two years, the proportions of tenth- and eleventh-grade students who completed coursework were fairly comparable, with differences of 1.3 percentage points and 3.0 percentage points, respectively. Larger differences were found between the proportions of 2011–2012 and 2012–2013 ninth grade students (4.4 percent) and twelfth grade students (8.5 percentage points) who completed coursework. A larger portion of twelfth-grade program participants completed coursework in 2012–2013 than in 2011–2012, while larger proportions of ninth, tenth, and eleventh grade students completed coursework in 2011–2012.
- **Figure 6** (page 11) presents the proportions of courses completed at each grade level each year. In both years, the number of courses completed increased with each successive grade level. Except at grade twelve, 2011–2012 students completed more courses at each grade level than students completed in 2012–2013. In 2012–2013, 80.9 percent of the courses were completed by

eleventh- and twelfth-grade students in comparison to 72.5 percent in 2011–2012. The number of courses completed by ninth-grade students in 2012–2013 was less than one-half the number of courses completed by ninth-grade students in 2011–2012.

**Figure 5. Number and Percentage of Twilight High School students who completed at least one course by grade level, 2011–2012 and 2012–2013**



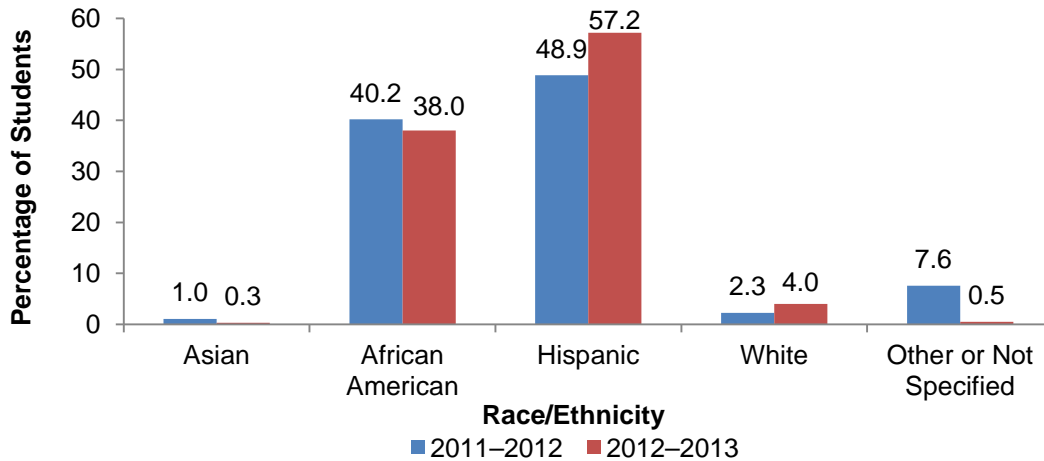
**Figure 6. Number and percentage of courses completed by Twilight High School students by grade level, 2011–2012 and 2012–2013**



- The proportions of participants who completed at least one course in 2011–2012 and 2012–2013 are presented by race/ethnicity in **Figure 7** (page 12). Increases occurred in the percentages of Hispanic (8.3 percentage points) and White (1.7 percentage points) students who completed coursework, while the proportion decreased among African American students (2.2 percentage

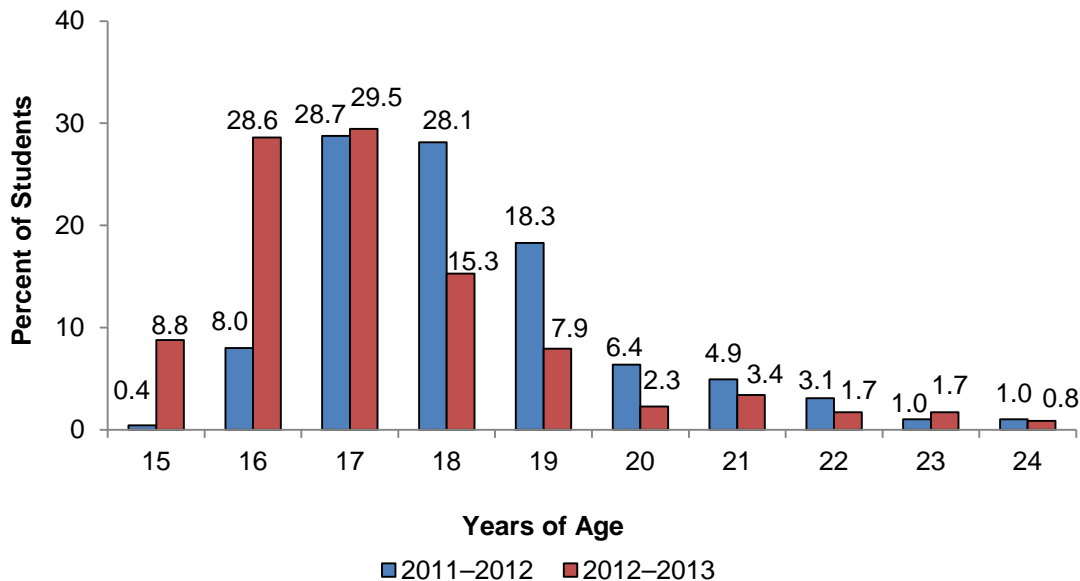
points) and students of other or unspecified races/ethnicities (7.1 percentage points) who completed coursework.

**Figure 7. Percentage of Twilight High School students who completed at least one course by race/ethnicity, 2011–2012 and 2012–2013**



- The distribution of 2011–2012 and 2012–2013 participants who completed at least one course is shown by age in **Figure 8**. In 2011–2012, larger proportions of students aged 18 through 22 and 24 completed at least one course. Conversely, in 2012–2013, larger proportions of students aged 15 through 17 and 23 completed at least one course.

**Figure 8. Percentage of Twilight High School students who completed at least one course by age, 2011–2012 and 2012–2013**

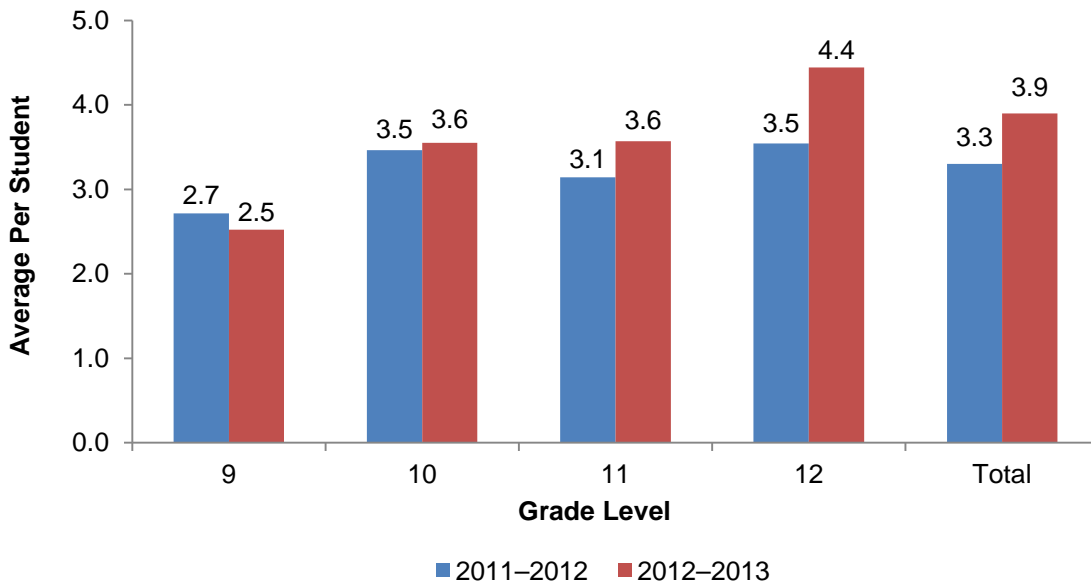


- **Figure 9** (page 13) shows the average number of courses completed per student in 2011–2012 (3.3) and 2012–2013 (3.9) disaggregated by grade level. The averages at each grade level were fairly comparable at grades nine and ten from 2011–2012 to 2012–2013, with higher averages at



grades eleven and twelve in 2012–2013. Differences in the average number of courses completed per student were 0.2 at grade nine, 0.1 at grade ten, 0.5 at grade eleven, and 0.9 at grade twelve. Average courses completed ranged from 2.7 to 3.5 courses in 2011–2012 and from 2.5 to 4.4 courses in 2012–2013, increasing successively with each grade level in 2012–2013.

