



2023 Addendum to the State Plan for the Improvement of Pupils

**Prepared by the Department of Education
March 16, 2023**

2023 STIP Addendum

Table of Contents

Letter from the State Superintendent	2
State Board Leadership	3
A Shared Standard of Excellence	4
2020 State Plan for the Improvement of Pupils Goals.....	4
STIP Values	5
Equity:	5
Access to Quality:.....	5
Success:	5
Inclusivity:.....	5
Community:.....	6
Transparency:	6
Progress Monitoring.....	6
Success Strategies of the Statewide Plan for the Improvement of Pupils.....	6
Goal 1: All children, birth through third grade, have access to quality early care and education.	6
Goal 2: All students have access to effective educators.....	7
Goal 3: All students experience continued academic growth.....	8
Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life.	11
Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently and in accordance with legislative or grant guideline.	12
Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.....	13
Conclusion	14
Appendix.....	15

2023 STIP Addendum

Letter from the State Superintendent

Dear Fellow Educators and Nevadans,

I am pleased to share the Nevada Department of Education’s progress over the past year. Our team strives daily to improve the quality of education for all students in our state. Together, we have overcome difficult circumstances. Despite lasting impacts from the pandemic, our future is bright.

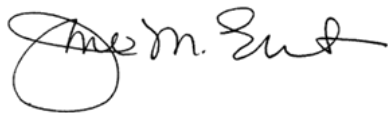
Since 2020, we have implemented many initiatives to support the success of our students and schools. Our Department works tirelessly to provide educators with the resources they need to deliver high-quality instruction. We also remain committed to safe and welcoming learning environments for all students.

Through our collective efforts, we have made progress in closing opportunity gaps between student groups. Graduation rates have increased, and more students are graduating with the skills they need to succeed in college and careers. However, we know that there is still work to do.

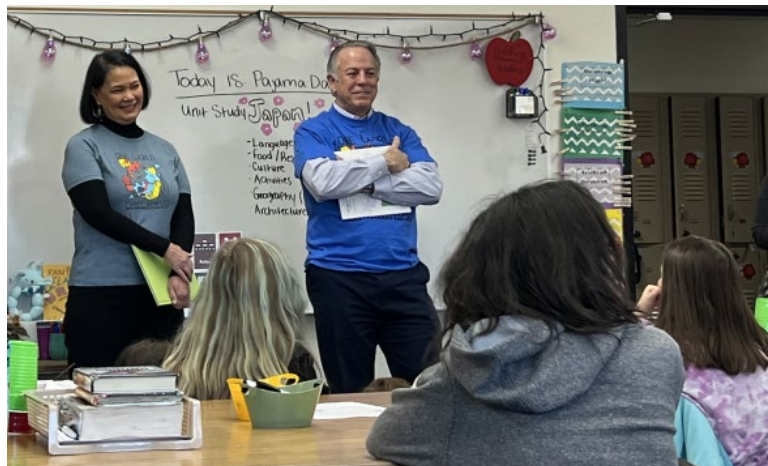
This Statewide Plan for the Improvement of Pupils includes the goals and values of our public education system. It also describes the strategies we will use to meet those goals. We will continue to work with educators, families, and communities to support every student to reach their vision of success.

The 2023 Addendum showcases the success measures of our efforts to provide high-quality learning opportunities for every student. The Department strives to support our Districts and Charter Schools to ensure that all Nevadans are ready for success in a global 21st century. We look forward to working with you to make that vision a reality.

Sincerely,



Jhone M. Ebert
Superintendent of Public Instruction
State of Nevada



SUPERINTENDENT EBERT AND GOVERNOR LOMBARDO ATTEND NEVADA READING WEEK

2023 STIP Addendum

State Board Leadership

Nevada State Board of Education

Felicia Ortiz, President, Elected District 3
Tim Hughes, Member, Elected District 1
Katie Coombs, Member, Elected District 2
Dr. René Cantú, Member, Elected District 4
Maggie Carlton, Member, Governor Appointment
Tamara Hudson, Member, Assembly Appointment
Dr. Katherine Dockweiler, Member, Senate Appointment
Mike Walker, Member, Nevada Association of School Boards Appointment
Dr. Summer Stephens, Member, Nevada Association of School Superintendents Appointment
Joseph Arrascada, Member, Board of Regents Appointment
Malia Poblete, Member, Student Representative Appointment

