

MEMORANDUM

May 27, 2016

TO: Clarissa Giddings
Principal

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **TWILIGHT HIGH SCHOOL PROGRAM, 2014–2015**

Attached is the 2014–2015 Twilight High School program report. The report describes program outcomes in the fifth year of program implementation. It describes characteristics of program participants and their assessments of the program and academic outcomes for the 2014–2015 school year in comparison to the 2013–2014 school year. Twilight High School 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 and State of Texas Assessments of Academic Readiness preparation through the provision of on-line and in-person services. The Twilight High School program began operations in November 2010.

Key findings include:

- A total of 2,800 students have enrolled in Twilight High School, with 76.8 percent growth since 2010–2011. Student enrollment was highest in 2011–2012 and dropped 30.5 percent since that time, but increased 12.7 percent from 2013–2014 to 2014–2015.
- In 2014–2015, 550 students enrolled in Twilight High School, 301 (54.7 percent) registered for at least one course, and 263 (47.8 percent) completed coursework. This compared to the 488 Twilight High School students in 2013–2014 of whom 318 students (65.2 percent) registered for at least one course, and 254 (52.0 percent) completed coursework.
- Overall, in 2014–2015, 263 (87.4 percent) of those enrolled in coursework completed at least one course. In 2013–2014, 254 (79.9 percent) of those enrolled in coursework completed at least one course.
- A total of 1,446 of the 2,302 courses taken were completed by Twilight High School students in 2014–2015, constituting a course completion rate of 62.8 percent. Students completed an average of 5.5 courses per student. This was the program's highest completion rate in its five-year history.
- A total of 316 students have graduated from Twilight High School. The number of graduates increased each year, with a 7.5 percent increase in 2014–2015.
- The proportion of seniors who graduated in 2013–2014 was 35.2 percent and in 2014–2015 it dropped to 30.3 percent.

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

 CJS

Attachment

cc: Andrew Houlihan
Jason Bernal
Michael Cardona

Esther Omogbehin
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RESEARCH

Educational Program Report

TWILIGHT HIGH SCHOOL PROGRAM

2014- 2015



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TWILIGHT HIGH SCHOOL PROGRAM 2014–2015

Executive Summary

Description

The Advanced Virtual Academy (AVA) Twilight High School (THS) provides Houston Independent School District (HISD) high school students opportunities to earn credits toward graduation and pass state-mandated assessments. The program 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 in addition to examination requisites for the Texas Assessment of Knowledge and Skills (TAKS) and State of Texas Assessments of Academic Readiness End of Course (STAAR EOC) tests. This is accomplished through dropout and credit recovery, online coursework, and face-to-face instruction and tutoring during non-traditional school hours, Monday through Friday. In addition, Saturday tutorials are offered as needed to help students prepare for TAKS and STAAR tests. Since the inception of the program in its current design in November 2010, 316 students have graduated from Twilight High School.

This evaluation presents Twilight High School's enrollment and outcomes for 2011–2012 through 2014–2015, including program participation, course enrollment and completion, graduation, and TAKS results. In addition, 2013–2014 and 2014–2015 Twilight High School students' characteristics, motivations for attending Twilight High School, STAAR EOC results, and ratings of program support are presented, as well as students' utilization and opinions of the 2014–2015 program strategies and activities.

Highlights

- A total of 2,800 students enrolled in Twilight High School from 2010–2011 to 2014–2015. During that time, the number of students fluctuated, with 76.8 percent growth since 2010–2011 (n=311). Student enrollment was highest in 2011–2012 (n=791) and dropped 30.5 percent by 2014–2015 (n=550).
- The 2014–2015 school year was the fifth year of program implementation. The Twilight High School satellite campuses were Stephen F. Austin, Kashmere, Sam Houston, Sharpstown, Evan Worthing, and Jack Yates high schools
- To better help students accomplish their educational and career-related pursuits, full-time teacher specialists and teachers were hired to replace graduate coaches.
- 2014–2015 program strategies included the Achieve3000 literacy program to address students' language comprehension needs, Scholar Centric: Success Highways Resiliency Solution curriculum to address students' emotional needs and develop their resiliency skills, a teen leadership class, and counseling services provided by University of Houston counseling interns. Mini lessons were also provided to support students in developing mastery of the TAKS and STAAR EOC learning objectives and exams.
- Students reported their primary motivation for enrolling in the program was to graduate/earn a high school diploma (97.7 percent of survey respondents in 2013–2014 and 89.1 percent in 2014–2015).

- As many as 33.5 percent of 2013–2014 survey respondents and 39.5 percent of 2014–2015 survey respondents reported they enrolled in the program to recover course credits needed to meet graduation requirements.
- During the 2014–2015 school year, of the 550 students enrolled in Twilight High School, 301 students (54.7 percent) enrolled in coursework and 263 (87.4 percent) of them completed at least one course. In 2013–2014, 488 students enrolled in Twilight High School, with 318 (65.2 percent) enrolling in coursework and 254 (79.9 percent) of them completing at least one course.
- Twilight High School students who enrolled in coursework completed a total of 1,446 of the 2,302 courses they took in 2014–2015, constituting a course completion rate of 62.8 percent. The average per student completion rate was 5.5 courses among students who completed at least one course. This was the highest average per student course completion rate in five years.
- A total of 123 (22.4 percent) of the 550 Twilight High School participants enrolled in 238 (10.3 percent) of the 2,302 courses to recover course credit in 2014–2015. Students recovered 95.5 credits for completing 191 courses (80.3 percent).
- A total of 316 students have graduated from Twilight High School. The number of graduates increased each year from 2010–2011 through 2014–2015, with a 7.5 percent increase in 2014–2015 with 86 seniors graduating.
- The 80 seniors who graduated from Twilight High School in 2013–2014 represented 35.2 percent of 227 seniors, which dropped to 30.3 percent (or 86 graduates) out of 284 seniors in 2014–2015. The proportion of seniors who remained enrolled in school in 2013–2014 was 52.4 percent and increased to 55.6 percent in 2014–2015. The proportion of seniors who withdrew before they graduated was 12.3 percent in 2013–2014, and rose to 14.2 percent in 2014–2015.

Recommendations

- Identify causes and remedies for lower than optimal rates of course enrollment, course completion, and student success on state-mandated examinations required for graduation, with particular attention to student groups that were under-represented among students enrolled in and completing courses in relation to their proportion among all program participants.
- To better identify and meet students' individualized learning needs, improve course completion rates, and improve TAKS and STAAR EOC performances, explore students' TAKS and STAAR EOC objective level results to determine students' knowledge gaps and target through instructional interventions, with heightened focus on juniors and seniors to better prepare them to meet graduation requirements.
- Consider the 2014–2015 Twilight High School program strategies that best served participants academically and holistically, as well as most interested program participants. Then, explore and address blockages to the utilization of these strategies.
- Replace the 2014–2015 Twilight High School program strategies that had the lowest levels of participation and the fewest student-ratings of helpfulness with new, promising interventions that have proven beneficial to students of similar characteristics to Twilight High School students.

Administrative Response

To more accurately impact students' achievement on standardized tests and to address their academic concerns early, Twilight High School has implemented mini lessons. The challenge has been students' attendance and ensuring that students receive instruction after they return from absences. Twilight High School 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 and STAAR scores. Specific lessons were selected and mini lessons were created to last 15–30 minutes. The blended lessons allow students opportunities 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 English teachers at every site to work with program students.

Home visits have been especially helpful to locate students and to strengthen relationships with them. Twilight High School staff conducts home visits each week and charts the efforts. Twilight High School teachers have utilized home visits to help bridge the gap between school and students' homes. Through these measures, stronger relationships with students have been built. In addition, the Scholar centric curriculum was used to address the socio emotional component. Students have participated in a series of Scholar centric lessons to enhance their resiliency skills, and teachers and students have worked towards building relationships of trust.

To address the dropout rate, the Twilight High School staff has been increasingly diligent to ensure its students have completed the number of credits required to enroll in the program. All students must have successfully completed at least 12 credits to participate. This has afforded Twilight High School teachers an opportunity to work with students who are closer to fulfilling their graduation requirements.

Introduction

The Advanced Virtual Academy (AVA) Twilight High School (THS) 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 its current design in November 2010, 316 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 End of Course (STAAR EOC) exam review. It is particularly focused on students who are at risk of not graduating due to extenuating circumstances. The program targets the participation of students who are:

- aged 17 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 may use any of the six designated satellite campuses located across the district at Stephen F. Austin, Kashmere, Sam Houston, Sharpstown, Evan Worthing, and Jack Yates high schools to complete online coursework during nontraditional hours on Monday through Friday from noon to 8 p.m. Moreover, graduate coaches were replaced with full time teachers and teacher specialists to provide students with greater academic support. Also, the Saturday hours offered by some campuses in 2013–2014 (during which attendance was lowest) were discontinued and replaced with Friday hours for all participating campuses. Special STAAR EOC and TAKS tutorials are offered as needed on Saturdays. Program strategies were implemented to help students accomplish their education- and career-related pursuits. Activities associated with the 2014–2015 strategies included out-of-school contacts from Twilight High School staff; mini lessons for TAKS and STAAR EOC exams; working with teachers using non-computer-based materials to develop understanding of concepts; Career Week; Workforce Seminars; the Achieve3000 literacy program; a Scholar Centric resiliency curriculum; incentives for student participation; and advocacy activities to enhance life skills, teen leadership, college readiness, time and stress management, organization skills, and perseverance skills. The program not only accepts students between the ages of 17 and 26 who need to pass courses and/or TAKS exams to graduate, but it now also accepts students who need to pass STAAR EOC examinations.

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. Twilight students are afforded opportunities for additional time on tasks. Certified teachers, teacher specialists, 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.

This evaluation presents information on Twilight High School's program participation and outcomes for 2010–2011 through 2014–2015, including program participation, course enrollment and completion, outcomes for mandated state assessments, and graduation results. In addition, 2013–2014 and 2014–2015 Twilight High School students' characteristics, motivations for attending Twilight High School, TAKS

results, and ratings for how well the program supported them in achieving their academic goals are presented, including student’s utilization and views of the new 2014–2015 program strategies. 2014–2015 Twilight High School students’ STAAR EOC results are also presented.

Methods

Data Collection and Analysis

- The 2010–2011 through 2013–2014 program participation, course enrollment and completion, academic performance and graduation results for Twilight High School students were obtained from previous Twilight High School program reports when available (Department of Research and Accountability, February 2012, November 2012, January 2014, and March 2015).
- In this report, “course” refers to one class.
- The 2014–2015 Twilight High School roster included 550 students (unduplicated count). August 2014 through August 2015 school- and student-level enrollment and graduation data were provided by the Twilight High School registrar. Additional student-level enrollment data were retrieved from the HISD Public Education Information Management System and Cognos Chancery Ad Hoc databases, which included student characteristics (February 2, 2015; June 1, 2015), coursework enrollment and completion, course grades, leaver codes, and dates for initial and subsequent enrollment, withdrawal, return, and/or graduation (February 9, 2016).
- Using the Historical Grade Records for the 2014–2015 regular and summer school terms (November 11, 2015), 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 and Graduation Credit Requirements were used to categorize courses by subject area. A course completion indicator and the amount of credits earned for each student and each course in which students enrolled were included in these data. Course completion was determined by a student receiving a final grade for the course.
- 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.
- Students’ characteristics and lifestyles, 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 Twilight High School Student Survey, which was administered via SurveyMonkey™ in April 2015. Of the 123 survey respondents, one was omitted because s/he selected every response option for each item. This resulted in the inclusion of 122 student surveys. Some students did not respond to every item. Therefore, the numbers of respondents is provided where percentages are included. In addition, when

appropriate, some respondents provided multiple responses. This is noted where applicable. Within-group percentages were calculated for each year to allow for comparisons across years.

- To illuminate the degree of student participation in program activities among respondents, percentages were based on the total number of respondents for the activity or sub-activity within each item. Percentages calculated across sub-activities and response options were based on the total number of responses for the activity. Selected survey responses are presented in the report or in the **Appendix** (pages 34–40).
- Student performance was measured using the state-mandated Texas Assessment of Knowledge and Skills (TAKS) and State of Texas Assessments of Academic Readiness End of Course (STAAR EOC) tests. Performance results include the percentages of Twilight High School students who met the TAKS passing and commended standards in 2013–2014 and 2014–2015 and the 2014–2015 STAAR EOC Level II Satisfactory and Level III Advanced standards in the core subjects of reading, mathematics, social studies, and science. Results are not presented for fewer than five students tested. Only one 2013–2014 Twilight High School student took the STAAR EOC.
- First time TAKS testers' results are typically assessed. However, with the new state-mandated assessment (STAAR EOC) replacing the TAKS test for first-time students in grade 9 in spring 2012, no first-time test-takers have taken the TAKS since then. The TAKS has been administered only to re-testers since the 2011–2012 school year. Many Twilight High School students continue to retest on TAKS exams, therefore, 2013–2014 and 2014–2015 results for these retesters are presented in this report.

Data Limitations

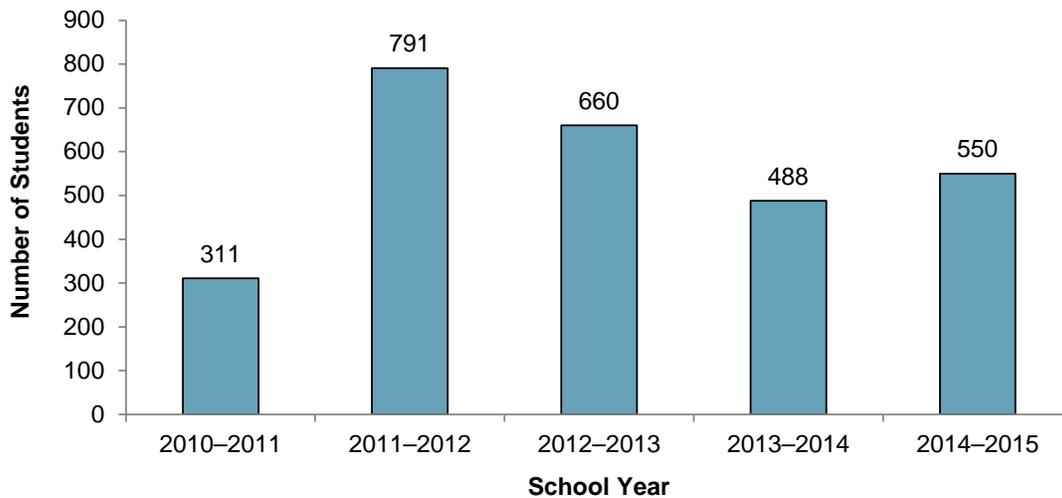
- Some indicators of student characteristics and the student evaluations of the Twilight High School program were obtained from survey data for fewer than 100 percent of the participating students. In 2013–2014, 488 students enrolled and 173 participants (35.5 percent) responded to the survey. In 2014–2015, 550 students enrolled and 122 participants (22.2 percent) responded to the survey.
- Given the program's particular focus on students with special needs who are at risk of not graduating due to extenuating circumstances, there was no student group with similar characteristics to be used for comparison in the student performance analyses, which is necessary for rigorous analyses of program effects. Though trends can be identified, conclusions of causation cannot be made.
- Because examination results are not presented for fewer than five students and only one Twilight High School student took a STAAR EOC exam in 2013–2014, results for that year are not presented.

Results

How many students enrolled in Twilight High School from 2010–2011 to 2014–2015?