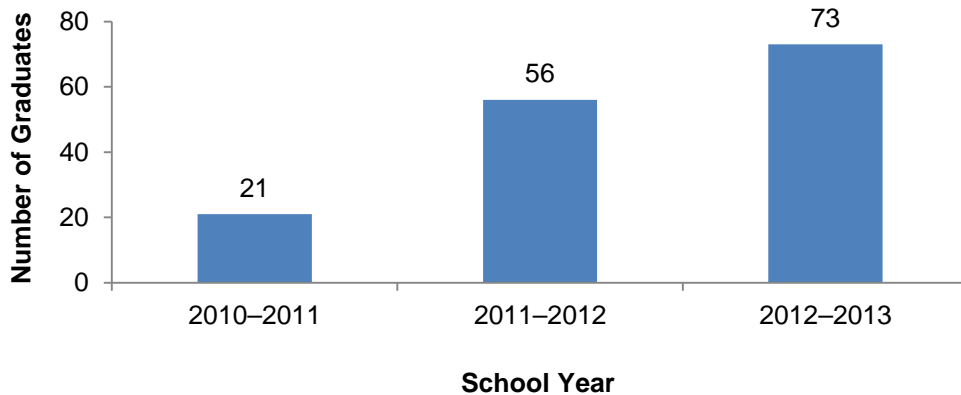
**Figure 9. Average number of courses completed by each Twilight High School student who completed at least one course by grade level, 2011–2012 and 2012–2013**



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

- A total of 150 students have graduated from Twilight High School. Between November 2010 and August 31, 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. This year, 73 Twilight High School seniors graduated between September 1, 2012 and August 31, 2013. This represented a 27.5 percent graduation rate for all 265 seniors enrolled in Twilight High School and a graduation rate of 44.2 percent for the 165 Twilight High School seniors who completed at least one course in 2012–2013, constituting a 30.4 percent increase over the number of graduates in 2011–2012 who completed at least one course (**Figure 10**, page 14).

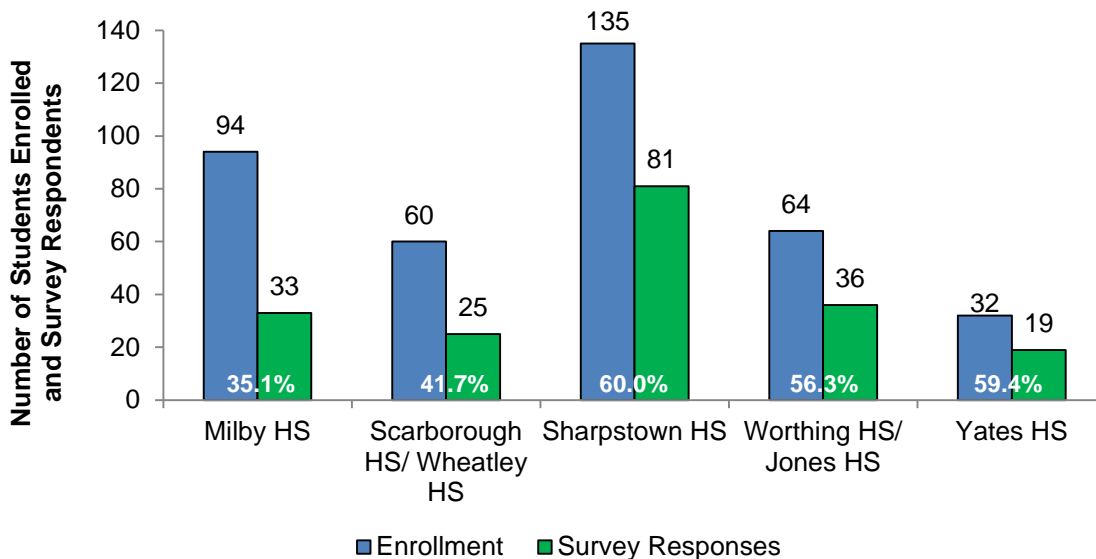
**Figure 10. Number of Twilight High School graduates, 2010–2011, 2011–2012, and 2012–2013**



**What were the characteristics and motivations of 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 2013. **Figure 11** shows the number of students enrolled at Twilight High School satellite campuses during the month of April 2013 (n=385), number of survey respondents, and survey response rate (percentage) by satellite campus. Of the 188 respondents who provided 194 responses to identify their campus(es), 184 of the 188 respondents (97.9 percent) named one campus, seven named two, and one named four campuses. Campus enrollment ranged from 32 to 135 students and survey response rates ranged from 35 percent to 60 percent per campus.

**Figure 11. Number of students who enrolled in Twilight High School and satellite campus survey response rate, April 2013**



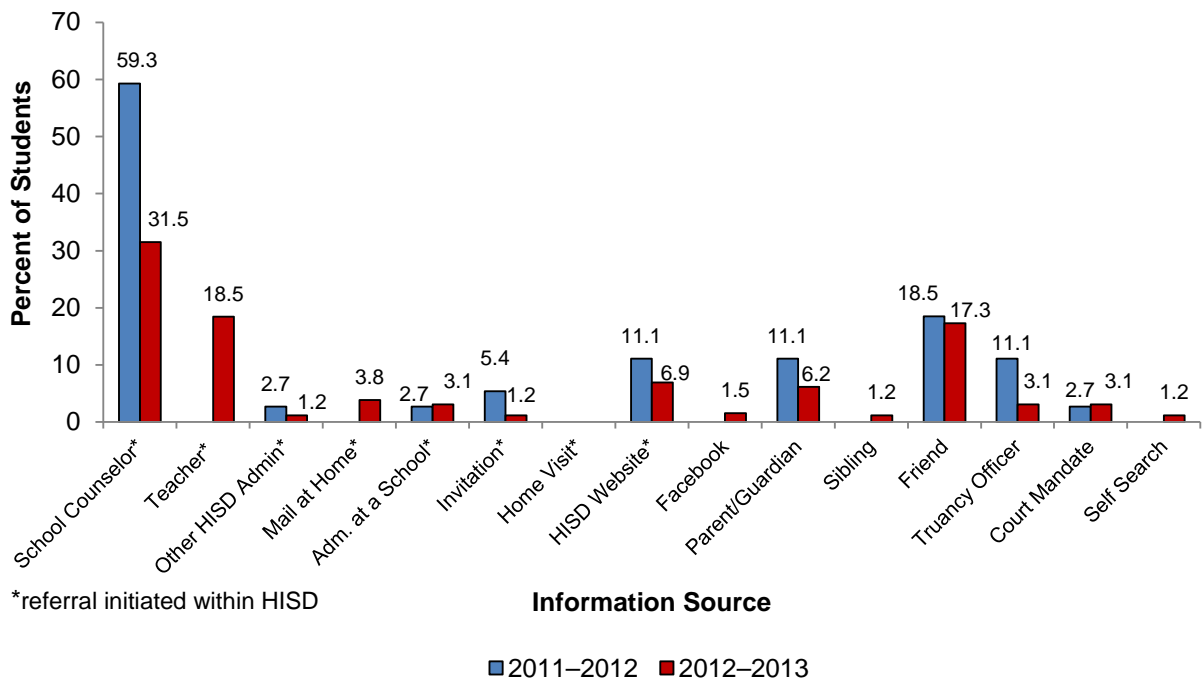
Note: Wheatley and Scarborough shared resources; Jones High School students were merged with Worthing's students administratively

- Sharpstown had the largest enrollment of Twilight High School students (n=135) and the highest response rate (60 percent). However, Sharpstown's response rate was comparable to the

response rate of the school with the lowest enrollment (n=32), Yates. Milby's enrollment (n=94) was second highest. Yet, it had the lowest response rate (35.1 percent).

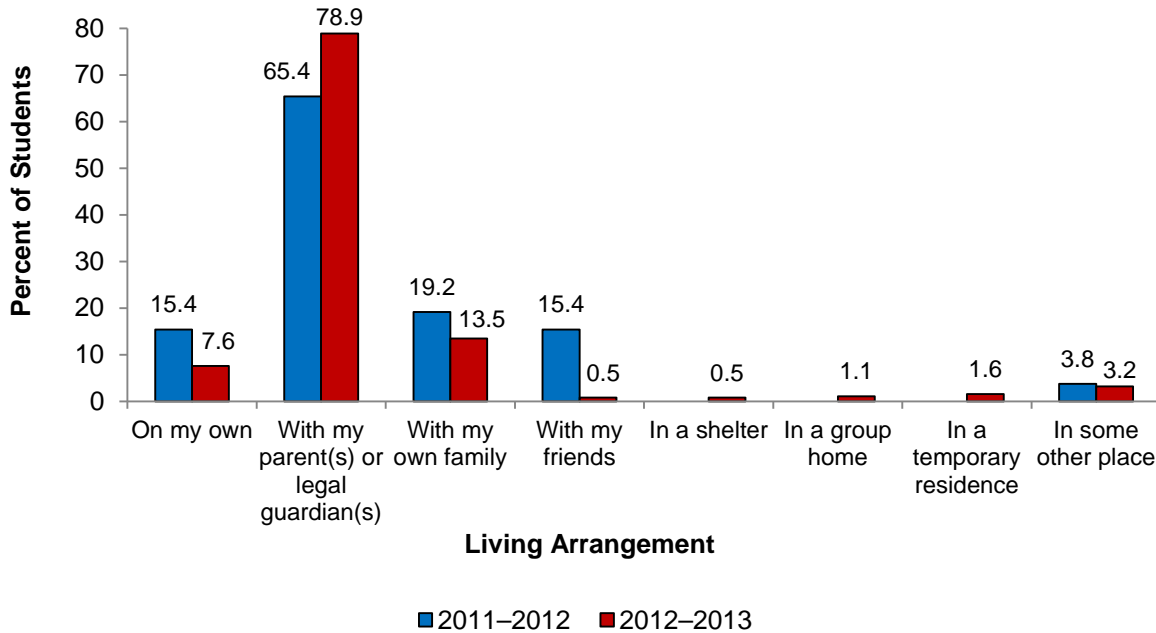
- **Figure 12** shows the means by which 2011–2012 and 2012–2013 survey respondents reported they learned about Twilight High School. Respondents were able to report multiple sources of information/referrals that influenced their choice to attend the school. In both years, some of the largest proportions of students identified referrals that were initiated by school counselors and friends. Among the most frequent responses given, friend was the only non-HISD-initiated source of information/referrals. In 2012–2013, the second largest proportion of students reported hearing about the program from teachers. In 2011–2012, the other larger groups of respondents reported hearing about the program from HISD's website, parents/guardians, and truancy officers.