Nevada Department of Education Leadership

Jhone M. Ebert, State Superintendent of Public Instruction
Craig Statucki, Interim Deputy Superintendent for Educator Effectiveness and Family Engagement
Megan Peterson, Deputy Superintendent for Student Investment
Christy McGill, Interim Deputy Superintendent for Student Achievement
Kristofer Huffman, Chief Strategy Officer
Dave Brancamp, Director, Office of Standards and Instructional Support
Julie Bowers, Director, Office of Inclusive Education
Maria Sauter, Interim Director, Office of Student and School Supports
Patti Oya, Director, Office of Early Learning and Development
Peter Zutz, Administrator, Office of Assessment, Data & Accountability Management
Christy McGill, Director, Office for a Safe and Respectful Learning Environment
Cindi Chang, Interim Director, Office of Career Readiness, Adult Learning & Education Options
Jeffery Briske, Director, Office of Educator Development, Licensure & Family Engagement
Celeste Arnold, Administrative Services Officer, Office of Department Support Services
Amber Reid, Administrative Services Officer, Office of District Support Services
James Kirkpatrick, State Education Funding Manager, Office of Pupil-Centered Funding
Amelia Thibault, Management Analyst, Office of Division Compliance

2023 STIP Addendum

A Shared Standard of Excellence

The Department of Education (NDE) and the State Board of Education work together to support education in Nevada. The purpose, expectations, and goals of each group work in tandem to ensure all students in Nevada receive a quality education.

The Department of Education

The Department's vision and mission statements reflect not only the goal of college and career readiness for all students but also the agency's role as a support institution for students, educators, families, and other constituents in the educational field.

Vision Statement: All Nevadans are ready for success in a global 21st century.

Mission Statement: Improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

The State Board of Education

The Nevada State Board of Education acts as the North Star of the Nevada education system, developing the vision and policy goals for student achievement. The Board sets policy standards to ensure that all students receive equal and equitable access to a high-quality education in a safe, respectful, and culturally responsive environment. They review and approve program outcomes, achievement data, assessments, opportunity gaps, and more to ensure students have the tools they need to graduate career-ready and globally prepared.

The State Board of Education is composed of eleven members; four members are elected from the four congressional districts in Nevada, and seven members are appointed. The Board is authorized under [Nevada Revised Statute \(NRS\) 385.021](#).

State Board of Education Vision: All Nevada students are equipped and feel empowered to attain their vision of success.

State Board of Education Mission: Set policy standards that ensure all students receive equal and equitable access to a high-quality education in a safe, respectful, and culturally responsive environment.

2020 State Plan for the Improvement of Pupils Goals

The Statewide Plan for the Improvement of Pupils (STIP) was developed in 2020 and outlines the Department's 5-year strategic plan to improve the achievement of students enrolled in public schools across Nevada. While developing the plan, the Department visited all of Nevada's 17 school districts, reviewed accountability and achievement data, and analyzed common issues facing schools, districts, educators, students, and families. Long-term strategies were developed

2023 STIP Addendum

to include evidence-based approaches to improve academic achievement and address topics such as literacy, English language skills, school discipline, attendance, curriculum, assessments, instructional practices, professional learning, access to technology, graduation, and allocation of resources. The State Board of Education must update and submit the plan by March 31 of each year.

Goal 1: All children, birth through third grade, have **access to quality early care** and education.

Goal 2: All students have **access to effective educators**.

Goal 3: All students experience **continued academic growth**.

Goal 4: All students **graduate future-ready and globally prepared** for postsecondary success and civic life.

Goal 5: All students have access to new and continued educational opportunities supported by **funding that is administered transparently, consistently**, and in accordance with legislative or grant guidelines.

Goal 6: All students and adults learn and work together in **safe environments** where identities and relationships are valued and celebrated.

STIP Values

The STIP document articulates a set of Values that power NDE's mission. Values are non-negotiable aspects of our work that are essential to everything we do. The STIP strategies are the intersection of the Goals above and the Values.

Equity:

The learning needs of every student are supported in an environment where all students are valued, respected, and see themselves in their curriculum and instructional materials while experiencing academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status.

Access to Quality:

Students, educators, and families have opportunities to take full advantage of Nevada's education system, regardless of zip code, district, or setting.

Success:

Lead the nation in the excellence and rigor of our expectations and outcomes for students and educators.

Inclusivity:

Learners are served in the least restrictive environment in culturally responsive schools.

2023 STIP Addendum

Community:

NDE collaborates with educators, districts, families, stakeholders, and partner agencies to lead a high-performing and responsive system of education for all Nevadans.

