



Dos Pueblos High School

National Blue Ribbon School | California Distinguished School

Dos Pueblos Single Plan for Student Achievement 2012-13:

Response to Key Questions

1. What does the student achievement data tell you?

We achieved a historic school-wide API high of 821 and 5 out of 6 statistically significant subgroups posted increases over last year's performance. The gains made by Latino students (15 points), socio-economically disadvantaged students (20 points), and students with disabilities (40 points) are especially noteworthy as these were areas of intensive focus throughout last school year.

On the CAHSEE alone, we increased our proficiency levels in Math school-wide and on the part of most subgroups. This was not the case for English Language Arts (following significant gains last year). Overall, despite improvements in student achievement, students did not improve at a level that matched the percentage increase in targets for determining AYP.

We believe that improved test results are an effect of our sustained efforts to educate students and their families about the importance of standardized testing. We also believe that our school-wide focus on literacy development and cultural proficiency, including empowerment of Latino students and their families (through parent education programs) has had a positive effect on test performance. The targeted support of the Intervention Specialist and increased administrative involvement in Special Education Programs is likely to have resulted in increased student achievement. Smaller class sizes in Mathematics may have contributed to the gains in Math.

2. What are you doing in response to the student data?

We are very proud of our API gains, the gains in CAHSEE Math, and the evidence that substantiates the claim that the achievement gap is narrowing. We will continue to implement the interventions mentioned in the third paragraph above.

Also, we will place renewed emphasis on preparing students for the CAHSEE in ELA and on increasing test performance of students with disabilities through closer alignment with the General Education program.

3. In what ways is your response in 2012-13 different from your response in 2011-12?

The advent of the Common Core State Standards is a game-changer. The student performance indicators addressed by the SPSA now serve as one of what will need to become multiple measures for evidencing student success. The primary takeaway message of the data included in this year's SPSA is a validation of our current practice and a continued challenge to improve the way in which we serve students with disabilities.