**Figure 12. Percentage of Twilight High School students by information source, 2011–2012 and 2012–2013**



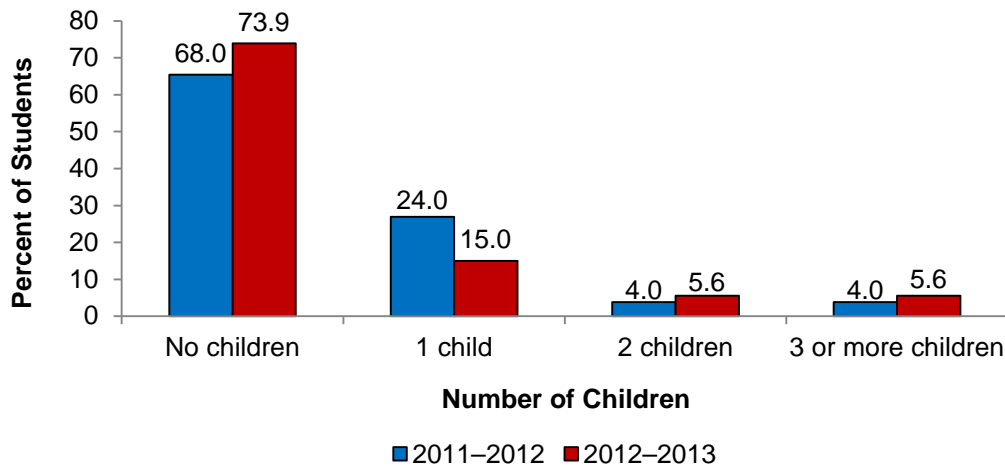
- **Figure 13** (page 16) lists the percentages of 2011–2012 and 2012–2013 Twilight High School students by their living arrangements. Some students provided multiple answers. Respondents in 2012–2013 reported a more diverse array of living arrangements than the 2011–2012 students. In both years, most students reported they lived with their parents/guardians, their significant other and/or children in a place of their own, or on their own. (See **Table 6**, page 30.)
- **Figure 14** (page 16) shows the number of children cared for by Twilight High School students in 2011–2012 and 2012–2013. Across the two years, most students were not the primary caregiver of children. However, in both years, most of the students who were caregivers of children cared for one child. Each year, small and equal proportions of students were the primary caregivers of “two” or “three or more” children. (See **Table 7**, page 30.)

**Figure 13. Percentage of Twilight High School students by their living arrangements, 2011–2012 and 2012–2013**



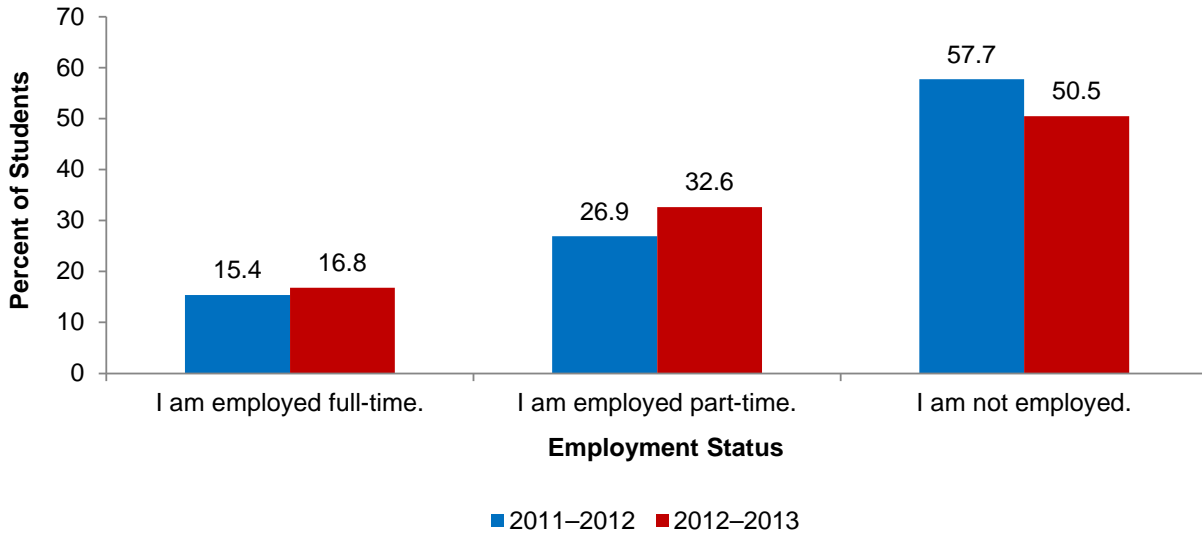
Note: Respondents provided multiple responses

**Figure 14. The number of children cared for by Twilight High School students, 2011–2012 and 2012–2013**



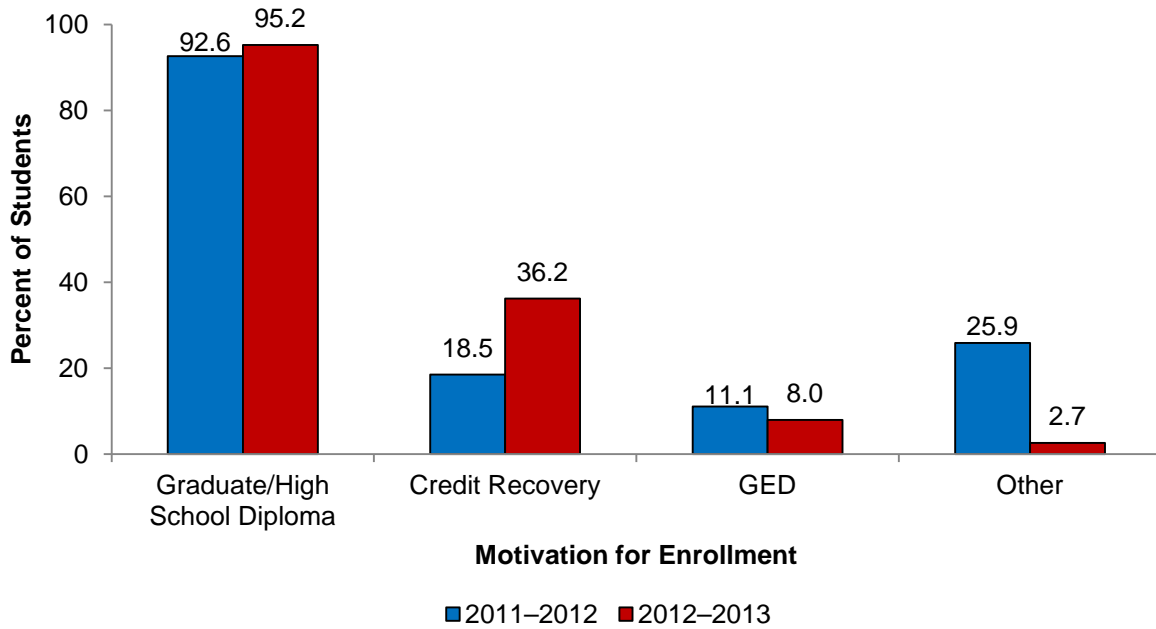
- Figure 15** (page 17) depicts the percentages of 2011–2012 and 2012–2013 Twilight High School students who reported their employment statuses. Approximately 42–49 percent of students reported being employed in 2011–2012 and 2012–2013 respectively, with a greater percentage of students reporting they were employed in 2012–2013 (7.1 percentage points) than in 2011–2012. The proportion of students who reported no employment was smaller in 2012–2013 than in 2011–2012 (7.2 percentage points). (See **Table 8**, page 30.)