- **Figure 1** reveals a total of 2,800 students have enrolled in Twilight High School over the last five years. During this time, the number of students has fluctuated, with 76.8 percent growth since 2010–2011.
- Student enrollment was highest in 2011–2012 and has dropped 30.5 percent since that time.
- In 2013–2014, 488 students enrolled in Twilight High School and 550 students enrolled in 2014–2015 (**Table 1**, page 29). This 12.7 percent enrollment increase was the first growth since 2011–2012.

Figure 1. Number of Twilight High School students, 2010–2011 through 2014–2015



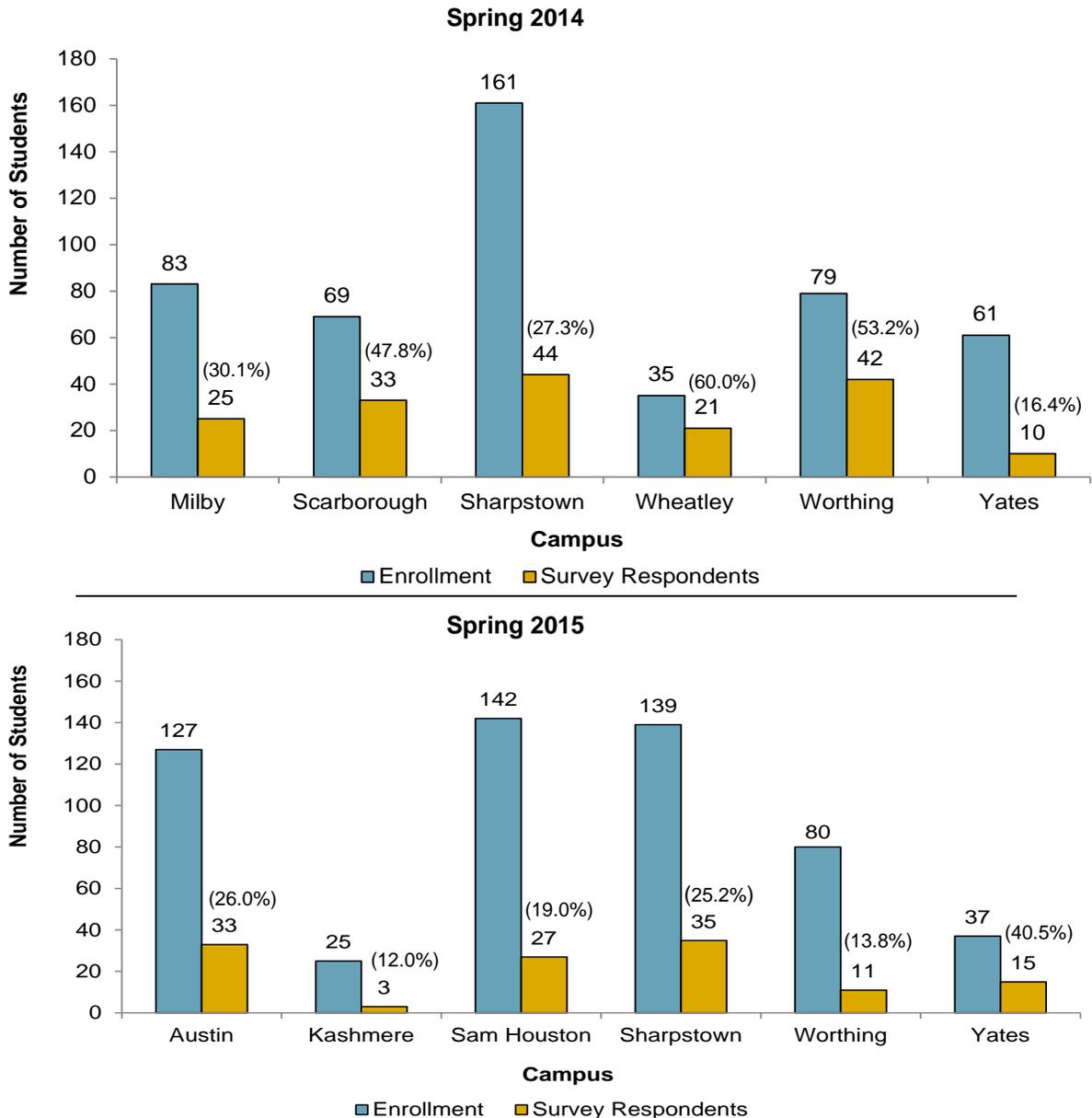
Source: Advanced Virtual Academy, June 1, 2015; Department of Research and Accountability, March 2015

What were the characteristics and motivations of Twilight High School students in 2014–2015 compared to Twilight High School students in 2013–2014?

- The 2014–2015 Twilight High School students attended satellite campuses at Stephen F. Austin, Kashmere, Sam Houston, Sharpstown, Evan Worthing, and Jack Yates high schools. Sharpstown, Worthing, and Jack Yates high schools had also been satellite campuses in 2013–2014 in addition to Charles Milby, George Scarborough, and Phillis Wheatley high schools.
- In 2013–2014, of the 488 students Twilight High School students 173 (35.5 percent) responded to the survey. In 2014–2015, 122 of 550 students (22.2 percent) responded to the survey.
- Information regarding students' characteristics and motivations was obtained through a Twilight High School students' survey administered in spring 2014 and spring 2015. **Figure 2** (page 8) shows 2013–2014 and 2014–2015 enrollment and survey response rates by campus.

- In 2014–2015, campus enrollment and survey response rates were lower than those of the previous year, with campus enrollments ranging from 25 to 142 students and survey response rates ranging from 12.0 percent to 40.5 percent. In 2013–2014, campus enrollments ranged from 35 to 161 students and survey response rates ranged from 16.4 percent to 60.0 percent.

Figure 2. Number of students who enrolled in Twilight High School and students' survey response rate by satellite campus, spring 2014 and spring 2015



Source: Advanced Virtual Academy, June 1, 2015; Twilight High School Student Survey

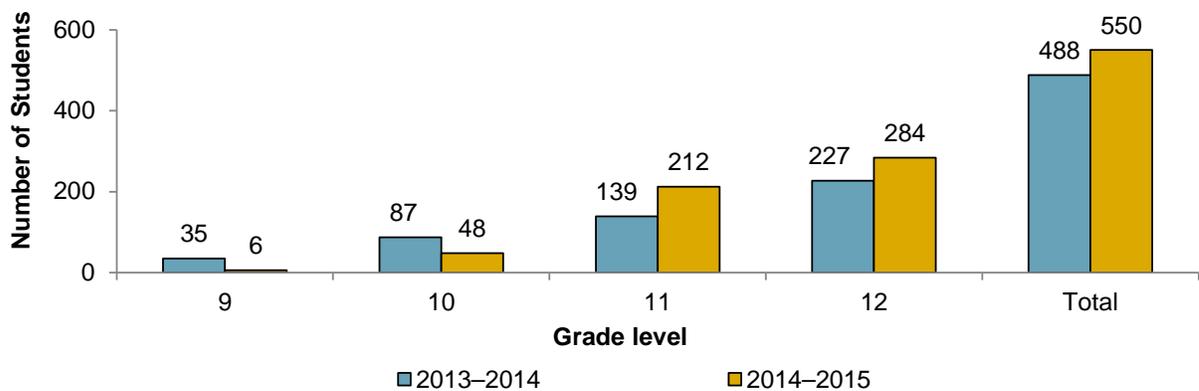
Note: Some respondents who participated on more than one satellite campus provided multiple responses.

- Three campuses participated in both years. Sharpstown's enrollment (though second-highest in 2015) dropped 13.7 percent and the survey rate declined 2.1 percentage points from 2014 to 2015. Worthing's enrollment increased by one (1.3 percent) while its survey response rate plummeted 39.4 percentage points from the second-highest in 2014 to the second-lowest in 2015. Yates'

enrollment dropped 39.3 percent (second-lowest in both years), but the survey rate increased 24.1 percentage points from 2014 to 2015 (Figure 2).

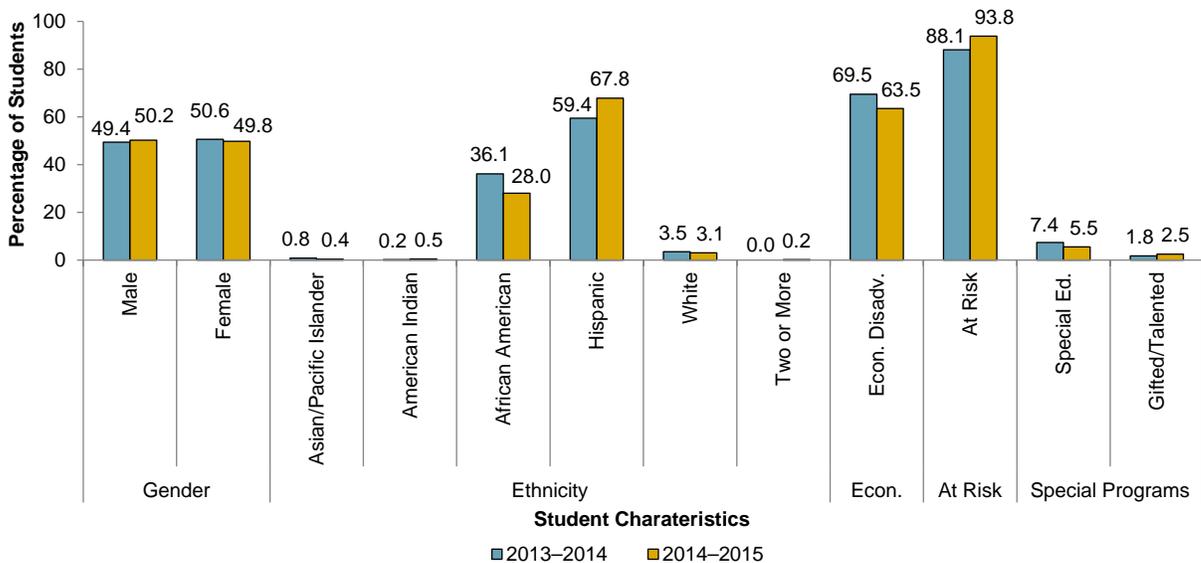
- Characteristics of the 488 program participants in 2013–2014 and the 550 program participants 2014–2015 are provided in **Figure 3** and **Figure 4**. In both years, the proportions of students grew as the grade levels increased (Table 1, page 29).
- In 2013–2014, the proportions of freshmen (7.2 percent) and sophomores (17.8 percent) were greater than in 2014–2015 (1.1 percent and 8.7 percent, respectively), while in 2014–2015, the proportions of juniors (38.5 percent) and seniors (51.6 percent) were greater than in 2013–2014 (28.5 percent and 46.5 percent, respectively) (Figure 3).

Figure 3. Number of Twilight High School participants by grade level, 2013–2014 and 2014–2015



Source: Advanced Virtual Academy, June 1, 2015

Figure 4. Percentage of Twilight High School students by characteristic, 2013–2014 and 2014–2015

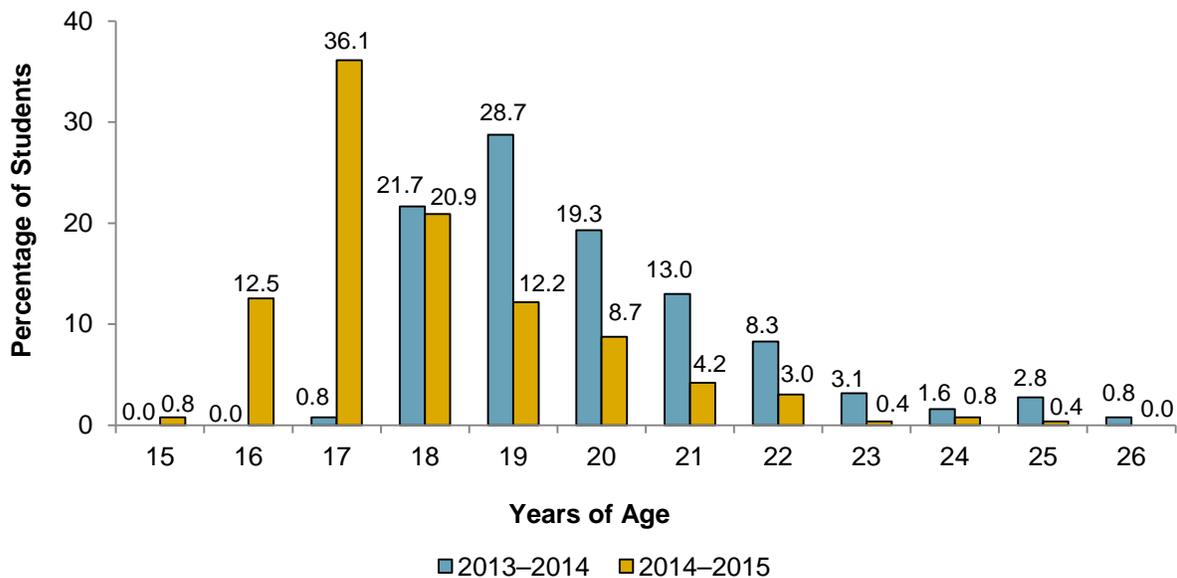


Sources: Cognos Chancery Ad Hoc, June 1, 2015; PEIMS 2014–2015

Note: Percentages may not equal 100 due to rounding.

- Figure 4 (page 9) shows the characteristics of Twilight High School students in 2013–2014 and 2014–2015. There were notably larger proportions (between 5.7 to 8.4 percentage points larger) of Hispanic (67.8 percent) and at risk (93.8 percent) students in 2014–2015 than in 2013–2014 (59.4 percent and 88.1 percent, respectively). However, there were notably larger proportions of African American (36.1 percent) and economically disadvantaged (69.5 percent) students in 2013–2014 than in 2014–2015 (28.0 percent and 63.5 percent, respectively).
- Gender proportions were nearly equal in 2013–2014 and 2014–2015 and most students were Hispanic or African American, economically disadvantaged, and at risk of dropping out of high school prior to graduating, with less than 10.0 percent of the students in special education or gifted and talented programs.
- The distribution of 2013–2014 and 2014–2015 participants who completed at least one course is shown by age in **Figure 5**. In 2013–2014, larger proportions of students aged 18 through 26 completed at least one course. Conversely, in 2014–2015, larger proportions of students aged 15 through 17 completed at least one course.

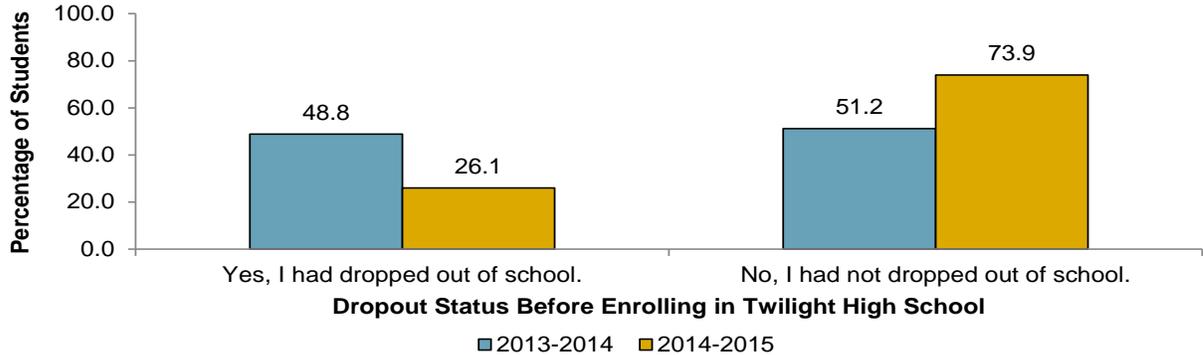
Figure 5. Percentage of Twilight High School students who completed at least one course by age, 2013–2014 and 2014–2015



Source: Advanced Virtual Academy, June 1, 2015

- **Figure 6** (page 11) shows more than one-fourth (31 or 26.1 percent) of 119 survey respondents had dropped out of school before they enrolled in Twilight High School in 2014–2015. In 2013–2014, nearly one-half of the respondents had dropped out of school before they enrolled in Twilight High School (83 of 170 or 48.8 percent).