Transparency:

Districts and communities are served through efficient and effective use of public funds and high-quality customer service.

Progress Monitoring

Since the development of the 2020 Statewide Plan for the Improvement of Pupils progress monitoring has focused on the value of Equity, noting that it is the cornerstone of the work that we do. Upon further consideration, and upon reflection of previous Board remarks, the NDE team members submit that Equity ensures that all students receive the same opportunities to achieve, but that the true measure of our effectiveness in education lies within the value of Success. By highlighting the Success strategies, the Nevada Department of Education, as well as stakeholders, can identify not only the outcomes for students, but also look at progress made toward those final outcomes from Pre-K all the way through 12th grade.

Success Strategies of the Statewide Plan for the Improvement of Pupils

The value of Success signifies that the State of Nevada intends to lead the nation in the excellence and rigor of our expectations and outcomes for students and educators. In this vein, NDE team members selected the strategies linked to this value to highlight celebrations and points of pride, as well as identify expected growth and improvement. The following information demonstrates quantitative and qualitative progress made toward these strategic measures as well as intended actions to further improve outcomes.

Goal 1: All children, birth through third grade, have access to quality early care and education.

Success Strategy: Accelerate Read by Grade 3

NDE will lead and collaborate with public schools and districts to ensure all pre-K-3 students experience growth toward proficiency as measured by an increase in English Language Arts (ELA) proficiency rates for 3rd grade students of 5% year over year from 59.2% in 2020 to 68% by 2025.

The Department has developed support systems guiding districts to utilize funding based on the needs of their student population as presented by the data. Additionally, grant projects have been initiated to support special education students within the literacy intervention frameworks.

2023 STIP Addendum

Currently, the NWEA Measure of Academic Progress (MAP) assessment is used as the measure of growth for students in this area. While the MAP assessment is intended to identify academic growth that a student has made, a student who scores above the 40th percentile is identified as “performing at or above grade level”.

Table 1. NV Students that Met or Exceeded 40th Percentile on Spring English Assessment

	2018-2019	2019-2020	2020-2021	2021-2022
Kindergarten	55%	N/A	60%	56%
1 st Grade	57%	N/A	54%	54%
2 nd Grade	58%	N/A	55%	55%
3 rd Grade	61%	N/A	54%	56%

Table 1 shows the percentage of Nevada students in kindergarten through grade three that have met or exceeded the 40th percentile on the Spring assessment over the last four school years. As a note, scores were not available for the 2019-2020 school year due to the waiving of the Spring Assessment requirement by the US Department of Education.

Goal 2: All students have access to effective educators.

Success Strategy: Decreased licensed educational personnel vacancies.

NDE will lead and collaborate with public school and districts to establish and maintain a system of recruitment, induction, recognition, professional learning, and support; success will be demonstrated by a decrease in the number of licensed educational personnel vacancies by 50% by 2023.

The Department currently engages with districts as well as higher education institutions to develop a broader pipeline for teacher recruitment in Nevada. It also collaborates with the Governor’s office to recognize schools and individuals for the exemplary work done with our students.

In addition to this support and effort in retention and recruitment of educators, the Department also collects data related to vacancies to identify critical shortage areas.

Table 2. Reported Licensed Educational Personnel Positions and Vacancies

School Year	Total # of Reported Positions	Total # of Reported Vacancies	% Vacancies to Total # of Positions
2020-2021	24,775	2049	8.27%
2021-2022	30,035	3,737	12.44%
2022-2023	34,491	2,922	8.47%

2023 STIP Addendum

Table 2 reflects the number of reported licensed educational personnel positions and vacancies within the state of Nevada for the 2021, 2022, and 2023 school years. This data is collected once each year as part of a federal reporting requirement.

Goal 3: All students experience continued academic growth.