**Figure 15. Percentage of Twilight High School students by employment status, 2011–2012 and 2012–2013**



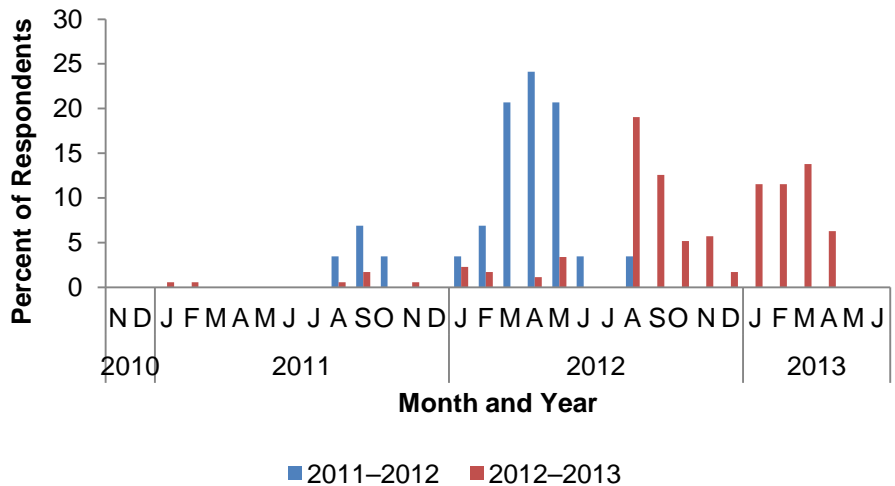
- One-half (50 percent) of the 2011–2012 students reported household finances were primarily their responsibility. This compared to one-fourth (25.0 percent) of 2012–2013 respondents who reported household finances were primarily their responsibility. (See **Table 9**, page 31.)
- More than three-fourths (76.9 percent) of respondents in 2011–2012 and 75.0 percent of respondents in 2012–2013 reported they were able to use the internet outside of school. (See **Table 10**, page 31.)
- **Figure 16** (page 18) depicts survey respondents’ motivations for attending Twilight High School in 2011–2012 and 2012–2013. In both years, the motivation for the vast majority of students was to graduate/earn a high school diploma. In addition, compared to 2011–2012, nearly twice the proportion of 2012–2013 respondents (17.7 percentage points more) reported wanting to recover credits. A much larger proportion of the 2011–2012 respondents (23.2 percentage points) reported “other” motivations such as to return to school after dropping out and to recover attendance hours, while a smaller portion of 2012–2013 students reported recovering attendance hours, working, or fulfilling a court mandate as other motivations for attending Twilight High School. (See **Table 11**, page 31.)
- **Figure 17** (page 18) illustrates the percentage of survey respondents by the month and year of their initial enrollment in Twilight High School. Each year, some students provided enrollment dates that preceded the program’s inception (3.4 percent in 2011–2012 and 1.1 percent in 2012–2013). In addition, in 2012–2013, 1.1 percent of the students reported enrolling during the 2010–2011 school year and 11.2 percent reported enrolling during the 2011–2012 school year. However, 96.6 of the 2011–2012 survey respondents and 87.3 percent of the 2012–2013 survey respondents reported enrolling during that current academic year. In 2011–2012, a moderate proportion of students reported enrolling at the beginning of the fall semester. The proportion of students who reported enrolling in mid to late spring semester during March, April, and May, 2012 spiked. In contrast in 2012–2013, students’ reports of enrolling at the beginning of the fall semester in August and September 2012 spiked, then dropped, and reports of enrolling early in the spring semester from January through March, 2013 increased.

**Figure 16. Percentage of students by their motivation for attending Twilight High School, 2011–2012 and 2012–2013**



Note: Respondents provided multiple responses

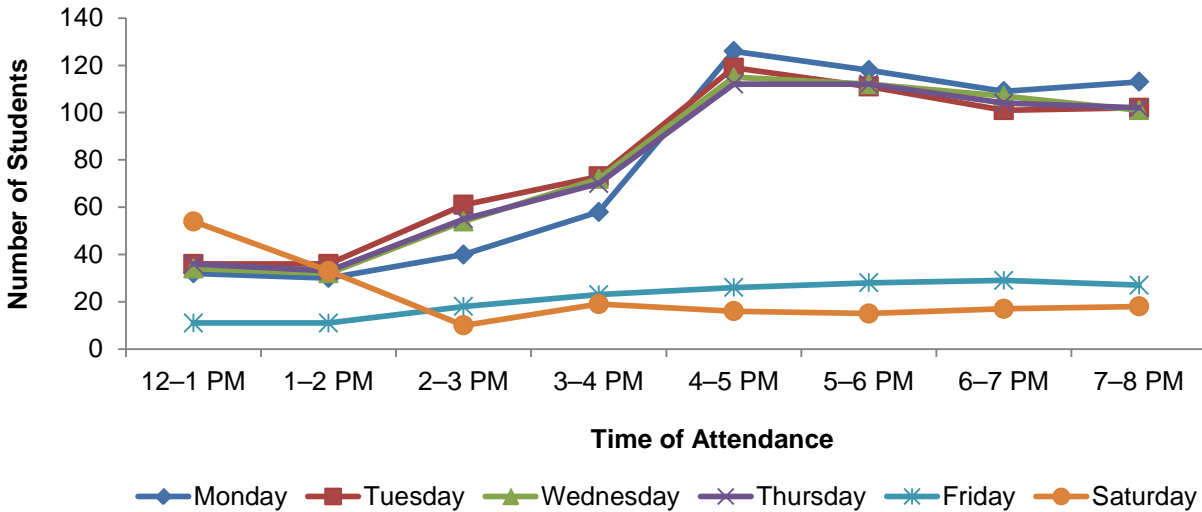
**Figure 17. Percentage of students who reported when they enrolled in Twilight High School by month and year, 2011–2012 and 2012–2013**



- When asked why they decided Twilight High School was the right school for them, 70 (39.3 percent) of 178 2012–2013 respondents stated the flexible school hours allowed them to meet other obligations such as work and childcare. Other frequent responses were to graduate (27), to get credits quickly (24), to work at their own paces (20), and regular school was not a good fit (20). (See **Table 12**, page 32.)
- **Figure 18** (page 19) depicts the days and times survey respondents reported attending Twilight High School in a typical week. The figure shows most students attended on Mondays, Tuesdays,

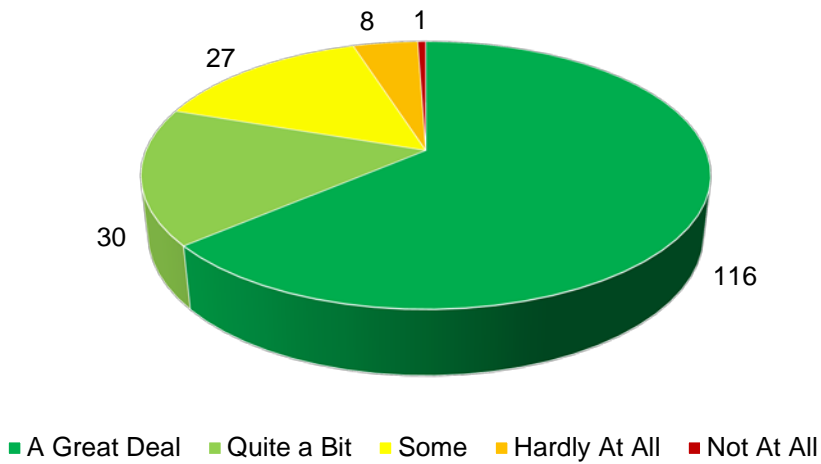
Wednesdays, and/or Thursdays. On Mondays through Thursdays, student attendance was highest between 4 p.m. and 8 p.m. On Fridays, attendance was highest between 6–7 p.m. and lowest from noon to 2 p.m., with small increments from 2 p.m. through 7 p.m. and a slight decline from 6–7 p.m. to 7–8 p.m. Attendance on Saturdays was lower than on all other days, except between noon and 1 p.m. when attendance was higher than on all other days. Saturdays' attendance between 2–3 p.m. was lower than any other time during the week and was fairly stable from 3 p.m. to 8 p.m. (See **Table 13**, page 33.)