Figure 6. Percentage of students by dropout status before attending Twilight High School, 2013–2014 and 2014–2015



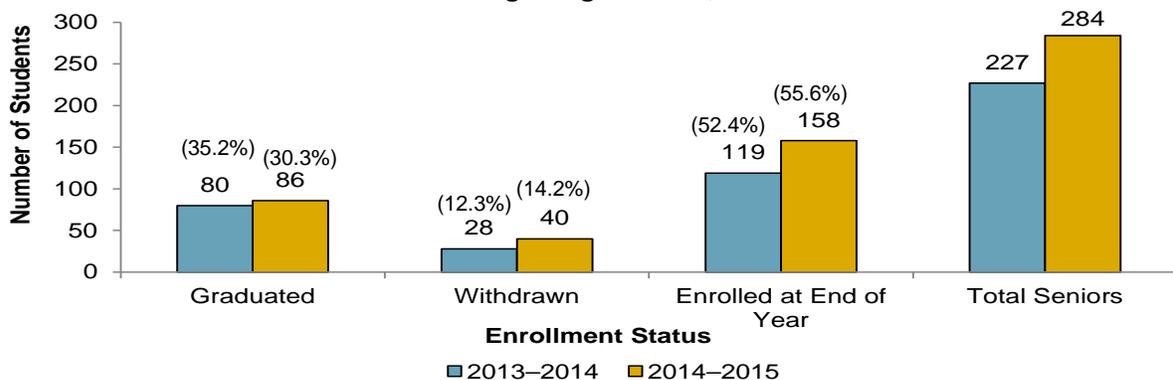
Source: Twilight High School Student Survey

- Additional survey results showed that in 2013–2014 and 2014–2015, most of the survey respondents’ motivation for enrolling in Twilight High School was to graduate from high school, 97.7 percent (169 out of 173 or) and 89.1 percent (106 out of 119), respectively. In addition, each year more than one-third of respondents (58 or 33.5 percent in 2013–2014 and 47 or 39.5 percent in 2014–2015) cited credit recovery as their reason for attending the school. The percentage of students who reported obtaining a GED as their motivation for participation more than doubled from 6.9 percent (12 out of 173) in 2013–2014 to 19.0 percent (22 out of 116) in 2014–2015.

How did the enrollment statuses compare for twelfth-grade students who attended Twilight High School in 2013–2014 and 2014–2015?

- The enrollment statuses of Twilight High School seniors are shown in **Figure 7**. The proportions of seniors who graduated in the last two years differed by nearly 5.0 percent, with 35.2 percent (80 seniors) graduating in 2013–2014 compared to 30.3 percent (86 seniors) in 2014–2015. The proportions of seniors who withdrew from Twilight High School before they graduated were similar from 2013–2014 to 2014–2015, with 12.3 percent of seniors withdrawing in 2013–2014 and more withdrawing in 2014–2015 (14.2 percent). Also, in 2014–2015, more seniors remained enrolled in school after not graduating (55.6 percent) when compared to 2013–2014 (52.4 percent).

Figure 7. Number of Twilight High School seniors who graduated, withdrew from the district, or remained enrolled in Twilight High School, 2013–2014 and 2014–2015

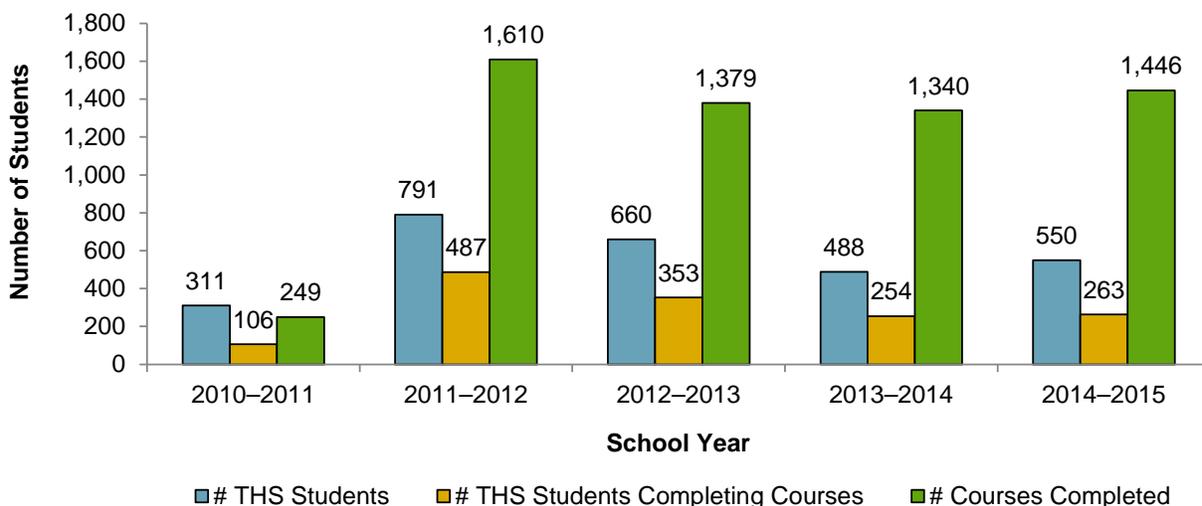


Source: Advanced Virtual Academy, February 9, 2016; Department of Research and Accountability, March 2015

How did the performance of students enrolled in Twilight High School in 2014–2015 compare to the performance of Twilight High School students in previous years in terms of the course enrollment, course completion rate, and average number of courses completed per student?

- **Figure 8** 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 five 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) and the percentage has dropped each subsequent year (i.e., 34.1 percent in 2010–2011, 53.5 percent in 2012–2013, 52.0 percent in 2013–2014, and 47.8 percent in 2014–2015).
- 2014–2015 Twilight High School students who completed at least one course completed an average of 5.5 courses per student. This was the highest per student course completion rate in the five years tracked (i.e., 2.3 courses per student in 2010–2011, 3.3 courses per student in 2011–2012, 3.9 courses per student in 2012–2013, and 5.3 courses per student in 2013–2014) (Figure 8).

Figure 8. Twilight High School student enrollment, the number and percentage of Twilight students who completed courses, the number of courses Twilight students completed, and the average number of courses completed per student, 2010–2011 through 2014–2015



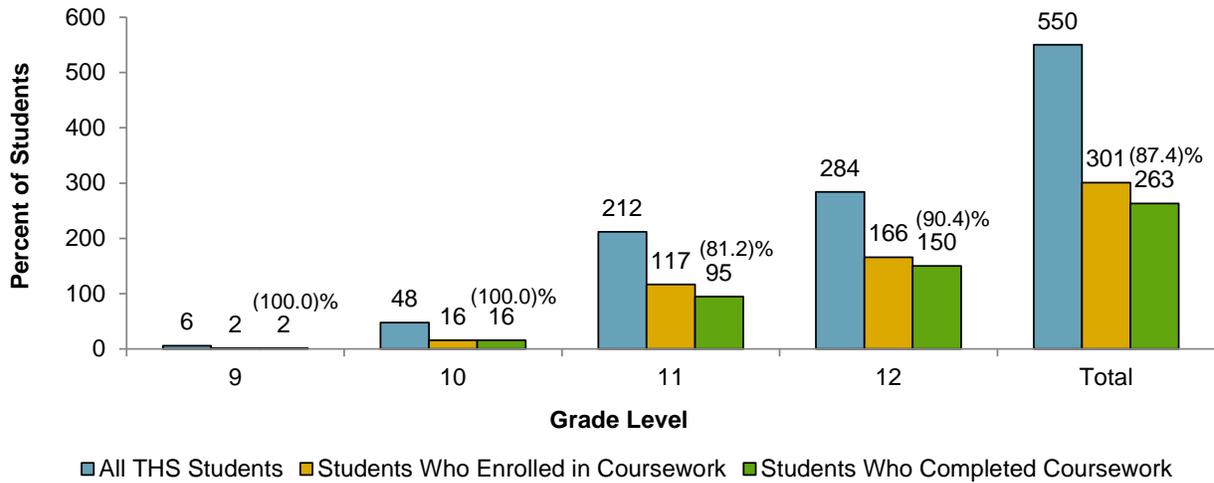
Source: Historical Grades Records, November 11, 2015; Department of Research and Accountability, March 2015

What were the characteristics of all students enrolled in Twilight High School in 2014–2015 relative to Twilight High School students who completed at least one course and students who did not complete at least one course during the 2014–2015 academic year?

- **Figure 9** (page 13) shows the largest cohort of 2014–2015 Twilight High School participants was twelfth grade students (n=284), followed by eleventh (n=212), tenth (n=48), and ninth (n=6) grade students (**Table 2**, page 30).
- Throughout the 2014–2015 school year, including summer 2015, 301 (54.7 percent) of the 550 Twilight High School students (unduplicated count) enrolled in at least one course. As shown in Figure 9, the number of Twilight High School students, the number of students enrolled in

coursework, and the number of students who completed coursework increased sequentially with each grade level. The proportion of students who enrolled in and completed coursework was highest at grades nine and 10 (100 percent each), followed by grade 12 (90.4 percent) and grade 11 (81.2 percent). The overall percentage of students who enrolled in and completed coursework was 87.4 percent (Table 2, page 30).

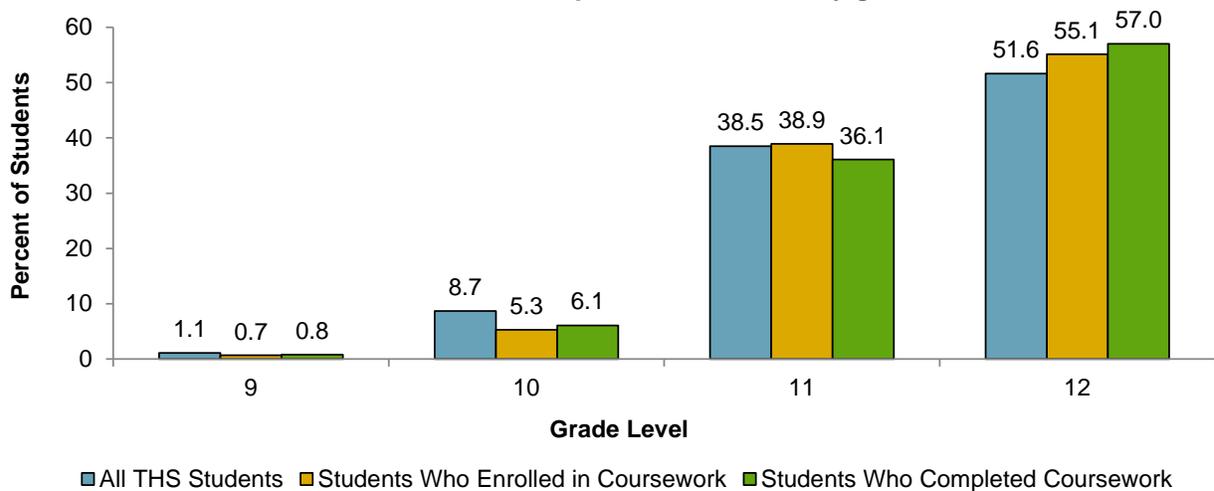
Figure 9. Number of Twilight High School students and number and percentage of students who enrolled in and completed coursework by grade level, 2014–2015



Source: Historical Grades Records, November 11, 2015

- **Figure 10** presents the proportion of all program students at each grade level relative to the proportions of program students who enrolled in at least one course and who completed at least one course in 2014–2015. (See Table 2 for details, page 30.)

Figure 10. Percentage of all Twilight High School students, students who enrolled in coursework, and students who completed coursework by grade level, 2014–2015



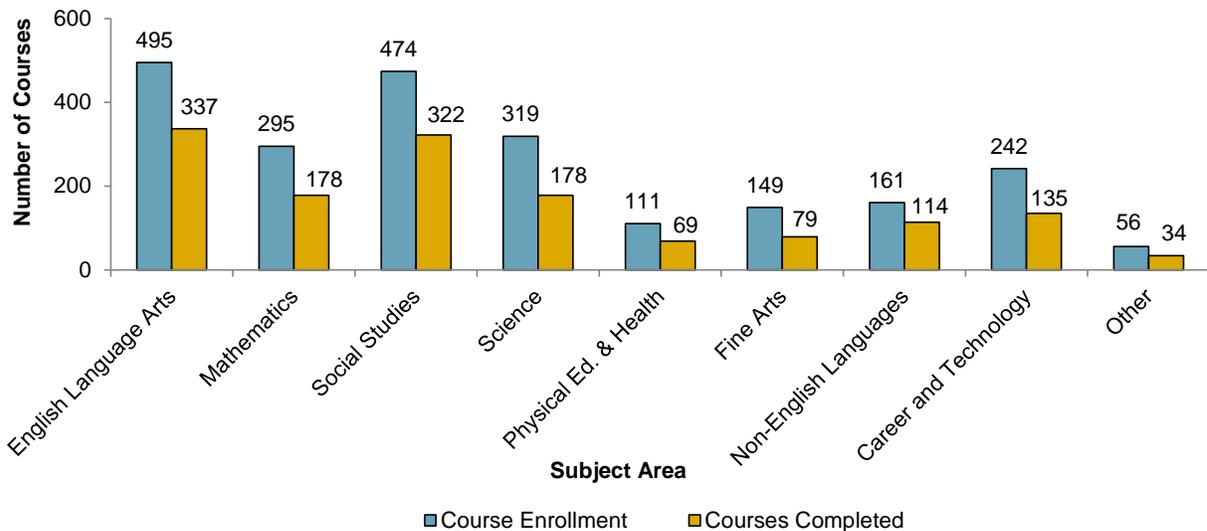
Source: Historical Grades Records, November 11, 2015

- Figure 10 shows twelfth grade students (51.6 percent) were over-represented among all Twilight High School students who enrolled in coursework (55.1 percent) and who completed coursework (57.0 percent). With the exception of 11th graders (38.5 percent) whose course enrollment was 38.9 percent, students at the other grade levels were under-represented among the school's course enrollees and course completers. The most under-represented students were 10th graders (8.7 percent) who enrolled (5.3 percent) and completed coursework (6.1 percent), followed by 11th graders (38.5 percent) who completed coursework (36.1 percent).
- Overall, 301 (54.7 percent) of Twilight High School students enrolled in coursework during the school year. Across grade levels, 58.5 percent of seniors, 55.2 percent of juniors, and 33.3 percent of both sophomores and freshmen enrolled in coursework during the school year. This means the other 249 (45.3 percent) students did not enroll in coursework during the school year. Shown in Table 2, page 30, this included more than one-half of freshmen (66.7 percent) and sophomores (66.7 percent).
- Overall, 56.6 percent of Hispanic Twilight High School students enrolled in courses during the school year, followed by 51.3 percent of African American, and 41.2 percent of White students. This means more than one-half of White students (58.8 percent) did not enroll in courses during the school year, followed by 48.7 percent of African American, and 43.4 percent of Hispanic students (Table 2, page 30).
- Of the 550 Twilight High School students, 263 (47.8 percent) completed at least one course during the school year. Of the students who enrolled in at least one course, 87.4 percent of them completed at least one course. Across grade levels, from 81.2 (grade eleven) to 100 percent (grades nine and ten) of students who enrolled in coursework completed at least one course. Also, 90.4 percent of grade twelve students who enrolled in coursework completed at least one course (Table 2, page 30).
- Overall, 95.8 percent of all 2014–2015 Twilight High School participants were African American (28.0 percent) or Hispanic (67.8 percent) students. African American students were slightly under-represented among students who enrolled in courses (26.2 percent) and students who completed coursework (26.2 percent). Hispanic students were slightly over-represented among the students who enrolled in courses (70.1 percent) and students who completed coursework (70.0 percent). White students represented 3.1 percent of program students and were slightly under-represented among the students who enrolled in courses (2.3 percent) and completed coursework (2.3 percent) (Table 2, page 30).
- Overall, all Asian/Native Hawaiian/Pacific Islander and Alaska Native students who enrolled in at least one course, completed at least one course, followed by 87.3 percent of African American students, 87.2 percent of Hispanic students, and 85.7 percent of White students (Table 2, page 30).
- Nearly two-thirds of the participants were economically disadvantaged (63.5 percent). They were over-represented among students enrolled in coursework (71.4 percent) and students who completed coursework (70.7 percent). Overall, 86.5 percent of economically disadvantaged students who enrolled in coursework completed courses in 2014–2015 (Table 2, page 30).
- Participants who were at risk of dropping out of high school (93.8 percent) were over-represented among students who enrolled in coursework (94.7 percent) and students who completed courses

(93.9 percent). Overall, 86.7 percent of at risk students who enrolled in coursework completed at least one course in 2014–2015 (Table 2, page 30).