**Figure 18. Twilight High School students' attendance by time and day of the week, 2012–2013**



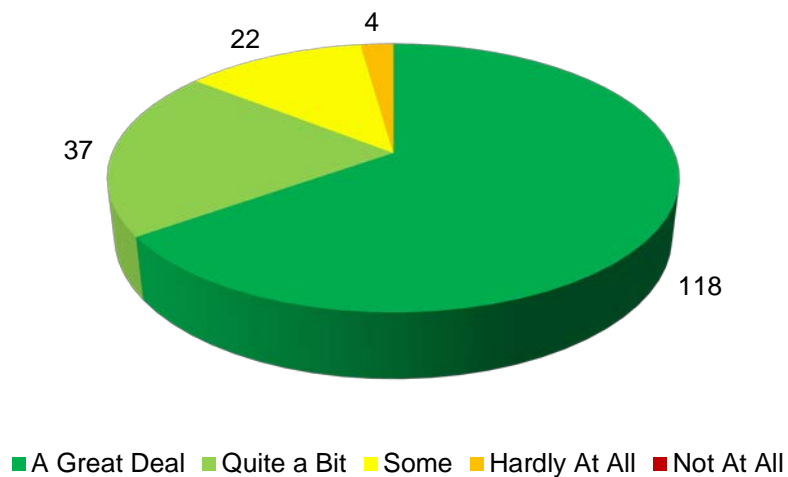
- A total of 168 respondents named a wide variety of their career plans. The largest number of students, 54 (32.1 percent), identified service careers, of which the majority require further education. Another 27 students (16.1 percent) listed professions that require advanced degrees. Twelve students (7.1 percent) named careers associated with Science, Technology, Engineering, and Mathematics (STEM). Other responses included military (16 or 9.5 percent), business (11 or 6.5 percent), and fine arts (10 or 6.0 percent) careers. Twenty-seven students (16.1 percent) were undecided. A list of the students' career aspirations is provided in **Table 14** on page 33.
- **Figure 19** and **Figure 20** (page 20) illustrate 2012–2013 respondents' reports of their confidence in being able to pursue their plans after completion of high school. (See **Table 15**, page 34.) Figure 19 shows 146 of 182 students (80.2 percent) reported "a great deal" or "quite a bit" of certainty they would attend college. Twenty-seven students (14.8 percent) had "some" degree of certainty, but for nine (4.9 percent) certainty was felt "hardly at all" or "not at all."

**Figure 19. Number of respondents by their degree of confidence for attending college, 2012–2013**



- Shown in Figure 20, 155 of 181 2012–2013 respondents (85.6 percent) 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. Another 26 (14.4 percent) reported “some” or “hardly at all.” Almost everyone reported at least “some” degree of certainty they would pursue their chosen career. (See Table 15, page 34.)

**Figure 20. Number of respondents by their degree of confidence for pursuing their career of choice, 2012–2013**



**How well did 2012–2013 Twilight High School students believe the program supported them in achieving their academic goals?**

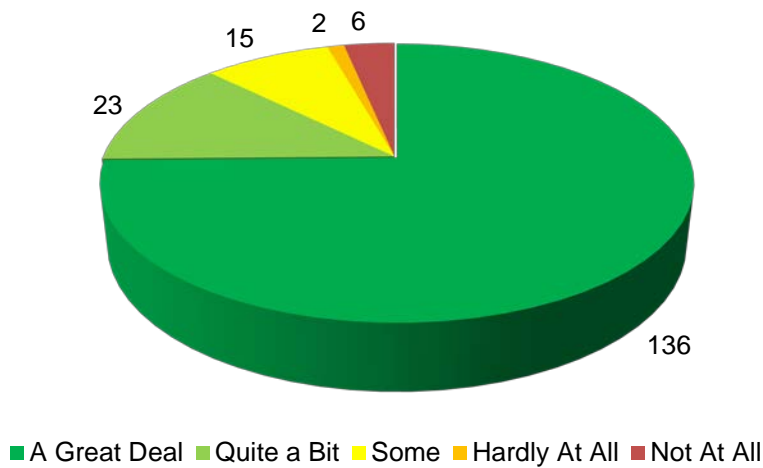
- More than 73.0 percent of survey respondents gave Twilight High School’s staff the highest possible rating (“a great deal”). This included 73.2 percent who indicated the staff understood and worked with students’ schedules, helped students (74.1 percent), and was supportive of students



(74.6 percent). Approximately 87–93 percent of the students rated the staff in these areas with one of the two highest ratings (“a great deal” or “quite a bit”). (See **Table 16**, page 34.)

- In response to an open-ended question regarding what Twilight High School does well to help students achieve their educational goals, 64 of 163 (39.3 percent) students stated the individualized help they received was beneficial and 49 (30.1 percent) commented on the teachers’ supportiveness. Other responses concerned the effectiveness of teachers in motivating students (27 or 16.6 percent), flexible schedule (17 or 10.4 percent), the latitude afforded students which allowed them to work at their own paces (5 or 3.1 percent) and to receive help to graduate (4 or 2.5 percent). A complete list of the advantages students associated with Twilight High School is provided in **Table 17** on page 35.
- Students’ suggestions for actions Twilight High School could take to better help students achieve their educational goals were varied. More than one-third of the 148 respondents (51 or 34.5 percent) reported no changes are needed. The recommendations reported most frequently included provide more teachers (17 or 11.5 percent), have staff be more responsive, patient, and/or respectful to students (18 or 12.2 percent), and provide more hours, including add Friday hours (eight or 5.4 percent). Other significant suggestions were to add more academic counseling on graduation requirements and getting into college and careers (four or 2.7 percent), add classes like those needed to complete the Distinguished Achievement High School Program graduation plan (four or 2.7 percent), and have a Twilight High School facility, or at least provide more space (four or 2.7 percent). A complete list of the students’ suggestions can be found in **Table 18** on page 36.
- **Figure 21** depicts survey respondents’ degrees of willingness to recommend Twilight High School to others. Nearly three-fourths (136 or 74.7 percent) of 182 respondents reported they recommend that others attend Twilight High School “a great deal.” Overall, 87.3 percent responded “a great deal” or “quite a bit,” while 15 (8.2 percent) replied some” and eight (4.4 percent) responded “hardly at all” or “not at all.” (See **Table 16**, page 34.)

**Figure 21. Number of respondents by the degree to which they recommend that others attend Twilight High School to others by response, 2012–2013**



- Responding to an open-ended question about recruiting additional students, 21 of the 151 respondents (13.9 percent) suggested more advertisements. Also, 101 students (66.9 percent) offered ideas on how to advertise, such as visiting other schools and/or having Twilight High School students tell their stories (25 or 16.6 percent); recruiting students who are at risk, have already dropped out, or are in advanced programs (16 or 10.6 percent); and putting promotions on Facebook or other social media that teens use (15 or 9.9 percent). Twelve students (7.9 percent) addressed what to advertise, including students' stories of struggle in traditional schools and success at Twilight High School (five or 3.3 percent) and the advantages of enrolling in Twilight High School (six or 4.0 percent). A few respondents offered ideas on ways to change the program, such as making the program bigger (four or 2.6 percent) or offering classes more hours a day (two or 1.3 percent). Eight students (5.3 percent) said Twilight High School should not recruit more students. A complete list of responses is provided in **Table 19** on page 37.

## Discussion

Fifty-six seniors graduated during the 2011–2012 school year and 73 seniors graduated in 2012–2013. This was accomplished with fewer seniors completing coursework in 2012–2013 (n=165) than in 2011–2012 (n=186). Such growth in the number of diplomas earned by Twilight High School students indicates the program is helping to increase the district's overall number of high school graduates. Unfortunately, program enrollment, number of courses completed, and course completion rate were lower this year when compared to last year. Nonetheless, more students graduated this year, including a larger proportion of seniors who completed coursework, and the average number of courses completed per student was slightly higher this year than in 2011–2012. The latter finding indicates Twilight High School is also helping the district increase the number of courses completed by course enrollees. Yet, even with Twilight High School's excellent 2012–2013 course completion rate of 99.6 percent for courses taken for credit recovery, the overall course completion rate for all courses taken by Twilight High School students was considerably low (56.5 percent).

It is clear from the results of this analysis that Twilight High School is making an important difference with helping students at risk of not graduating to complete the necessary coursework to graduate. However, this year, there was an 8.1 percentage point increase in the number of students who enrolled in at least one course but did not complete at least one course at Twilight High School (from 38.4 percent in 2011–2012 to 46.5 percent in 2012–2013) and nearly 80 percent of the students who did not complete coursework withdrew from the district. Therefore, it seems important to further ensure that Twilight High School is engaging as many of its students as possible in rigorous learning opportunities sufficient to successfully complete their coursework. Specifically, results of this analysis indicated Hispanic, ninth and tenth grade, and male students are over-represented among Twilight High School students who did not complete at least one course. In addition to students who are 20 years of age or older, these populations of Twilight High School students may benefit from additional instructional and social interventions that support course completion, particularly in the core subjects of mathematics and science. Enhanced instructional and social interventions may help to reduce the number of students who withdraw from the district while attending Twilight High School, and thereby increase the district's rate of high school completion. The enriched interventions may well galvanize the program to better fulfill the district's Goal 3: Rigorous Instructional Standards and Supports, with its goal that every student will have the rigorous instructional program needed for college and career success.