- Overall, 5.5 percent of all participants were special education students and 2.5 percent were gifted and talented students. A total of 63.3 percent of the special education students and 78.6 percent of the gifted and talented students enrolled in courses, with 100 percent of special education and 72.7 percent of gifted and talented students who enrolled in coursework completed at least one course during the school year. Nonetheless, this still means that 27.3 percent of gifted and talented students who enrolled in coursework did not complete at least one course in 2014–2015 (Table 2, page 30).
- Twilight High School students enrolled in 2,302 courses during the 2014–2015 school year. A total of 1,446 courses were completed, constituting a course completion rate of 62.8 percent and 515 credits earned (Table 3, page 31).
- **Figure 11** depicts the number of courses in which 2014–2015 Twilight High School students enrolled by subject area. Core courses (English language arts (ELA), social studies, science, and mathematics) had the largest enrollments followed by Career and Technology, non-English Language, and Fine Arts courses. The highest completion rates were in Non-English Language (70.8 percent), ELA (68.1 percent), and Social Studies courses (67.9 percent). Fine Arts (53.0 percent), Career and Technology (55.8 percent), and Science (55.8 percent) had the lowest completion rates (Table 3, page 31).

Figure 11. The number of courses in which Twilight High School students enrolled and the number of courses Twilight High School students completed by subject area, 2014–2015



Source: Historical Grades Records, November 11, 2015

- In 2014–2015, 123 or 22.4 percent of the 550 Twilight High School participants, enrolled in 238 (10.3 percent) of their 2,302 courses to recover course credit (Table 4, page 31).
- The proportion of students enrolled in courses for credit recovery increased with each subsequent grade level as did the proportion of courses in which they enrolled for credit recovery. A total of 93.5

percent of the participants enrolled in credit recovery courses were eleventh- and twelfth- grade students who enrolled in 94.5 percent of those courses (Table 4, page 31).

- Additional data showed that of the 238 courses taken for credit recovery, 205 were completed, a completion rate of 86.1 percent. The course completion rates included core courses in English Language Arts (87.8 percent), mathematics (81.5 percent), social studies (90.3 percent), and science (71.4 percent).
- Credits recovered included credits for 63 (96.9 percent) of the 65 English Language Arts courses completed for a total of 31.5 credits, followed by 25.5 credits for 51 (91.1 percent) of 56 Social Studies courses completed, 19.5 credits for 39 (88.6 percent) of the 44 mathematics courses completed, and 9.0 credits for 18 (90.0 percent) of the 20 science courses completed for credit recovery. Core courses constituted 85.5 (89.5 percent) of the 95.5 credits recovered across all subject areas (Table 5, page 32).

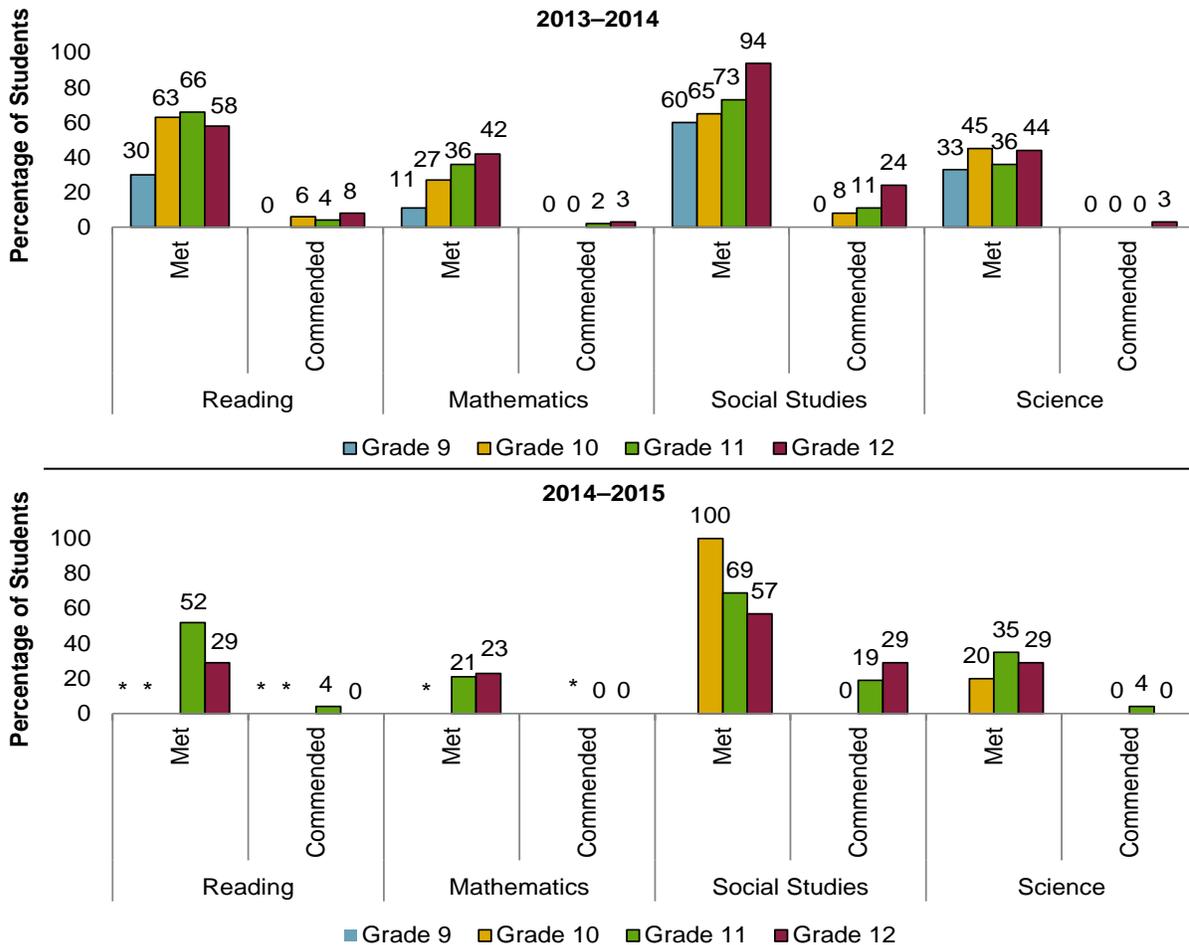
What were the performance trends of Twilight High School students from 2010–2011 through 2014–2015 with regard to their TAKS and STAAR EOC performances?

- In the previous report, students' performances as Texas Assessment of Knowledge and Skills (TAKS) first-time test-takers in 2010–2011 through 2012–2013 showed improvement across tests (Department of Research and Accountability, March 2015). With the STAAR EOC replacing the TAKS test for first-time students in grade 9 in spring 2012, no TAKS first-time test-taker results were available for 2013–2014 or 2014–2015. However, Twilight High School students who entered high school under TAKS graduation requirements and have not met those requirements continue to retest on the TAKS. Therefore, the percentages of 2013–2014 and 2014–2015 Twilight High School TAKS retesters who met the passing or commended standards in their respective years are presented in Figure 12, page 17 (Table 6, page 32).
- In 2013–2014, from 30.0 percent (grade 9) to 66.0 percent (grade 11) of TAKS re-testers met the passing standard in reading, with a total of 61.0 percent across grade levels meeting the passing standard and 5.0 percent across grade levels meeting the commended standard. In 2014–2015, fewer than five students in grades 9 and 10 retested in reading. A total of 29.0 percent (grade 12) and 52.0 percent (grade 11) of TAKS re-testers met the passing standard in reading, with 38.0 percent across grade levels meeting the passing standard. In addition, 4.0 percent of 11th-graders and no seniors met the commended standard (Figure 12, page 17; Table 6, page 32).
- In 2013–2014, from 11.0 percent (grade 9) to 42.0 percent (grade 12) of TAKS re-testers met the passing standard in mathematics, with a total of 35.0 percent across grade levels meeting the passing standard and 2.0 percent across grade levels meeting the commended standard. In 2014–2015, no grade 9 students and fewer than five students in grade 10 retested in mathematics. Overall, 21.0 percent of TAKS re-testers met the passing standard in mathematics, including 21.0 percent in grade 11 and 23.0 percent in grade 12. However, none of them met the commended standard (Figure 12, page 17; Table 6, page 32).
- In 2013–2014, from 60.0 percent (grade 9) to 94.0 percent (grade 12) of TAKS re-testers met the passing standard in social studies, with a total of 73.0 percent across grade levels meeting the passing standard and 11.0 percent across grade levels meeting the commended standard. No

grade 9 students retested in social studies in 2014–2015. A total of 57.0 percent (grade 12) to 100 percent (grade 10) of TAKS re-testers met the passing standard in social studies, with 71.0 percent across grade levels meeting the passing standard and 18.0 percent across grade levels meeting the commended standard (Figure 12, page 17; Table 6, page 32).

- In 2013–2014, from 33.0 percent (grade 9) to 45.0 percent (grade 10) of TAKS re-testers met the passing standard in science, with a total of 40.0 percent across grade levels meeting the passing standard and 1.0 percent across grade levels meeting the commended standard. No grade 9 students retested in science in 2014–2015. A total of 20.0 percent (grade 10) to 35.0 percent (grade 11) of TAKS re-testers met the passing standard in science, with 31.0 percent across grade levels meeting the passing standard and 2.0 percent across grade levels meeting the commended standard (Figure 12, page 17; Table 6, page 32).

Figure 12. Percentage of retesters among 2013–2014 and 2014–2015 Twilight High School students who met TAKS passing standards by grade, 2013–2014 and 2014–2015



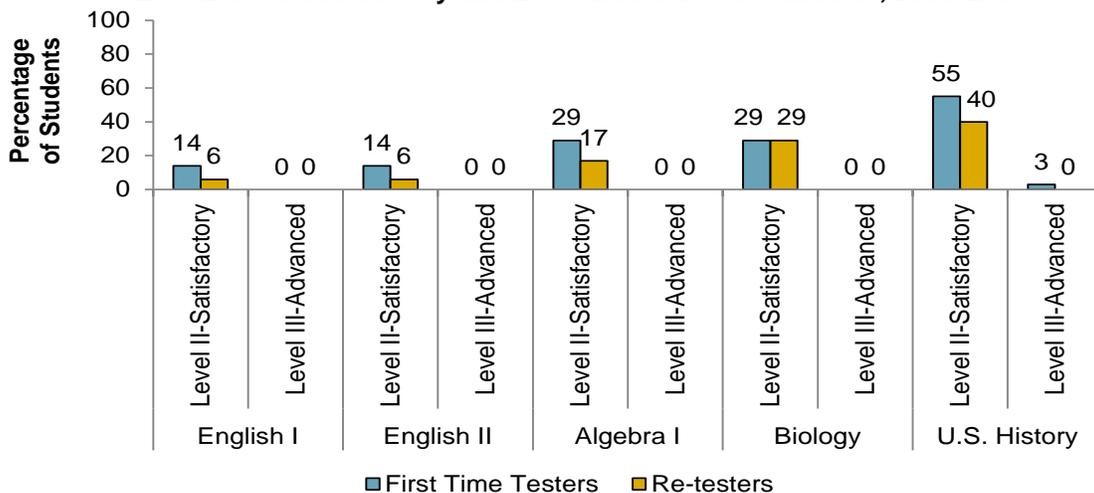
Source: Chancery Ad Hoc 2014–2015.

Note: The TAKS was administered to only re-testers during the 2013–2014 and 2014–2015 school years.

*Results for fewer than five students tested are not presented for grade 9 reading and grade 10 reading and mathematics. 2014–2015 reading results were available for grades 11 and 12.

- Overall, in 2013–2014, from 35.0 percent (mathematics) to 73.0 percent (social studies) of TAKS re-testers met the passing standards and from 1.0 percent (science) to 11.0 percent (social studies) met commended standards. In 2014–2015, smaller proportions of TAKS re-testers met the passing standards (from 21.0 percent in mathematics to 71.0 percent in social studies). However, in 2014–2015, greater proportions of TAKS re-testers met commended standards in social studies (18.0 percent) and science (2.0 percent), but smaller proportions met commended standards in reading (2.0 percent) and mathematics (none) (Table 6 page 32).
- Only one 2013–2014 Twilight High School student took STAAR EOC exams in 2013–2014. Therefore, performance results are presented for only the 2014–2015 Twilight High School students' STAAR EOC exams in core subjects (English language arts, mathematics, social studies, and science) in **Figure 13**. (**Table 7** and **Table 8**, page 33 also show the total results and by grade level.)
- In 2014–2015, 14.0 percent of Twilight High School first time testers and 6.0 percent of re-testers met the Level II-Satisfactory passing standard in both English I and English II, with none of them meeting the Level III-Advanced standard (Figure 13).
- A total of 29.0 percent of Twilight High School first time testers and 17.0 percent of re-testers met the Level II-Satisfactory passing standard in Algebra I, with none of them meeting the Level III-Advanced standard in 2014–2015 (Figure 13).
- A total of 29.0 percent of Twilight High School first time testers and 29.0 percent of re-testers met the Level II-Satisfactory passing standard in Biology, with none of them meeting the Level III-Advanced standard in 2014–2015 (Figure 13).
- A total of 55.0 percent of Twilight High School first time testers and 40.0 percent of re-testers met the Level II-Satisfactory passing standard in U.S. History, with 3.0 percent of first time testers and no re-testers meeting the Level III-Advanced standard in 2014–2015 (Figure 13).