Extensive program efforts to increase survey participation in 2012–2013 successfully resulted in a 28.5 percent survey response rate, which was a great improvement over the 3.4 percent survey response rate in 2011–2012. This year’s survey results indicated that about 80 percent of Twilight High School students had confidence they would attend college and/or be able to pursue careers of their choice. Nonetheless, improvement in the program’s course completion rate is needed. This challenge may be heightened by findings of this report that indicate many Twilight High School students are at least partially employed, live on their own or with friends, and/or provide care for at least one child. Therefore, the specific suggestions made by survey respondents may warrant close consideration by program administrators to inform program improvement.

## 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](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. [http://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/8269/PE\\_DistrictPrograms/TWILIGHT%20HIGH%20SCHOOL\\_%2011262012.pdf](http://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/8269/PE_DistrictPrograms/TWILIGHT%20HIGH%20SCHOOL_%2011262012.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 Completed Coursework and Those Who Did Not Complete Coursework, 2012–2013**

	All Twilight HS Students (N=660)		Students Who Completed Coursework (N=353)			Students Who Did Not Complete Coursework (N=307)	
	N	%	% <sub>1</sub>	N	% <sub>2</sub>	N	%
<b>Grade</b>							
9	58	8.8	39.7	23	6.5	35	11.4
10	135	20.5	43.0	58	16.4	77	25.1
11	202	30.6	50.3	107	30.3	95	30.9
12	265	40.2	62.3	165	46.7	100	32.6
<b>Total</b>	<b>660</b>	<b>100.0</b>		<b>353</b>	<b>100.0</b>	<b>307</b>	<b>100.0</b>
<b>Gender</b>							
Female	324	49.1	57.7	187	53.0	137	44.6
Male	336	50.9	49.4	166	47.0	170	55.4
<b>Total</b>	<b>660</b>	<b>100.0</b>		<b>353</b>	<b>100.0</b>	<b>307</b>	<b>100.0</b>
<b>Race/Ethnicity</b>							
Asian	2	0.3	*	2	*	-	-
African American	250	37.9	53.6	134	38.0	116	37.8
Hispanic	388	58.8	52.1	202	57.2	186	60.6
American Indian/ Alaska Native	1	0.2	*	1	*	-	-
White	19	2.9	73.7	14	4.0	5	1.6
Two or more	0	-	-	-	-	-	-
<b>Total</b>	<b>660</b>	<b>100.0</b>		<b>353</b>	<b>100.0</b>	<b>307</b>	<b>100.0</b>
Special Ed.	76	11.5	53.9	41	11.6	35	11.4
Gifted/Talented	16	2.4	43.8	7	2.0	9	2.9
Economic Disadv.	34	52.4	60.4	209	59.2	137	44.6
At Risk†	38	72.9	60.3	229	64.9	151	49.7

Sources: Chancery, July 17, 2013 and Public Education Information Management System (PEIMS), 2010–2011 through 2012–2013

%<sub>1</sub> indicates percentage of student group completing coursework; %<sub>2</sub> indicates percentage of student group among all Twilight High School students who completed coursework

†Data available for 521 (78.9 percent) of 660 participants; percentages may not total 100 due to rounding

Aggregated Special Ed., Gifted/Talented, Economic Disadv., At Risk numbers represent duplicated counts.

\*Data for less than 5 students are masked.

**Table 2. Number, Percentage, and Completion Rate of Twilight High School Courses Enrolled In and Completed by Subject Area, 2012–2013**

Subject Area	Enrolled		Completed		Completion
	Number	Percent	Number	Percent	Rate
English Language Arts	540	22.1	360	26.1	66.7
Mathematics	359	14.7	168	12.2	46.8
Social Studies	559	22.9	379	27.5	67.8
Science	366	15.0	181	13.1	49.5
Physical Education	148	6.1	69	5.0	46.6
Fine Arts	103	4.2	50	3.6	48.5
Non-English Languages	148	6.1	97	7.0	65.5
Career and Technology	194	8.0	64	4.6	33.0
College Preparation	15	0.6	7	0.5	46.7
Other-Innovative Studies	7	0.3	4	0.3	57.1
<b>Total</b>	<b>2,439</b>	<b>100.0</b>	<b>1,379</b>	<b>100.0</b>	<b>56.5</b>

**Table 3. Number, Percentage, and Completion Rate of Twilight High School Courses by Subject Area, 2012–2013**

Subject Area and Course	Enrolled		Completed		Completion
	Number	Percent	Number	Percent	Rate
<b>English Language Arts</b>	<b>540</b>	<b>22.1</b>	<b>360</b>	<b>26.1</b>	<b>66.7</b>
English 1, 2, 3, 4	496	20.3	352	25.5	71.0
AP English Language	6	0.2	0	-	0.0
AP English Literature	16	0.7	2	0.1	12.5
Journalism 1 (incl. Broadcast Journalism)	4	0.2	*	*	*
Debate	1	<0.1	*	*	*
ESL Creative Writing	1	<0.1	*	*	*
Literature Genres	1	<0.1	*	*	*
Newspaper	3	0.1	*	*	*
Reading 3, 4	7	0.3	1	0.1	14.3
TAKS English Review	3	0.1	*	*	*
Yearbook	2	0.1	*	*	*
<b>Mathematics</b>	<b>359</b>	<b>14.6</b>	<b>168</b>	<b>12.2</b>	<b>46.8</b>
Advanced Quantitative Reasoning	15	0.6	5	0.4	33.3
Algebra 1 and 2 (incl. PreAP)	190	7.8	101	7.3	53.2
AP Statistics (incl.)	1	<0.1	*	*	*
Calculus (incl. Pre-AP, AP)	1	<0.1	*	*	*
Geometry	70	2.9	45	3.3	64.3
Independent Study	1	<0.1	*	*	*
Math Models with Applications	16	0.7	4	0.3	25.0
Pre-calculus (incl. PreAP-3)	48	2.0	7	0.5	14.6
Statistics and Risk Management (CTE)	2	0.1	*	*	*
STAAR Review	1	<0.1	*	*	*
TAKS Math Review	14	0.6	5	0.4	35.7

\*Data for less than 5 students are masked.

**Table 3. Number, Percentage, and Completion Rate of Twilight High School Courses by Subject Area, 2012–2013 - Continued**

Subject Area and Course	Enrolled		Completed		Completion Rate
	Number	Percent	Number	Percent	
<b>Social Studies</b>	<b>559</b>	<b>22.9</b>	<b>379</b>	<b>27.5</b>	<b>67.8</b>
Economics (incl. AP, Macro. Econ.-1)	128	5.2	98	7.1	76.6
European History (incl. AP-1)	1	<0.1	*	*	*
Human Geology	1	<0.1	*	*	*
Psychology	6	0.2	6	0.4	100.0
Sociology	6	0.2	4	0.3	66.7
SPTSS Topic 2	2	0.1	*	*	*
TAKS Review	1	<0.1	*	*	*
US Government (incl. AP)	131	5.4	88	6.4	67.2
US History (incl. Reconstruction)	188	7.7	105	7.6	55.9
World Geography	34	1.4	29	2.1	85.3
World History (incl. AP)	61	2.5	47	3.4	77.0
<b>Science</b>	<b>366</b>	<b>15.0</b>	<b>181</b>	<b>13.1</b>	<b>49.5</b>
Advanced Biotechnology (CTE)	2	0.1	*	*	*
Advanced Animal Science (CTE)	2	0.1	*	*	*
Aquatic Science	3	0.1	*	*	*
Biology (incl. Pre-AP, AP)	63	2.6	46	3.3	73.0
Chemistry (incl. Pre-AP, AP)	130	5.3	40	2.9	30.8
Earth and Space Science	4	0.2	*	*	*
Engineering Design/Problem Solv. (CTE)	7	0.3	2	0.1	28.6
Environmental Science (incl. AP)	3	0.1	*	*	*
Environmental Systems	30	1.2	13	0.9	43.3
Integrated Physics and Chemistry	58	2.4	54	3.9	93.1
Physics (incl. Pre-AP, AP-3)	57	2.3	16	1.2	28.1
Scientific Research and Design 1, 2	5	0.2	4	0.3	80.0
TAKS Review Science	2	0.1	*	*	*
<b>Health &amp; Physical Education</b>	<b>148</b>	<b>6.1</b>	<b>69</b>	<b>5.0</b>	<b>46.6</b>
Aerobic Activities	10	0.4	6	0.4	60.0
Adventure/Outdoor Education	12	0.5	4	0.3	33.3
ROTC 1, 2, 3, 4	14	0.6	4	0.3	28.6
Athletics	29	1.2	16	1.2	55.2
Foundations-Personal Fitness (inc. coed)	20	0.8	12	0.9	60.0
Health/Coed Health	40	1.6	23	1.7	57.5
Band (incl. Marching 1, 2, 3)	6	0.2	1	0.1	16.7
Individual or Team Sports	17	0.7	3	0.2	17.6
<b>Fine Arts</b>	<b>103</b>	<b>4.2</b>	<b>50</b>	<b>3.6</b>	<b>48.5</b>
Art 1, 2, 3 (incl. AP and Art History)	37	1.5	18	1.3	48.6
Choral Music 1, 2	5	0.2	2	0.1	40.0
Dance 1, 2, 3	14	0.6	5	0.4	35.7
Guitar 1	3	0.1	*	*	*
Music (applied)	2	0.1	*	*	*

\*Data for less than 5 students are masked.