Figure 13. Percentage of Twilight High School first time testers and re-testers who met STAAR EOC Level II-Satisfactory and Level III-Advanced standards, 2014–2015

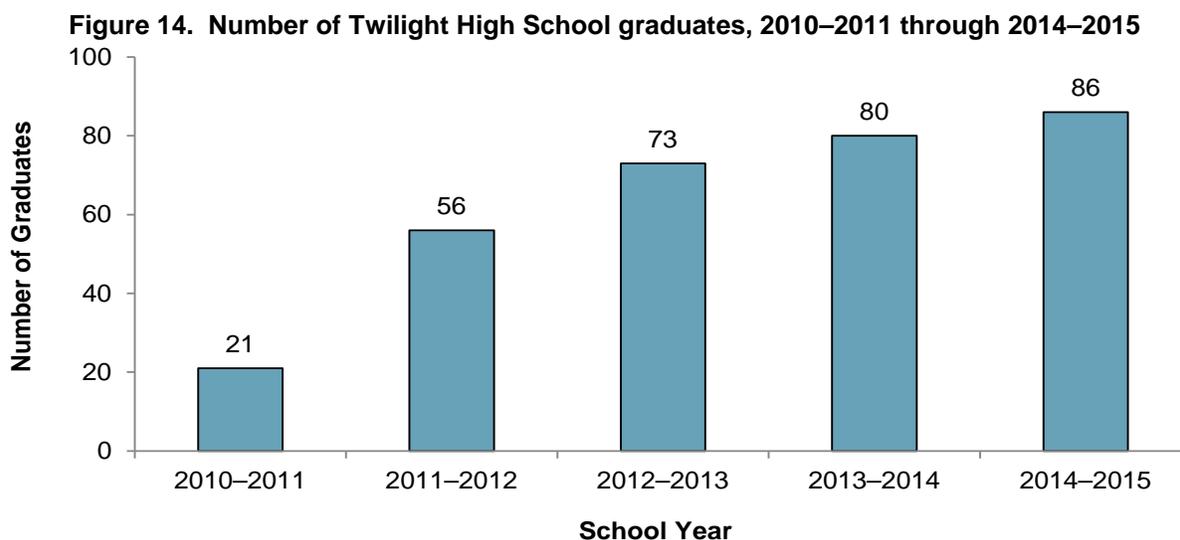


Source: Chancery Ad Hoc 2014–2015.

Note: Results show STAAR EOC Level II-Satisfactory and Level III-Advanced performances for first-time test-takers and re-testers.

How many twelfth-grade students attending Twilight High School graduated from high school in 2014–2015?

- A total of 316 students have graduated from Twilight High School since 2010–2011. The number of graduates more than quadrupled from 2010–2011 to 2014–2015, with a 7.5 percent increase from 2013–2014 to 2014–2015. **Figure 14** shows the number of graduates for the last five 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. This constituted 16.1 percent of students enrolled in grade 11 and 12. In 2012–2013, 73 seniors graduated. This constituted 27.5 percent of students enrolled in grade 12. In 2013–2014, 80 seniors graduated. This constituted 35.2 percent of students enrolled in grade 12 (Department of Research and Accountability, March 2015).
- In 2014–2015, 86 Twilight High School seniors graduated, which represented a 30.3 percent graduation rate for 284 seniors enrolled in Twilight High School. It also represented a graduation rate of 44.0 percent for 66 of the seniors who graduated after completing coursework out of the 150 Twilight High School seniors who completed at least one course in 2014–2015.



Source: Department of Research and Accountability, March 2015; Advanced Virtual Academy, February 9, 2016.

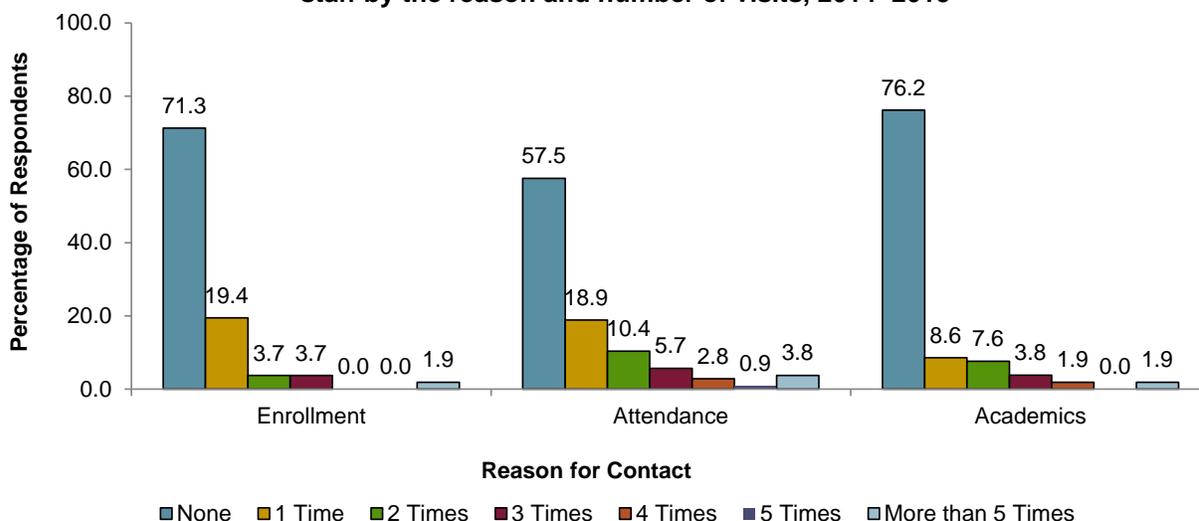
How well did 2014–2015 Twilight High School students believe the program supported them in achieving their academic goals?

- Program strategies in 2014–2015 included the Achieve3000 literacy program to address students' comprehension needs, Scholar Centric: Success Highways Resiliency Solution curriculum to address students' emotional needs and develop their resiliency skills, a teen leadership class, and counseling provided by University of Houston counseling interns. In addition, mini lessons were provided to help resolve students' master skills for success on TAKS and STAAR EOC exams.
- Survey results regarding students' participation in Twilight High School academic activities and the extent to which students found the activities helpful are provided in the **Appendix** (pages 34–40).

Out-of-school contacts by Twilight High School staff

- Fewer than 50.0 percent of the survey respondents reported they participated in out-of-school contacts about their enrollment (28.7 percent), attendance (42.5 percent), or academics (23.8 percent). From 16.2 percent (academics) to 29.2 percent (attendance) of the respondents reported they participated one or two times. In addition, from 1.9 percent (enrollment) to 7.5 percent (attendance) reported they participated in the contacts four or more times (**Figure 15**; Appendix **Table F**, page 38).

Figure 15. Percentage of respondents who participated in contacts with Twilight High School staff by the reason and number of visits, 2014–2015



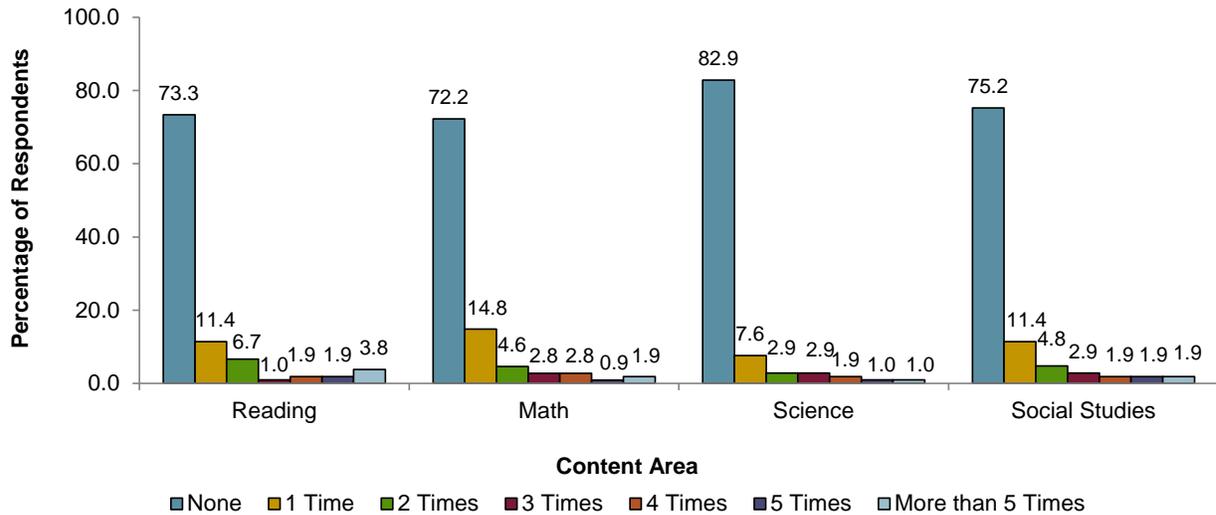
Source: 2014–2015 Twilight High School Student Survey

- Regardless of the reason for the contact, more respondents reported they found the contacts to be “very helpful” or “moderately helpful” than respondents reported they found them “a little helpful” or “not helpful at all” (Appendix **Table G**, page 39).

Mini lessons for TAKS and STAAR EOC exams

- The percentage of survey respondents who reported they participated in TAKS mini lessons in reading was 26.7 percent, mathematics (27.8 percent), science (17.1 percent), and social studies (24.8 percent) (**Figure 16**, page 21; Appendix **Table F**, page 38).
- From 10.5 percent (science) to 19.4 percent (mathematics) of the respondents reported they participated one or two times and from 3.9 percent (science) to 7.6 percent (reading) reported they participated four or more times.
- The percentage of survey respondents who reported they participated in STAAR mini lessons in reading was 21.3 percent, writing 18.4 percent, mathematics 17.1 percent, science 10.7 percent, and social studies 20.0 percent (**Figure 17**, page 21; Appendix **Table F**, page 38).
- From 5.9 percent (science) to 15.7 percent (reading) of the respondents reported they participated one or two times and from 2.9 percent (science) to 4.8 percent (mathematics and social studies) participated four or more times.

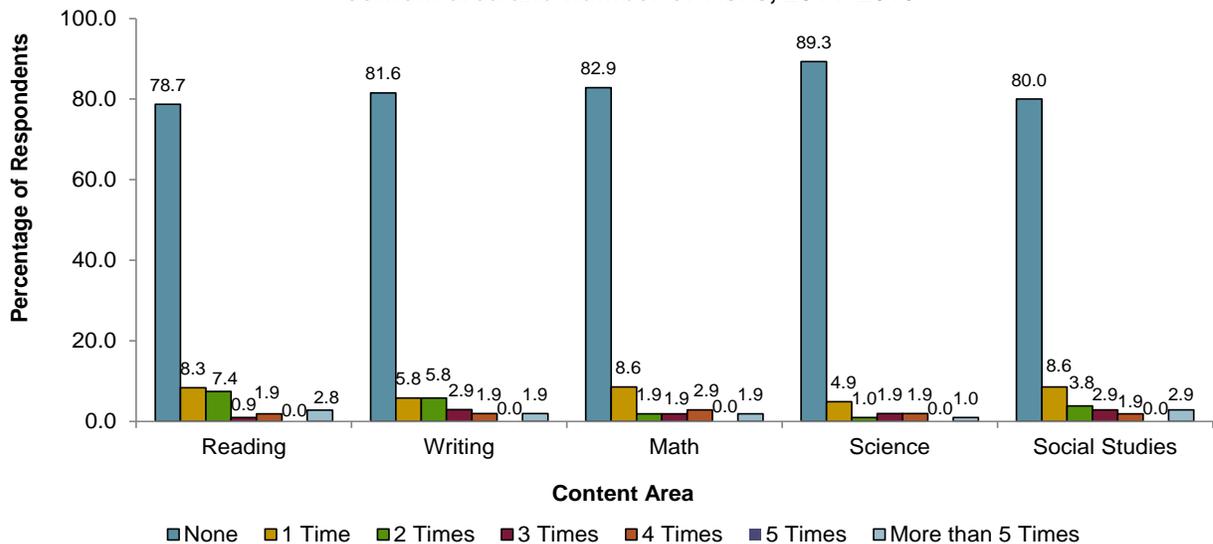
Figure 16. Percentage of respondents who participated in TAKS mini lessons by the content area and number of visits, 2014–2015



Source: 2014–2015 Twilight High School Student Survey

Note: Percentages may not match calculations of numbers in Table F due to rounding.

Figure 17. Percentage of respondents who participated in STAAR EOC mini lessons by the content area and number of visits, 2014–2015



Source: 2014–2015 Twilight High School Student Survey

Note: Percentages may not match calculations of numbers in Table F due to rounding.

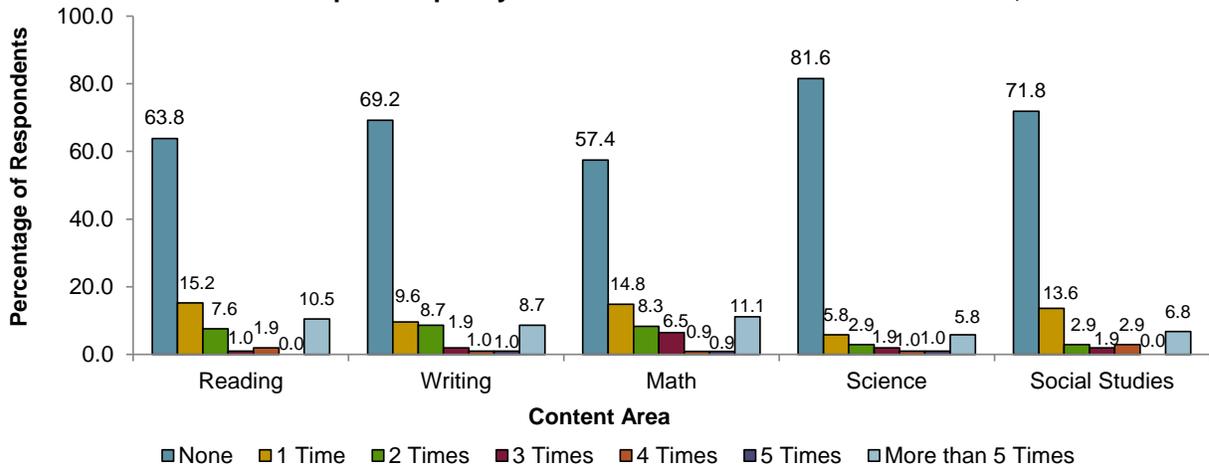
- Regardless of the TAKS or STAAR EOC subject, additional results showed more respondents reported they found the mini lessons to be “very helpful” or “moderately helpful” than respondents reported they found them “a little helpful” or “not helpful at all” (Appendix Table G, page 39).

Concept development using non-computer-based materials

- The percentage of survey respondents who reported they worked with teachers using non-computer-based materials in reading was 36.2 percent, writing (30.8 percent), mathematics (42.6 percent), science (18.4 percent), and social studies (28.2 percent). (Figure 18, page 22; (Appendix Table F, page 38).

- From 8.7 percent (science) to 23.1 percent (mathematics) of the respondents reported they participated one or two times and from 7.8 percent (science) to 12.9 percent (mathematics) reported they participated four or more times.

Figure 18. Percentage of respondents who worked with teachers using non-computer-based materials to develop concepts by content area and number of times used, 2014–2015



Source: 2014–2015 Twilight High School Student Survey

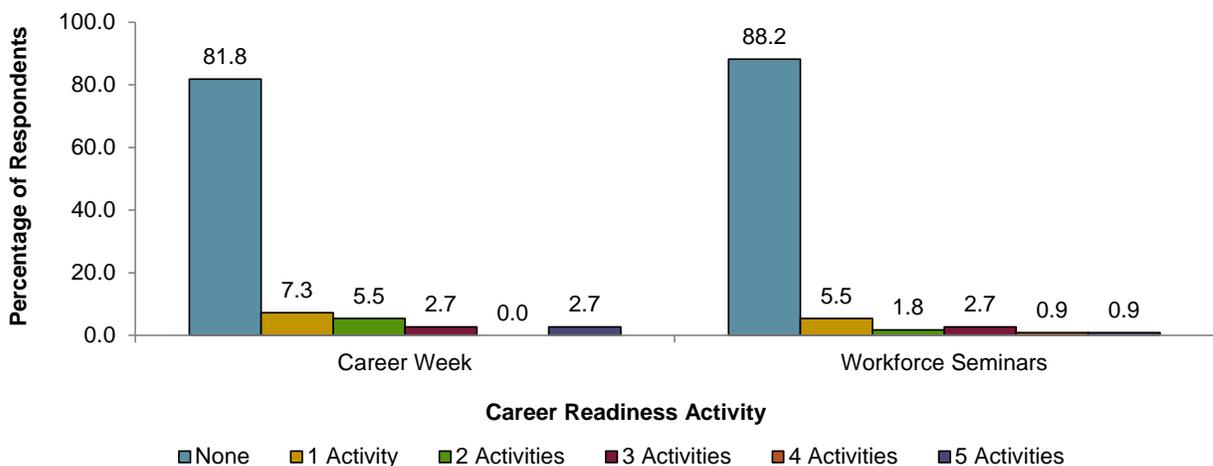
Note: Percentages may not match calculations of numbers in Table F due to rounding.