**Table 3. Number, Percentage, and Completion Rate of Twilight High School Courses by Subject Area, 2012–2013 - Continued**

	Enrolled		Completed		Completion Rate
	Number	Percent	Number	Percent	
Music History and Literature	9	0.4	2	0.1	22.2
Music Theory 1, 2	19	0.8	16	1.2	84.2
Theatre Arts 1, 2 (incl. Technical Theatre)	14	0.6	3	0.2	21.4
<b>Languages (other than English)</b>	<b>148</b>	<b>6.1</b>	<b>97</b>	<b>7.0</b>	<b>65.5</b>
Spanish 1, 2, 3 (incl. Pre-AP, AP)	122	5.0	88	6.4	72.1
Arabic 1	1	<0.1	*	*	*
French 1 and 2	9	0.4	6	0.4	66.7
Spanish Native Speaker	16	0.7	3	0.2	18.8
<b>Career and Technical Education (CTE)</b>	<b>194</b>	<b>8.0</b>	<b>64</b>	<b>4.6</b>	<b>33.0</b>
Accounting	7	0.3	1	0.1	14.3
Animation	1	<0.1	*	*	*
Auto Technology (incl. Advanced-1)	4	0.2	*	*	*
Bank Finance Services	2	0.1	*	*	*
Biomedical Innovations	1	<0.1	*	*	*
Business Information (incl. Virtual Businesses)	33	1.4	8	0.6	24.2
Business Information Management 1, 2	17	0.7	5	0.4	29.4
Business Management	2	0.1	*	*	*
Career Preparation 1	1	<0.1	*	*	*
Communication Applications (incl. professional and telecommunications)	59	2.4	27	2.0	45.8
Computer Technology	2	0.1	*	*	*
Construction Technology	1	<0.1	*	*	*
Cosmetology 2	1	<0.1	*	*	*
Culinary Arts	2	0.1	*	*	*
Digital Media/Video	14	0.6	1	0.1	7.1
Design (inc. Fashion and Graphic)	3	0.1	*	*	*
Energy P&T	2	0.1	*	*	*
Entrepreneur	2	0.1	*	*	*
Medical Intervention	1	<0.1	*	*	*
Hotel Management	2	0.1	*	*	*
Horticultural Science	4	0.2	*	*	*
Live Production	1	<0.1	*	*	*
Principles (business marketing, info. technology, hospital, law, technology)	20	0.8	6	0.4	30.0
Problem Solving	1	<0.1	*	*	*
Sale Promotions (Advanced)	3	0.1	*	*	*
Web Technology (incl. Web Design)	4	0.2	*	*	*
Wild Fish Ecology	2	0.1	*	*	*
Other (HVAC Frig. and Mill CAB Tech.)	2	0.1	*	*	*

\*Data for less than 5 students are masked.

**Table 3. Number, Percentage, and Completion Rate of Twilight High School Courses by Subject Area, 2012–2013 - Continued**

	Enrolled		Completed		Completion Rate
	Number	Percent	Number	Percent	
<b>College Preparation</b>	<b>15</b>	<b>0.6</b>	<b>7</b>	<b>0.5</b>	<b>46.7</b>
College Skill Building	6	0.2	3	0.2	50.0
College Connect	9	0.4	4	0.3	44.4
<b>Other (Innovative Studies)</b>	<b>7</b>	<b>0.3</b>	<b>4</b>	<b>0.3</b>	<b>57.1</b>
Gifted/Talented Independent Study 2	1	<0.1	*	*	*
Reconnect-Youth	2	0.1	*	*	*
Student Leadership	3	0.1	*	*	*
Teen Leadership	1	<0.1	*	*	*
<b>Total</b>	<b>2,439</b>	<b>100.0</b>	<b>1,379</b>	<b>100.0</b>	<b>56.5</b>

\*Data for less than 5 students are masked.

**Table 4. Number and Percentage of Students Enrolled and the Number and Percentage of Credit Recovery Courses In Which They Enrolled by Grade Level, 2012–2013**

Grade	Students Enrolled		Course Enrollment	
	Number	Percent	Number	Percent
9	14	6.4	35	7.3
10	40	18.2	96	20.0
11	59	26.8	119	24.7
12	107	48.6	231	48.0
<b>Total</b>	<b>220</b>	<b>100.0</b>	<b>481</b>	<b>100.0</b>



**Table 5. Twilight High School Credit Recovery Courses Enrollment by Subject Area, Grade Level, and Status of Credit Recovery, 2012–2013**

Subject Area and Course Credit Recovered	Grade 9		Grade 10		Grade 11		Grade 12		All Grades	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
<b>English Language Arts</b>	<b>14</b>	<b>0</b>	<b>27</b>	<b>0</b>	<b>34</b>	<b>0</b>	<b>67</b>	<b>0</b>	<b>142</b>	<b>0</b>
English 1, 2, 3, 4	14		27		34		67		142	
<b>Mathematics</b>	<b>6</b>	<b>0</b>	<b>13</b>	<b>0</b>	<b>19</b>	<b>0</b>	<b>36</b>	<b>1</b>	<b>74</b>	<b>1</b>
Algebra 1, 2	3		9		6		30		48	
Geometry	3		4		13		5		25	
Pre-calculus								1		1
Math Models with Applications							1		1	
<b>Social Studies</b>	<b>6</b>	<b>0</b>	<b>28</b>	<b>0</b>	<b>37</b>	<b>0</b>	<b>72</b>	<b>0</b>	<b>143</b>	<b>0</b>
US History (incl. Reconstruction)			7		14		21		42	
World Geography	3		11		8		3		25	
World History	3		10		10		13		36	
Economics					2		9		11	
Psychology					1		1		2	
US Government					2		25		27	
<b>Science</b>	<b>6</b>	<b>0</b>	<b>24</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>35</b>	<b>1</b>	<b>79</b>	<b>1</b>
Biology	2		11		5		10		28	
Chemistry	1		1		2		10	1	14	1
Integrated Physics and Chemistry	3		11		6		12		32	
Scientific Research and Design 1, 2			1				2		3	
Physics					1		1		2	
<b>Health &amp; Physical Education</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>8</b>	<b>0</b>
Health	2				2		4		8	
<b>Fine Arts</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>
Art 1					1		1		2	
<b>Languages (other than English)</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>25</b>	<b>0</b>
French 1, 2			1		1				2	
Spanish 1, 2	1		3		10		9		23	
<b>Career and Technical Education</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>6</b>	<b>0</b>
Communication Applications					1		5		6	
<b>Total = 481 Courses</b>	<b>35</b>	<b>0</b>	<b>96</b>	<b>0</b>	<b>119</b>	<b>0</b>	<b>229</b>	<b>2</b>	<b>479</b>	<b>2</b>

**Table 6. Responses to “Currently I Live,” 2011–2012 and 2012–2013**

	2011–2012 (26 Respondents)		2012–2013 (185 Respondents)	
	Number of Respondents	Percent of Respondents	Number of Respondents	Percent of Respondents
With my parent(s) or legal guardian(s)	17	65.4	146	78.9
On my own	4	15.4	14	7.6
With my own family (i.e., significant other and/or children in our own place)	5	19.2	25	13.5
With my friends	4	15.4	1	0.5
In a shelter	0	0.0	1	0.5
In a group home	0	0.0	2	1.1
In a temporary residence	0	0.0	3	1.6
Other (significant other or other family member)	1	3.8	6	3.2

Note: Some students gave multiple answers.