- Regardless of the subject, additional results showed more respondents reported they found the non-computer-based work to be “very helpful” or “moderately helpful” than respondents reported they found them “a little helpful” or “not helpful at all” (Appendix Table G, page 39).

Career readiness

- The percentage of survey respondents who reported they participated in Career Week was 18.2 percent and 11.8 percent reported they participated in Workforce Seminars (Figure 19; Appendix Table F, page 38).

Figure 19. Percentage of respondents who participated in career readiness activities by the type and number of activities, 2014–2015



Source: 2014–2015 Twilight High School Student Survey

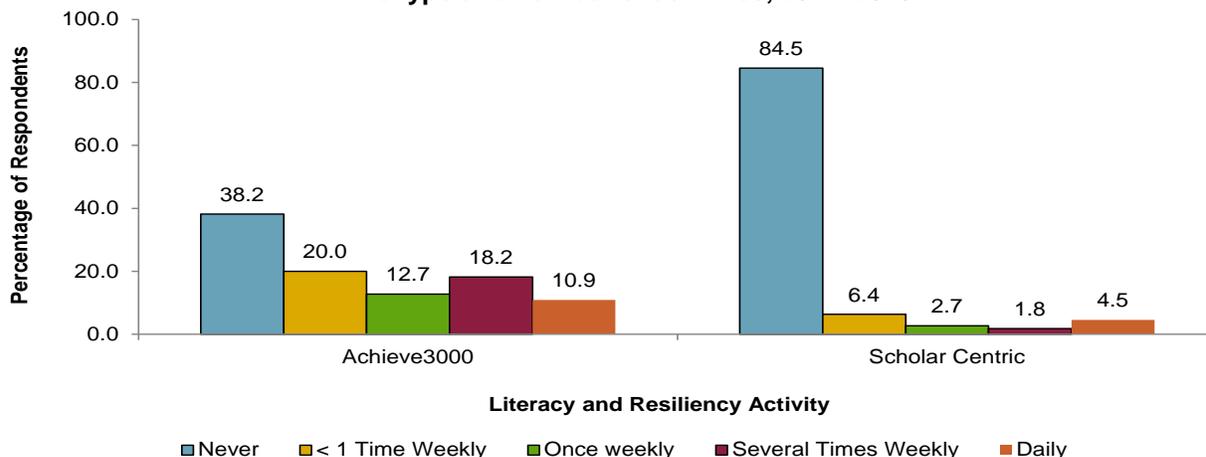
Note: Percentages may not match calculations of numbers in Table F due to rounding.

- A total of 12.8 percent of the respondents reported they participated in Career Week one or two times and 2.7 percent reported they participated four or more times. A total of 7.3 percent of the respondents participated in Workforce Seminars one or two times and 1.8 percent reported they participated four or more times.
- Slightly more respondents reported they found the Career Week activities “very helpful” or “moderately helpful” than respondents reported they found them “a little helpful” or “not helpful at all.” On the other hand, slightly more respondents reported they found the Workforce Seminars “a little helpful” or “not helpful at all” than respondents reported they found them “very helpful” or “moderately helpful” (Appendix Table G, page 39).

Literacy and Resiliency Skills

- The percentage of survey respondents who reported using the Achieve3000 literacy program was 61.8 percent. In addition, 15.5 percent reported they participated in Scholar Centric Seminars to develop resiliency skills (Figure 20; Appendix Table F, page 38).

Figure 20. Percentage of respondents who participated in literacy and resiliency activities by the type and number of activities, 2014–2015



Source: 2014–2015 Twilight High School Student Survey

Note: Percentages may not match calculations of numbers in Table F due to rounding.

- A total of 29.1 percent (Achieve3000) and 6.3 percent (Scholar Centric) of the respondents reported they participated “several times weekly” or “daily” and 58.2 percent (Achieve3000) and 90.9 percent (Scholar Centric) reported they participated “less than one time weekly” or “never” (Appendix Table F, page 38).
- More respondents reported they found Achieve3000 activities “very helpful” or “moderately helpful” than respondents reported they found the activities “a little helpful” or “not helpful at all.” On the other hand, more respondents reported they found the Scholar Centric “a little helpful” or “not helpful at all” than respondents reported they found it “very helpful” or “moderately helpful” (Appendix Table G, page 39).

Program Incentives

- Overall, 52.3 percent of the survey respondents reported they participated in meals or snacks, 14.4 percent participated in field trips, and 14.3 percent utilized Rockets Tickets. From 9.6 percent (field

trips) to 12.8 percent (meals/snacks) of the respondents reported they received program incentives one or two times. In addition, 33.9 percent of respondents reported they received meals or snacks four or more times and 2.9 percent reported they received Rockets tickets four or more times. Also, 2.9 percent of respondents reported they participated in field trips four or more times (Appendix Table F, page 38).

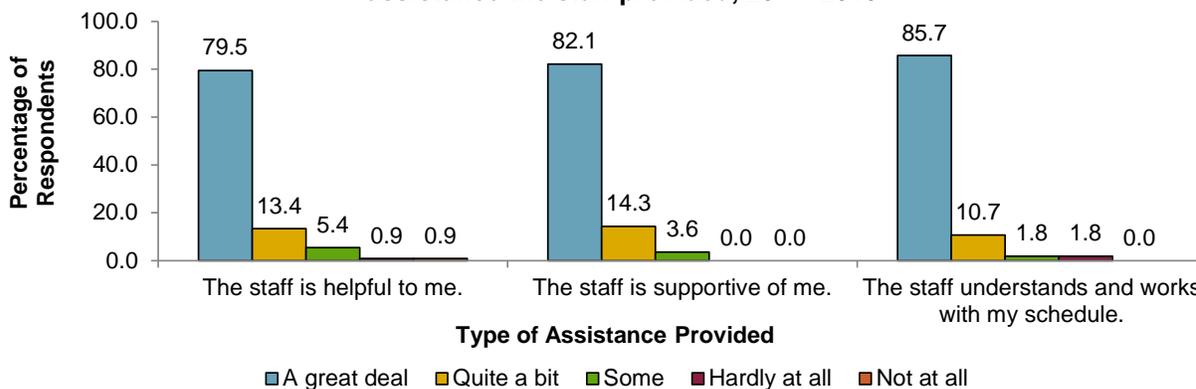
Advocacy Skills

- Advocacy activities were integrated into the program to develop an array of self-help skills among participating students. The percentage of survey respondents who found survey items about the advocacy activities applicable to them included the following: life skills (39.1 percent), teen leadership (34.5 percent), college readiness (38.2 percent), time management (34.5 percent), stress management (33.6 percent), organization skills (31.8 percent), and perseverance skills (30.9 percent) (Appendix Table G, page 39). Of these respondents, more reported they found the Advocacy Skills activities “very helpful” or “moderately helpful” than respondents reported they found the activities “a little helpful” or “not helpful at all” (Appendix Table G, page 39).
- In response to an open-ended question regarding what Twilight High School does well to help students achieve their educational goals, 66 of 112 (58.9 percent) students stated that Twilight teachers provide students with help or challenge students academically, are supportive in many ways (23 or 20.5 percent), are flexible (5 or 4.5 percent), provide individualized guidance with coursework (3 or 2.7 percent), assist with college and career readiness (3 or 2.7 percent), as well as provide support (23 or 20.5 percent) or motivate students (18 or 16.1 percent) both academically and personally.

Ratings of Staff

- Twilight High School students’ ratings of the program’s staff were consistent with their responses to the previous open-ended item. Specifically, 89 (or 79.5 percent) of the 112 survey respondents rated Twilight High School’s staff with the highest possible rating (“a great deal”) when asked: (1) to what extent the staff was helpful to the student, (2) to what extent the staff was supportive of the student (92 or 82.1 percent), and (3) to what extent the staff understood and worked with the student’s schedule (96 or 85.7 percent). No more than two respondents (1.8 percent) rated the staff lower than to “some” extent in an area (Figure 21; Appendix Table H, page 40).

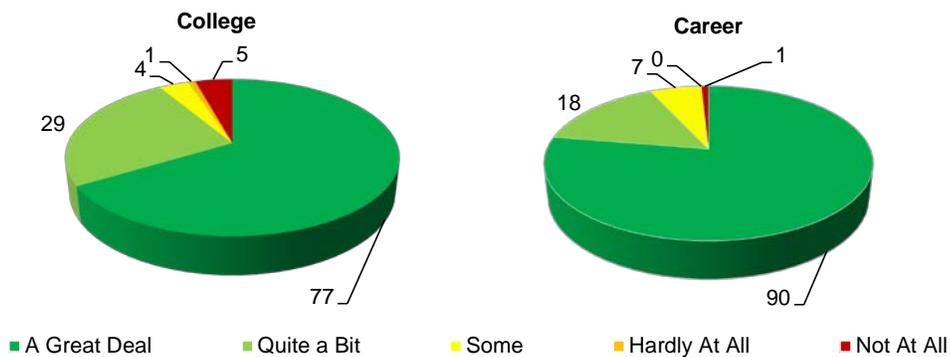
Figure 21. Percent of respondents by their ratings of Twilight High School staff by the type of assistance the staff provided, 2014–2015



Source: 2014–2015 Twilight High School Student Survey

- A total of 101 (90.2 percent) of 112 survey respondents reported that they recommend “a great deal” or “quite a bit” that others attend Twilight High School (Appendix **Table I**, page 40).
- **Figure 22** shows 106 of the 116 (91.4 percent) 2014–2015 survey respondents reported “a great deal” or “quite a bit” of certainty they would attend college after attending Twilight High School. A total of 110 (94.8 percent) reported at least “some” degree of certainty they will attend college. In addition, one student (0.9 percent) replied “hardly at all” and five students (4.3 percent) replied “not at all”.
- A total of 108 (93.1 percent) reported having “a great deal” or “quite a bit” of certainty they will pursue their chosen career. Everyone except one student (99.1 percent) reported at least “some” degree of certainty they would pursue their chosen career.

Figure 22. Number of survey respondents by their degree of confidence for attending college and pursuing their career of choices, 2014–2015



Source: 2014–2015 Twilight High School Student Survey

Discussion

A total of 316 students have graduated from Twilight High School since its inception in November 2010. The number of graduates more than quadrupled from 2010–2011 to 2014–2015. However, the increase from 2013–2014 to 2014–2015 still resulted in a 4.9 percentage point decrease in the graduation rate for program seniors. Nonetheless, it is crucial to remember that 26.1 percent of 2014–2015 Twilight High School Student Survey respondents reported they had dropped out of school before their enrollment in the program and 93.8 percent of the program participants were students at risk of not graduating. Therefore, although there was a decrease in the graduation rate of Twilight High School seniors, all at risk students’ success with the fulfillment of graduation requirements, such as Twilight High School students, helps to improve the district’s overall graduation results. Moreover, it is very likely that the fulfillment of graduation requirements constituted an unparalleled level of achievement and inspiration in the lives of the 86 2014–2015 Twilight High School graduates.

Twilight High School’s student enrollment was highest in 2011–2012 with 791 students. Enrollment dropped 30.5 percent since 2011–2012 to 550 students in 2014–2015. However, the 12.7 percent enrollment increase in 2014–2015 from 488 students in 2013–2014 was the first growth since 2011–2012. Unfortunately, there was a decline in the percentage of Twilight High School students who enrolled in

coursework. However, the percentage of students who enrolled in and completed coursework increased to 87.4 percent in 2014–2015. In addition, the average number of courses completed per student was higher in 2014–2015 (5.5 courses) than in all previous years of the program.

Even in light of the aforementioned gains, program participants' course enrollment, course completion, and student performance on TAKS and STAAR EOC need further improvement. While twelfth grade students were over-represented among all Twilight High School students who enrolled in coursework and who completed coursework; with the exception of grade 11 course enrollment, program students at the other grade levels were under-represented among the school's course enrollees and course completers.

Across grade levels, from 41.5 percent (grade twelve) to 66.7 percent (grades nine and ten) of Twilight High School students did not enroll in any courses during the school year. Specifically, 58.8 percent of White Twilight High School students did not enroll in any courses during the school year, followed by 48.7 percent of African American, and 43.4 percent of Hispanic students. Overall, 44.8 percent of students at risk, 36.7 percent of special education, 36.6 percent of economically disadvantaged students, and 21.4 percent of gifted and talented did not enroll in coursework in 2014–2015.

Further, in 2014–2015, while all ninth and tenth grade students who enrolled in coursework completed at least one course, 9.6 percent of grade twelve and 18.8 percent of grade eleven students did not complete any of the courses they enrolled in during the school year. Also, while all of the special education students who enrolled in coursework completed at least one course, 13.3 percent of students at risk, 13.5 percent of economically disadvantaged students, and 27.3 percent of gifted and talented students did not complete any of the courses they enrolled in during the school year.

Except in grade 10 social studies, across grade levels, a larger proportion of Twilight High School TAKS re-testers in 2013–2014 than in 2014–2015 met the passing standards in all subjects and the commended standards in reading and mathematics. In addition, in 2014–2015, from 14.0 percent (English I and English II) to 55.0 percent (U.S. History) of Twilight High School's STAAR EOC first time testers met the passing standards and from 6.0 percent (English I and English II) to 40.0 percent (U.S. History) of Twilight High School's STAAR EOC re-testers met the passing standards. For the Advanced standard, in 2014–2015, only 3.0 percent (U. S. History) of STAAR EOC first time testers met the performance standard, while none of the STAAR EOC re-testers met them. The educational needs of students with the potential to achieve the advanced standards on these assessments as well as TAKS and STAAR EOC re-testers should be targeted for heightened instructional intervention.

Even with greater student attendance during afternoon versus evening hours, student participation in the 2014–2015 program strategies to help students accomplish their educational and career pursuits was lower than 50.0 percent, with the exception of Achieve3000. Specifically, as few as 10.7 percent (STAAR EOC science mini lessons), 11.8 percent (Workforce Seminars), 14.3–14.4 percent (Incentives – Rockets tickets/Field trips), and Scholar Centric (15.5 percent) of survey respondents reported they participated in the identified program activities. On the other hand, as many as 61.8 percent (Achieve3000), 52.3 percent (Meals/Snacks), 42.6 percent (non-computerized mathematics work), and 42.5 percent (staff contacts out of school regarding attendance) of survey respondents reported they participated in the identified program activities. However, most respondents stated they participated only one to three times per activity versus four or more times per activity. Fortunately, across activities, larger proportions of students said the activities were “very helpful” or “moderately helpful” than the proportions of respondents who reported the activities were “a little helpful” or “not helpful at all.”

The 2014–2015 Twilight High School Student Survey response rate dropped to 22.2 percent from 35.5 percent in 2013–2014. Nonetheless, student survey data revealed some important differences in the characteristics of Twilight High School students from 2013–2014 to 2014–2015 that may speak to some challenges with course completion and graduation among the high risk students served by the program in 2014–2015. Specifically, the proportions of students with the following characteristics increased notably from the previous year: re-establishing themselves following their release from incarceration, at risk for dropping out of school, attending Twilight High School during afternoon hours versus evening hours, eleventh and twelfth grade students, and unable to use the internet when away from school. In addition, the proportions of students with the following characteristics decreased notably since last year: economically disadvantaged and being responsible for children, employment, or family finances. Overall, these factors may be indicative of lower levels of maturity and/or a decreased sense of urgency to graduate among the 2014–2015 Twilight High School students when compared to the 2013–2014 Twilight High School students.

The proportion of seniors who graduated in 2014–2015 was 4.9 percentage points lower than the proportion of seniors to graduate in 2013–2014. Though the proportion of seniors who remained enrolled in school was 3.2 percentage points higher in 2014–2015 than in 2013–2014, unfortunately, the proportion of seniors who withdrew from Twilight High School before they graduated was 1.9 percentage points higher in 2014–2015 than in 2013–2014. Therefore, it may prove beneficial to provide greater support to juniors and seniors to keep them engaged, academically and socially, as they work to meet graduation requirements.

With more than 26 percent of 2014–2015 survey respondents reporting they had dropped out of school prior to enrolling in Twilight High School, results of this analysis may best be considered in light of the fact that 93.8 percent of the program participants were at risk students. This highlights some of the core challenges inherent in successfully engaging and teaching the students who were targeted for program participation. In this vein, another important program outcome is that 91.4 percent of Twilight High School students stated they had confidence they would attend college and 93.1 percent stated they had confidence they would be able to pursue careers of their choice. In fact, more than 90 percent of 2014–2015 Twilight High School Student Survey respondents reported that they recommend “a great deal” or “quite a bit” that others attend Twilight High School. It is clear from the results of this evaluation that Twilight High School is making an important difference with helping students who are at risk to complete the necessary coursework and pass the required exams to graduate and to be confident about their future prospects. However, further program improvement is needed to identify causes and remedies for lower than desired rates of course enrollment and course completion, low involvement in program strategies and incentives, and student success on state-mandated exit examinations.

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Table 1. Characteristics of All Twilight High School Participants, 2013–2014 and 2014–2015

	2013–2014		2014–2015	
	N	%	N	%
Grade				
9	35	7.2	6	1.1
10	87	17.8	48	8.7
11	139	28.5	212	38.5
12	227	46.5	284	51.6
Total	488	100.0	550	100.0
Gender				
Female	247	50.6	274	49.8
Male	241	49.4	276	50.2
Total	488	100.0	550	100.0
Race/Ethnicity				
Asian/Pacific Islander	4	0.8	2	0.4
African American	176	36.1	154	28.0
Hispanic	290	59.4	373	67.8
American Indian/ Alaska Native	1	0.2	3	0.5
White	17	3.5	17	3.1
Two or more	0	-	1	0.2
Total	488	100.0	550	100.0
Economically				
Disadvantaged	339	69.5	349	63.5
At Risk	430	88.1	516	93.8
Special Ed.	36	7.4	30	5.5
Gifted/Talented	9	1.8	14	2.5

Sources: Cognos Chancery Ad Hoc, June 1, 2015; PEIMS 2014–2015

Note: Percentages may not total 100 due to rounding.

Table 2. Characteristics of All Twilight High School Participants, Those Who Enrolled in Coursework and Those Who Completed Coursework, 2014–2015

All Twilight High School (THS) Students			THS Students Who Enrolled In at Least One Course			THS Students Who Completed at Least One Course			
Student Group	N	% of All THS Students	N	% of Students Enrolled In Courses	% of THS Student Group	N	% of Students Who Completed Courses	% of Student Group Enrolled in Courses	% of THS Student Group
Grade									
9	6	1.1	2	0.7	33.3	2	0.8	100.0	33.3
10	48	8.7	16	5.3	33.3	16	6.1	100.0	33.3
11	212	38.5	117	38.9	55.2	95	36.1	81.2	44.8
12	284	51.6	166	55.1	58.5	150	57.0	90.4	52.8
Total	550	100.0	301	100.0	54.7	263	100.0	87.4	47.8
Gender									
Female	274	49.8	144	47.8	52.6	125	47.5	86.8	45.6
Male	276	50.2	157	52.2	56.9	138	52.5	87.9	50.0
Total	550	100.0	301	100.0	54.7	263	100.0	87.4	47.8
Race/Ethnicity									
Asian/Native Hawaiian/Pacific Islander	2	0.4	2	0.7	100.0	2	0.8	100.0	100.0
African American	154	28.0	79	26.2	51.3	69	26.2	87.3	44.8
Hispanic American Indian/Alaska Native	373	67.8	211	70.1	56.6	184	70.0	87.2	49.3
White	3	0.5	1	0.3	33.3	1	0.4	100.0	33.3
Two or more	17	3.1	7	2.3	41.2	6	2.3	85.7	35.3
	1	0.2	1	0.3	100.0	1	0.4	100.0	100.0
Total	550	100.0	301	100.0	54.7	263	100.0	87.4	47.8
Economically									
Disadvantaged	349	63.5	215	71.4	61.6	186	70.7	86.5	53.3
At Risk	516	93.8	285	94.7	55.2	247	93.9	86.7	47.9
Special Ed.	30	5.5	19	6.3	63.3	19	7.2	100.0	63.3
Gifted/Talented	14	2.5	11	3.7	78.6	8	3.0	72.7	57.1

Sources: Cognos Chancery Ad Hoc, June 1, 2015; PEIMS 2014–2015; Historical Grades Records, November 11, 2015
 Note: Percentages may not total 100 due to rounding.

Table 3. Number, Percentage, Completion Rate, and Credits Earned for Twilight High School Courses Enrolled In and Completed by Subject Area, 2014–2015

Subject Area	Courses		Completion Rate	Courses with Credits Earned		
	N Enrolled	N Completed		N Completed Courses with Credit Earned	% of Completed Courses	N Credits Earned
English						
Language Arts	495	337	68.1	259	76.9	129.5
Mathematics	295	178	60.3	110	61.8	55.0
Social Studies	474	322	67.9	243	75.5	121.5
Science	319	178	55.8	114	64.0	57.0
Health & Physical Ed.	111	69	62.2	43	62.3	21.5
Fine Arts	149	79	53.0	51	64.6	25.5
Non-English Languages	161	114	70.8	81	71.1	45.5
Career and Technology	242	135	55.8	87	64.4	47.5
Other	56	34	60.7	24	70.6	12.0
Total	2,302	1,446	62.8	1,012	70.0	515.0

Sources: Historical Grades Records, November 11, 2015

Note: Percentages may not total 100 due to rounding.

Table 4. Number and Percentage of Students Enrolled and the Number and Percentage of Credit Recovery Courses In Which They Enrolled by Grade Level, 2014–2015

Grade	Students Enrolled in Credit Recovery Courses		Credit Recovery Course Enrollment	
	Number	Percent	Number	Percent
10	8	6.5	13	5.5
11	38	30.9	86	36.1
12	77	62.6	139	58.4
Total	123	100.0	238	100.0

Sources: Historical Grades Records, November 11, 2015

Note: Percentages may not total 100 due to rounding.

Table 5. Enrolled, Completed, and Credits Earned for Credit Recovery Courses Taken by Twilight High School Students by Subject Area, 2014–2015

Subject Area	Courses			Courses with Credits Earned		
	N Enrolled	N Completed	Completion Rate	N Completed Courses with Credit Earned	% of Completed Courses	N Credits Earned
English						
Language Arts	74	65	87.8	63	96.9	31.5
Mathematics	54	44	81.5	39	88.6	19.5
Social Studies	62	56	90.3	51	91.1	25.5
Science	28	20	71.4	18	90.0	9.0
Health & Physical Ed.	2	2	100.0	2	100.0	1.0
Fine Arts	1	1	100.0	1	100.0	0.5
Non-English Languages	14	14	100.0	14	100.0	7.0
Career and Technology	3	3	100.0	3	100.0	1.5
Other	0	—	—	—	—	—
Total	238	205	86.1	191	93.2	95.5

Sources: Historical Grades Records, November 11, 2015
 Note: Percentages may not total 100 due to rounding.

Table 6. TAKS Results for Twilight High School Re-testers, 2013–2014 and 2014–2015

	Reading			Mathematics			Social Studies			Science		
	N	% Met	% Comm	N	% Met	% Comm	N	% Met	% Comm	N	% Met	% Comm
2013–2014												
Grade 9	10	30	0	9	11	0	10	60	0	6	33	0
Grade 10	35	63	6	37	27	0	26	65	8	29	45	0
Grade 11	53	66	4	55	36	2	37	73	11	45	36	0
Grade 12	24	58	8	60	42	3	17	94	24	34	44	3
Total	122	61	5	161	35	2	90	73	11	114	40	1
2014–2015												
Grade 9	1	*	*	0	–	–	0	–	–	0	–	–
Grade 10	1	*	*	4	*	*	5	100	0	5	20	0
Grade 11	23	52	4	34	21	0	16	69	19	26	35	4
Grade 12	28	29	0	35	23	0	7	57	29	28	29	0
Total	53	38	2	73	21	0	28	71	18	59	31	2

Source: Chancery Ad Hoc 2014–2015.

Note: 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 or 2014–2015. The TAKS was administered to re-testers only during the 2013–2014 and 2014–2015 school years. *Results for fewer than five students are not presented.

Table 7. STAAR EOC English and Mathematics Results for Twilight High School First Time Testers and Re-testers by Grade Level, 2014–2015

	English I			English II			Algebra I		
	N	% Level II	% Level III	N	% Level II	% Level III	N	% Level II	% Level III
First Time									
Grade 9	0	–	–	0	–	–	0	–	–
Grade 10	0	–	–	3	*	*	1	*	*
Grade 11	7	14		4	*	*	5	20	0
Grade 12	0	–	–	0	–	–	1	*	*
Total	7	14	0	7	14	0	7	29	0
Re-tests									
Grade 9	0	–	–	0	–	–	0	–	–
Grade 10	4	*	*	5	0	0	3	*	*
Grade 11	21	5	0	29	10	0	11	18	0
Grade 12	10	10	0	17	0	0	4	*	*
Total	35	6	0	51	6	0	18	17	0

Source: Chancery Ad Hoc 2014–2015.

Note: Results show STAAR EOC Level II-Satisfactory and Level III-Advanced performances for first-time test-takers and re-testers. *Results for fewer than five students are not presented.

Table 8. STAAR EOC Social Studies and Science Results for Twilight High School First Time Testers and Re-testers by Grade Level, 2014–2015

	Biology			U.S. History		
	N	% Level II	% Level III	N	% Level II	% Level III
First Time						
Grade 9	0	–	–	0	–	–
Grade 10	1	*	*	3	*	*
Grade 11	4	*	*	27	52	4
Grade 12	2	*	*	8	75	0
Total	7	29	0	38	55	3
Re-testers						
Grade 9	0	–	–	0	–	–
Grade 10	3	*	*	2	*	*
Grade 11	10	30	0	7	29	0
Grade 12	1	*	*	11	46	0
Total	14	29	0	20	40	0

Source: Chancery Ad Hoc 2014–2015.

Note: Results show STAAR EOC Level II-Satisfactory and Level III-Advanced performances for first-time test-takers and re-testers. *Results for fewer than five students are not presented.

Appendix

Twilight High School Student Survey Results, 2013–2014 and 2014–2015

- Program participants who responded to the Twilight High School (THS) Student Survey in 2013–2014 (N=173) and 2014–2015 (N=122) reported they learned about the Twilight High School through multiple sources of information/referrals. In both years, the largest proportions of students' responses indicated that referrals were typically initiated by school counselors, friends, and teachers. (Additional responses are provided in **Table A**).

Table A. Twilight High School Student Survey Responses Regarding Sources of Information About THS and Referrals, 2013–2014 and 2014–2015

Item: How I heard about Twilight High School. . .	2013–2014 n=170		2014–2015 n=119	
	# Students	% Students	# Students	% Students
Responses*:				
School counselor	63	37.1	52	43.7
Friend	45	26.5	38	31.9
Teacher	31	18.2	32	26.9
HISD website	13	7.6	18	15.1
Parent/Guardian	14	8.2	9	7.6
Truancy officer	7	4.1	5	4.2
Home visit	7	4.1	2	1.7
Invitation (mail out)	4	2.4	1	0.8
Court mandate	1	0.6	1	0.8
Mail at home	5	2.9	0	0.0
Administrator at a school	5	2.9	5	4.2
Facebook	1	0.6	0	0.0
Sibling	2	1.2	2	1.7
Self search	6	3.5	0	0.0
Other	0	0.0	5	4.2

Note: *Some students provided multiple responses.

- In 2013–2014 and 2014–2015, most students reported they lived “with their parent(s) or guardian(s)” (68.4 and 80.0 percent, respectively). However, a larger proportion of 2013–2014 respondents than 2014–2015 respondents reported living independently, with 13.5 percent of students in 2013–2014 and 3.6 percent of students in 2014–2015 reporting they lived on their own. In addition, 14.8 percent in 2013–2014 and 11.8 percent in 2014–2015 reported they lived with their own families in some capacity. (Additional responses are provided in **Table B**).

Table B. Twilight High School Student Survey Responses regarding living arrangements, 2013–2014 and 2014–2015

Item: I currently live. . .	2013–2014 n=155		2014–2015 n=110	
	# Students	% Students	# Students	% Students
Responses:				
With my parent(s) or legal guardian(s)	106	68.4	88	80.0
With my own family (i.e., significant other and/or children in our own place)	23	14.8	13	11.8
With my friends	5	3.2	5	4.5
On my own	21	13.5	4	3.6
In a group home	0	0.0	0	0.0
In a temporary residence	0	0.0	0	0.0
In a shelter	0	0.0	0	0.0

- Additional survey information revealed more respondents in 2014–2015 (8 out of 110 or 7.3 percent) than in 2013–2014 (6 out of 155 or 3.9 percent) reported they were re-establishing themselves following their release from incarceration, were living in a half-way house, or were on probation or parole.
- **Figure A** shows that in 2013–2014 and 2014–2015 most students were not the primary caregivers of children (64.5 percent and 80.0 percent, respectively). Of the students who were caregivers of children, more of them cared for one child (21.3 and 15.5 percent, in the respective years) than cared for two or more children (14.2 percent in 2013–2014 and 4.6 percent in 2014–2015), with fewer students reporting they cared for two or more children in 2014–2015 than in 2013–2014 (**Table C**).