**Table 7. Responses to “I Am the Primary Caregiver of,” 2011–2012 and 2012–2013**

	2011–2012 (25 Respondents)		2012–2013 (180 Respondents)	
	Number of Respondents	Percent of Respondents	Number of Respondents	Percent of Respondents
0 Children	17	68.0	133	73.9
1 Child	6	24.0	27	15.0
2 Children	1	4.0	10	5.6
3 or More Children	1	4.0	10	5.6

**Table 8. Responses to “Please Indicate Your Employment Status,” 2011–2012 and 2012–2013**

	2011–2012 (26 Respondents)		2012–2013 (184 Respondents)	
	Number of Respondents	Percent of Respondents	Number of Respondents	Percent of Respondents
I am not employed.	15	57.7	93	50.5
I am employed part-time.	7	26.9	60	32.6
I am employed full-time.	4	15.4	31	16.8

**Table 9. Responses to “I Am Responsible for Most of the Financial Needs of My Household,” 2011–2012 and 2012–2013**

	2011–2012 (26 Respondents)		2012–2013 (184 Respondents)	
	Number of Respondents	Percent of Respondents	Number of Respondents	Percent of Respondents
No, household finances are not primarily my responsibility.	13	50.0	138	75.0
Yes, household finances are primarily my responsibility.	13	50.0	46	25.0

**Table 10. Responses to “I Am Able to Use the Internet When I Am Away from School,” 2011–2012 and 2012–2013**

	2011–2012 (26 Respondents)		2012–2013 (184 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.	20	76.9	138	75.0
No, I am not able to use the internet when I am away from school.	6	23.1	46	25.0

**Table 11. Responses to “I Attend Twilight High School To . . .” 2011–2012 and 2012–2013**

	2011–2012 (27 Respondents)		2012–2013 (188 Respondents)	
	Number of Respondents	Percent of Respondents	Number of Respondents	Percent of Respondents
Graduate	25	92.6	179	95.2
Recover Credits	5	18.5	68	36.2
GED	3	11.1	15	8.0
Other (Recover Attendance Hours, Work or Fulfill a Court Mandate)	7	25.9	5	2.7

Note: Some students gave multiple answers.

**Table 12. Responses of 178 Survey Respondents to the Open-Ended Item, “I Decided that Twilight High School was the Right School for Me Because. . .”, April 2013**

<b>Response</b>	<b>Number of Responses</b>
The hours are flexible so I can meet my other obligations	70
I want to graduate	27
I can get credits quickly	24
I can work at my own pace	20
Regular school was not a good fit	20
I had no other choice	12
I can get help when I need it	6
The work is easier than in regular school	6
I can work from home	4
Because of my age	4
I can work independently	3
It is convenient	3
I want to graduate early	3
I can get childcare while I am in school	3
It helps me focus on school	2
I stay out of trouble	2
The school is quiet and relaxed	2
Other	6

Sample responses:

- The staff are more understanding of how hard it is for me to get things sometimes. I really appreciate the kindness.
- Regular school was not right for me. Most of the time I was scared to be there.
- Twilight is the only school that gave me a second chance.

Note: Some students gave multiple answers.

**Table 13. Weekly Attendance at Twilight High School, by Hour, as Reported by 185 Student Survey Respondents, 2012–2013**

	12–1 PM	1–2 PM	2–3 PM	3–4 PM	4–5 PM	5–6 PM	6–7 PM	7–8 PM	Total Hours
Monday	32	30	40	58	126	118	109	113	626
Tuesday	36	36	61	73	119	111	101	102	639
Wednesday	34	32	54	72	115	112	107	101	627
Thursday	36	33	55	70	112	112	104	102	624
Friday	11	11	18	23	26	28	29	27	173
Saturday	54	33	10	19	16	15	17	18	182
<b>Total Hours</b>	<b>203</b>	<b>175</b>	<b>238</b>	<b>315</b>	<b>514</b>	<b>496</b>	<b>467</b>	<b>463</b>	<b>2,871</b>

**Table 14. Responses of 168 Survey Respondents to the Open-Ended Item, “My Career Plans Are. . .” April 2013**

Response	Number of Responses
<b>Service Careers:</b>	<b>Total = 54</b>
Nurse/Medical Assistant/Dental Assistant	18
Law enforcement/criminal justice	11
Mechanic	6
Cosmetology	3
Teacher	3
Electrician	2
Other	11
<b>STEM careers (science, technology, engineering, mathematics)</b>	<b>Total = 12</b>
Engineer/Mechanical Engineer/Chemical Engineer	5
Scientist	5
Other	2
<b>Careers Requiring Advanced Degrees:</b>	<b>Total = 27</b>
Medicine (cardiology, OB/GYN, orthopedic surgeon, pediatrician, psychiatrist, therapist)	11
Lawyer	5
Veterinarian	4
Architect	3
Pharmacist	3
Other	1
<b>Military</b>	<b>Total = 16</b>
<b>Business</b>	<b>Total = 11</b>
<b>Fine Arts</b>	<b>Total = 10</b>
<b>Sports</b>	<b>Total = 3</b>
Go to college or other higher education	16
Undecided	27

Note: Some students gave multiple answers.

**Table 15. Confidence Levels about Future Plans for Twilight High School Survey Respondents, April 2013**

	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)	116	63.7	30	16.5	27	14.8	8	4.4	1	0.5
After attending Twilight High School, I feel certain that I will be able to pursue the career of my choice. (181 respondents)	118	65.2	37	20.4	22	12.2	4	2.2	0	0.0

**Table 16. Ratings of Twilight High School Staff and Program by Number and Percent of Twilight High School Survey Respondents, April 2013**

	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. (185 respondents)	137	74.1	34	18.4	12	6.5	1	0.5	1	0.5
The staff of Twilight High School is supportive of me. (185 respondents)	138	74.6	27	14.6	17	9.2	2	1.1	1	0.5
The staff of Twilight High School understands and works with my schedule. (183 respondents)	134	73.2	36	19.7	8	4.4	3	1.6	2	1.1
I recommend that others attend Twilight High School. (182 respondents)	136	74.7	23	12.6	15	8.2	2	1.1	6	3.3

**Table 17. Responses of 163 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 2013**

<b>Response</b>	<b>Number of Responses</b>
Teachers work with students individually on the academic content	64
Teachers are supportive/help any way they can	49
Teachers motivate students to do the work	27
Schedule is flexible	17
Yes	12
Students can work at their own paces	5
Students receive help to graduate	4
School is safe	2
School provides a comfortable environment	2
Students can work on laptops	2
Students can work at home	2
Students get the chance to earn credits	2
Slightly/somewhat	2
Other	8
Not applicable	5

Sample responses:

- Sometimes I can be a little hard-headed. [My teacher] is all about me doing the right thing. He can be just as hard as I can. I can appreciate it because I know he cares.
- They are very hands on and patient. They understand that we are working on bigger goals but taking these small necessary steps.
- Teachers call us if we miss any days to keep us on the right track. They try to help us graduate on our desired date.
- They recognize how hard you are working and tell you supportive things.
- They work with your schedule and understand you as an adult.

Note: Some students gave multiple answers.

**Table 18. Responses of 148 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 2013**

<b>Response</b>	<b>Number of Responses</b>
Nothing/the program is already very helpful	51
Provide more teachers	17
Be more responsive, patient, respectful to students	18
Have more hours/add Friday hours	8
Provide better/more food, rewards, breaks	5
Provide more academic counseling on graduation requirements, getting into college and careers	4
Add classes, e.g., Spanish; classes leading to distinguished achievement diploma	4
Have its own school facility/more space	4
Have the teachers grade work faster	3
Provide care for children of students	3
Advertise the program more	3
Get more laptops/computers	2
Stay on students more	2
Allow taking quizzes on the laptops	1
Have more key words for the paper work so it will be less complicated	1
Organize hands on materials to make them more accessible	1
Yes	11
Other	17

Note: Some students gave multiple answers.



**Table 19. Responses of 151 Survey Respondents to the Open-Ended Item, “I Think That Twilight High School Should Recruit More Students By. . .”, April 2013**

<b>Response</b>	<b>Number of Responses</b>
<b>Advertising</b>	<b>Total = 21</b>
<b>How to Advertise:</b>	<b>Total = 101</b>
Visiting other schools, including schools in other districts and including having students visit other schools to tell students about the program	25
Seeking out students who are at risk, who have dropped out, or who are in advanced programs	16
Putting promotions on Facebook and other social media that teens use/making a website	15
Going on TV, making TV commercials	11
Sending out letters or flyers to all homes	8
Placing poster, flyers or announcements at schools or in community businesses	8
Having students refer others	6
Putting ads on the radio and in the newspaper	4
Offering students an opportunity to try the program out	1
Other	7
<b>What to advertise:</b>	<b>Total = 12</b>
Informing people that the program helps students more/gives more time to finish/is easy/offers something different from regular school	6
Telling Twilight students' stories of struggle in regular school and graduation through Twilight High School	5
Stating that THS is a TEA Recognized School	1
<b>Making changes to the program:</b>	<b>Total = 8</b>
Making the program bigger	4
Offering classes more than four hours a day	2
Offering more courses	1
Offering sports	1
<b>Unsure</b>	<b>Total = 19</b>
<b>Yes, they should</b>	<b>Total = 7</b>
<b>Twilight High School should not recruit more students</b>	<b>Total = 8</b>

Sample responses:

- Let the kids make a Twitter page
- Nooooooooooooo way; honestly this program should be for students that are drop outs and that don't want to be in regular school
- Twilight is already doing a fine job recruiting students

Note: Some students gave multiple answers.