Figure A. Percentage of Twilight High School survey respondents who reported they are primary caregivers of children, 2013–2014 and 2014–2015

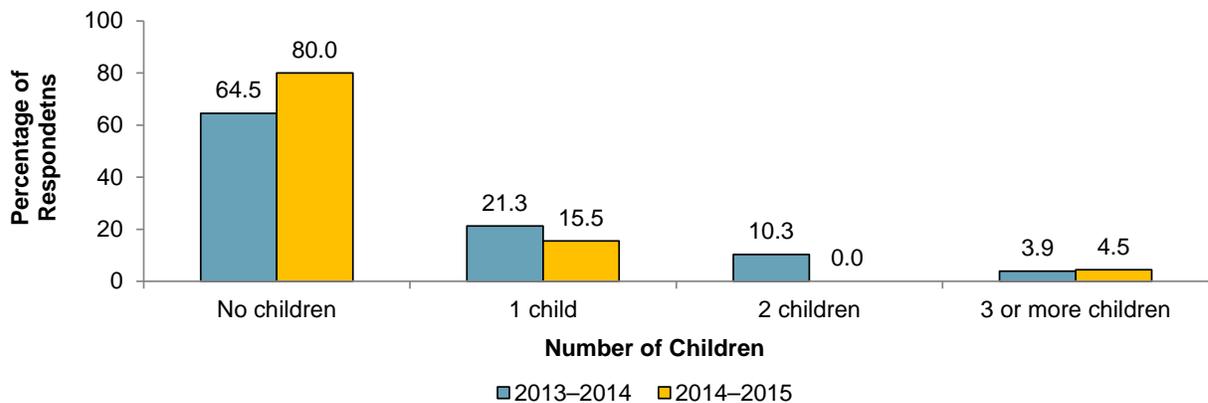
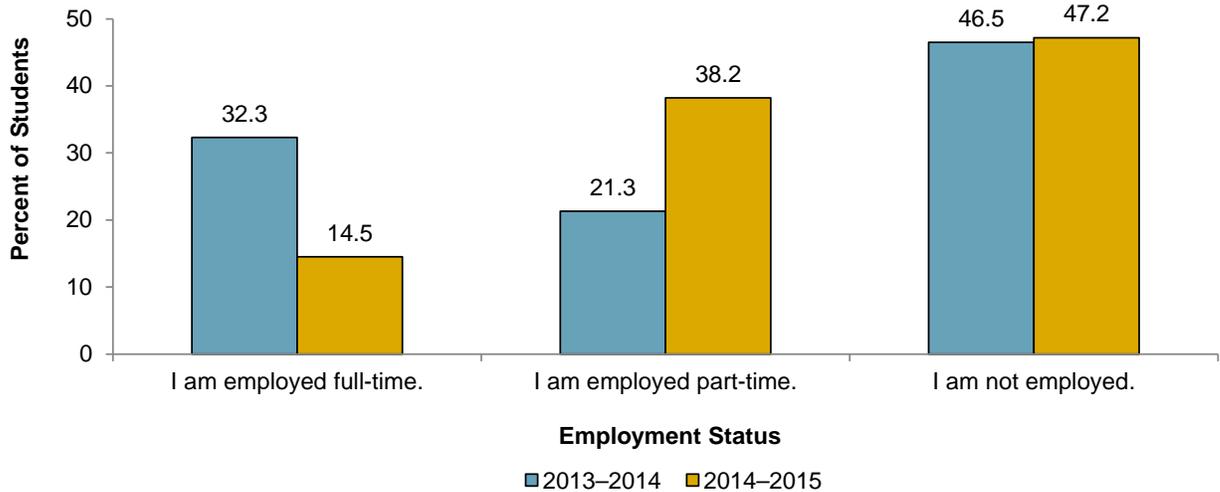


Table C. Twilight High School Student Survey Responses, 2013–2014 and 2014–2015

Item: I am the primary caregiver of . . .	2013–2014		2014–2015	
	n=155		n=110	
Responses:	# Students	% Students	# Students	% Students
No children	100	64.5	88	80.0
One child	33	21.3	17	15.5
Two children	16	10.3	0	0.0
Three or more children	6	3.9	5	4.5

- Of the Twilight High School survey respondents who reported their employment status, **Figure B and Table D** (page 36) show in 2013–2014 and in 2014–2015 the majority of students were employed, with a larger percentage employed in 2013–2014 than in 2014–2015. In addition, of those employed in 2013–2014, more were employed full-time (32.3 percent) than part-time (21.3 percent). Conversely, of those employed in 2014–2015, more were employed part-time (38.2 percent) than full-time (14.5) (**Table D**).
- Additional survey information revealed a larger percentage of students in 2014–2015 (83 out of 110 or 75.5 percent) reported household finances were not primarily their responsibility than in 2013–2014 (101 out of 155 or 65.2 percent).

Figure B. Percentage of Twilight High School survey respondents by employment status, 2013–2014 and 2014–2015



Source: Twilight High School Student Survey
 Note: Some students did not respond in 2013–2014.

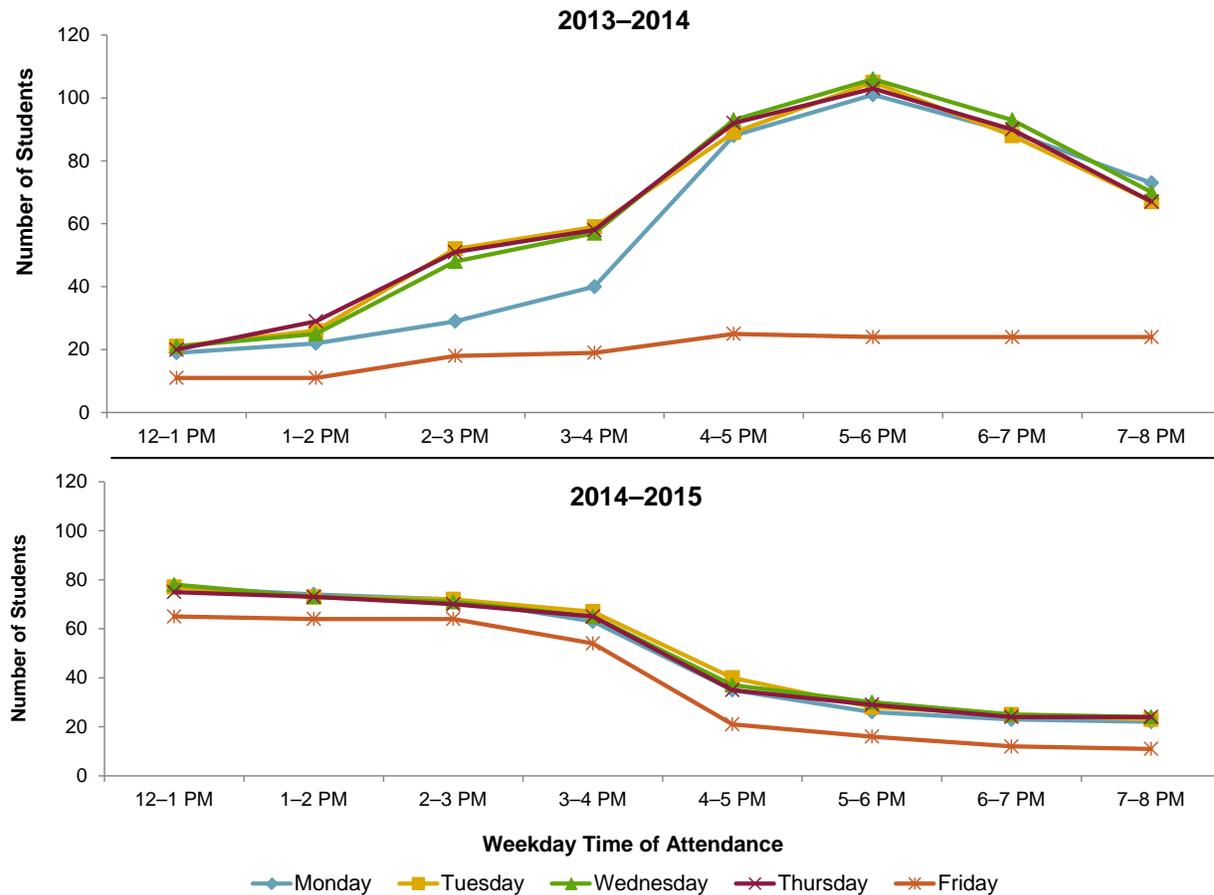
Table D. Twilight High School Student Survey Responses, 2013–2014 and 2014–2015

Item: Please indicate your employment status.	2013–2014		2014–2015	
	n=155		n=110	
Responses:	# Students	% Students	# Students	% Students
Full-time	50	32.3	16	14.5
Part-time	33	21.3	42	38.2
Not employed	72	46.5	52	47.3

Note: Percentages may not total 100 due to rounding.

- **Figure C** (page 37) depicts the days and times survey respondents reported attending Twilight High School during a typical week in 2013–2014 and 2014–2015. In 2013–2014, all campuses opened from noon until 8 p.m. Monday through Thursday, with Saturday hours only at Milby, Sharpstown, Wheatley, and Worthing from 9 a.m.–12 p.m. In 2014–2015, all campuses were open from noon until 8 p.m. Monday through Friday, with Saturday tutorials provided as needed to help students prepare for STAAR or TAKS tests (**Table E**, page 37).
- Most 2013–2014 students reported attending the satellite campuses during the afternoon and early evening hours on Mondays through Thursdays between 4–7 p.m. Conversely, most 2014–2015 students reported attending during lunch and afternoon hours between noon and 4 p.m., Monday through Friday.
- In addition, 55 (31.8 percent) of the 173 survey respondents in 2013–2014 and 24 of 122 survey respondents (19.7 percent) in 2014–2015 reported taking advantage of the school's learning opportunities on Saturdays.

Figure C. Twilight High School students' reports of their attendance by time and day of the week, 2013–2014 and 2014–2015



Source: Twilight High School Student Survey
 Note: Some respondents provided multiple responses.

Table E. Twilight High School Student Survey Responses Regarding Attendance, 2013–2014 and 2014–2015

Item: I have attended Twilight High Schools on the following day(s), at the following time(s):										
2013–2014						2014–2015				
	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Responses:	# Students (n=173)					# Students (n=122)				
12-1 p.m.	19	21	21	20	11	77	77	78	75	65
1-2 p.m.	22	26	25	29	11	74	73	73	73	64
2-3 p.m.	29	52	48	51	18	72	72	71	70	64
3-4 p.m.	40	59	57	58	19	63	67	65	65	54
4-5 p.m.	88	89	93	92	25	35	40	37	35	21
5-6 p.m.	101	105	106	103	24	26	28	30	29	16
6-7 p.m.	89	88	93	90	24	23	25	25	24	12
7-8 p.m.	73	67	70	67	24	22	23	24	24	11
Saturday Attendance										
2013–2014						2014–2015				
			#	%				#	%	
Yes			55	31.8		Yes		24	19.7	
No			118	68.2		No		98	80.3	

Note: *Some students provided multiple responses.

- Additional survey results revealed large proportions of survey respondents in 2013–2014 (124 out of 155 or 80.0 percent) and in 2014–2015 (81 out of 110 or 73.6 percent) reported they were able to use the internet outside of school. This shows a fairly significant number of students (20.0 percent and 26.4 percent, respectively) were dependent on school resources to access the internet each year.

Please refer to pages 19–24 for key findings regarding **Table F**.

Table F. Twilight High School Student Survey Responses Regarding Participation in Program Strategies, 2013–2014 and 2014–2015								
Item: During the current 2014–2015 school year, how often did you participate in:								
Someone from AVA/Twilight contacting you outside of school regarding your								
	None	1 Time	2 Times	3 Times	4 Times	5 Times	>5 Times	Total
Enrollment	77	21	4	4	0	0	2	108
Attendance	61	20	11	6	3	1	4	106
Academics	80	9	8	4	2	0	2	105
TAKS Mini Lessons in....								
	None	1 Time	2 Times	3 Times	4 Times	5 Times	>5 Times	Total
Reading	77	12	7	1	2	2	4	105
Math	78	16	5	3	3	1	2	108
Science	87	8	3	3	2	1	1	105
Social Studies	79	12	5	3	2	2	2	105
STAAR EOC Mini Lessons in....								
	None	1 Time	2 Times	3 Times	4 Times	5 Times	>5 Times	Total
Reading	85	9	8	1	2	0	3	108
Writing	84	6	6	3	2	0	2	103
Math	87	9	2	2	3	0	2	105
Science	92	5	1	2	2	0	1	103
Social Studies	84	9	4	3	2	0	3	105
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	67	16	8	1	2	0	11	105
Writing	72	10	9	2	1	1	9	104
Math	62	16	9	7	1	1	12	108
Science	84	6	3	2	1	1	6	103
Social Studies	74	14	3	2	3	0	7	103
Career Readiness:								
	None	1 Activity	2 Activities	3 Activities	4 Activities	5 Activities	-	Total
Career Week	90	8	6	3	0	3	-	110
Workforce Seminars	97	6	2	3	1	1	-	110
Literacy and Resiliency Skills:								
	Never	< 1 Time Weekly	Once weekly	Several Times Weekly	Daily	Total		
Achieve 3000	42	22	14	20	12	110		
Scholar Centric	93	7	3	2	5	110		
Program Incentives:								
	None	1 Time	2 Times	3 Times	4 Times	5 Times	>5 Times	Total
Meals/Snacks	52	7	7	6	4	5	28	109
Rockets Tickets	90	10	1	1	0	0	3	105
Field Trips	89	7	3	2	0	0	3	104

Note: Percentages reported in the body of the report were based on the total number of respondents for the activity (highlighted above response options) or sub-activity (listed below the activity). Percentages calculated across sub-activities and response options were based on the total number of responses for the activity.

- Please refer to pages 19–24 for key findings regarding **Table G**.

Table G. Twilight High School Student Survey Responses Regarding the Helpfulness of Program Strategies, 2013–2014 and 2014–2015

Item: Please indicate the extent to which you found each of the following 2014–2015 activities helpful:

Someone from AVA/Twilight contacting you outside of school regarding your						
	N/A	Not helpful at all	A little helpful	Moderately helpful	Very helpful	Total
Enrollment	96	2	3	3	6	110
Attendance	87	0	6	8	9	110
Academics	89	1	6	7	7	110
TAKS or STAAR EOC Mini Lessons for....						
	N/A	Not helpful at all	A little helpful	Moderately helpful	Very helpful	Total
Reading	79	1	10	10	10	110
Writing	79	1	9	10	11	110
Math	79	0	10	11	10	110
Science	86	1	6	8	9	110
Social Studies	79	0	12	9	10	110
Working with teachers using materials other than the computer to explain....						
	N/A	Not helpful at all	A little helpful	Moderately helpful	Very helpful	Total
Reading	54	6	17	12	21	110
Writing	57	7	13	14	19	110
Math	51	4	16	15	24	110
Science	63	6	12	12	17	110
Social Studies	56	7	13	15	19	110
Career Readiness:						
	N/A	Not helpful at all	A little helpful	Moderately helpful	Very helpful	Total
Career Week	73	2	15	7	13	110
Workforce Seminars	75	3	15	4	13	110
Literacy and Resiliency Skills:						
	N/A	Not helpful at all	A little helpful	Moderately helpful	Very helpful	Total
Achieve 3000	49	7	17	16	21	110
Scholar Centric	80	4	13	7	6	110
Program Incentives:						
	N/A	Not helpful at all	A little helpful	Moderately helpful	Very helpful	Total
Meals/Snacks	56	4	19	10	21	110
Rockets Tickets	76	3	15	5	11	110
Field Trips	80	1	13	5	11	110
Integrated Advocacy Activities:						
	N/A	Not helpful at all	A little helpful	Moderately helpful	Very helpful	Total
Life Skills	67	2	16	12	13	110
Teen Leadership	72	5	9	9	15	110
College Readiness	68	4	10	14	14	110
Time Management	72	5	12	8	13	110
Stress Management	73	4	12	10	11	110
Organization Skills	75	4	10	8	13	110
Perseverance Skills	76	1	10	10	13	110

Note: Percentages reported in the body of the report were based on the total number of respondents for the activity (highlighted above response options) or sub-activity (listed below the activity). Percentages calculated across sub-activities and response options were based on the total number of responses for the activity.

- Please refer to pages 24–25 for key findings regarding **Table H** and **Table I**.

Table H. Twilight High School Student Survey Responses Regarding Program Ratings, 2014–2015

Item: The staff of Twilight High School....

	Not at all	Hardly at all	Some	Quite a bit	A great deal	Total
is helpful to me.	1	1	6	15	89	112
is supportive of me.	0	0	4	16	92	112
understands and works with my schedule.	0	2	2	12	96	112

Table I. Twilight High School Student Survey Responses Regarding Willingness to Recommend Program Participation, 2014–2015

Item: I recommend that others attend Twilight High School.

	Not at all	Hardly at all	Some	Quite a bit	A great deal	Total
	2	2	7	14	87	112