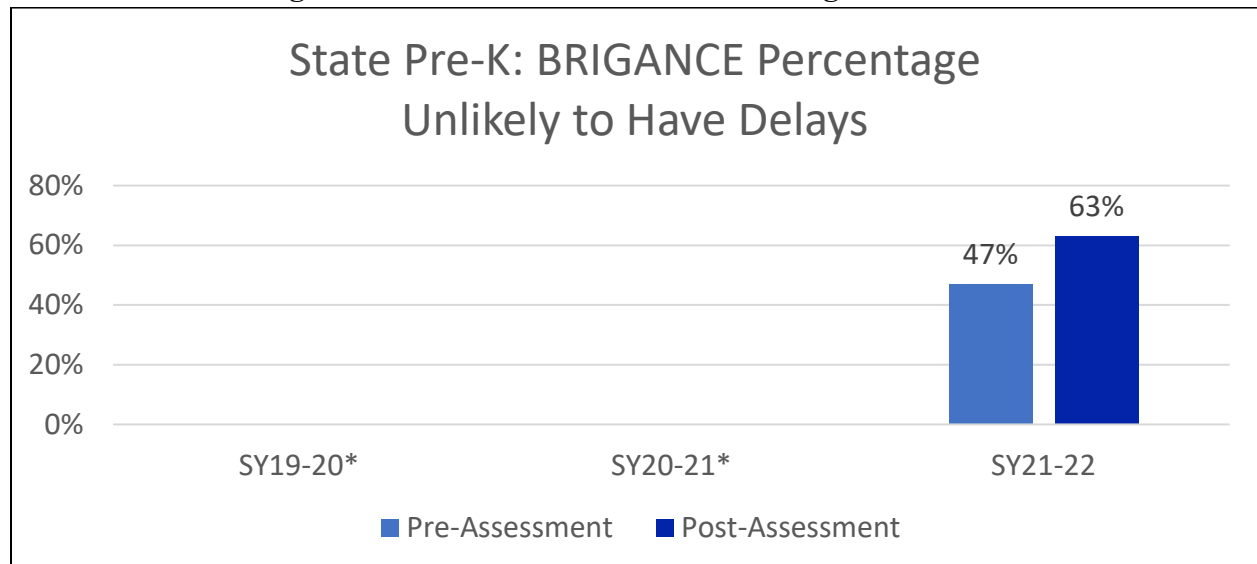
Success Strategy: Close Pre-K through 8 opportunity gaps.

NDE will lead and collaborate with early childhood education providers, public schools, and districts to close opportunity gaps between and among students on assessment results (Brigance and Measures of Academic Progress (MAP) for grades pre-K-3 and Smarter Balanced for grades 3-8).

The Department currently supplies support and outreach through the work of the Student Achievement Division. The work of this particular strategy requires analysis of different assessments due to the age groups that each assessment is administered within.

For pre-Kindergarten students, a Brigance skills assessment is administered to students in State Pre-K classes at the beginning and end of the school year to assist in identifying students that may have developmental or academic delays. The Brigance assessment requires pre- and post-assessment for comparison purposes; therefore, no data is available for the 2019-2020 and 2020-2021 school years.

Chart 1. Pre-Kindergarten Student Performance on the Brigance Assessment



In Grades 3-8, the State measures proficiency with the Smarter Balanced Assessment Consortium tests in English Language Arts (ELA) and Mathematics. To determine if groups are closing opportunity gaps, we look at the proficiency difference between the highest performing

2023 STIP Addendum

group and the other groups and determine if the gap, or difference, between them is reduced year after year.

The information presented in Table 3 demonstrates performance on the English Language Arts assessment by groups of students as they move through the school years. The cells with stars identify the highest performing group. The cells with green check marks identify those areas where the opportunity gaps were closed from the 2021 school year to the 2022 school year. This table shows the results of Opportunity Gap Success in ELA. A correlating table can be found in the Appendix with specific data results.

Table 3. Opportunity Gap Success from 2020-2021 to 2021-2022 on NV English Language Arts Assessment by Grade Level Cohort and Groups

	Female	Male	Am In/AK Native	Black	Hispanic	White	2+ Races	Asian	Pacific Islander	IEP	Not IEP	EL	Not EL	FRL	Not FRL
Overall	★				✓			★			★	✓	★	✓	★
Grades 3-4	★	✓			✓			★			★		★	✓	★
Grades 4-5	★				✓			★	✓		★		★	✓	★
Grades 5-6	★							★			★	✓	★	✓	★
Grades 6-7	★				✓	✓	✓	★			★		★	✓	★
Grades 7-8	★	✓	✓					★			★	✓	★	✓	★

Based on this information, the following details are significant in showing closure of gaps:

- The male group made progress in two age classes.
- The American Indian/Alaskan Native, White, Two or More Races, and Pacific Islander groups made progress in one age class; whereas the Hispanic group made progress to close the opportunity gaps in the overall range as well as three specific age classes.
- English Learners made progress in two age classes as well as the overall range.
- Students that qualify for Free or Reduced Lunch closed the opportunity gaps in every age class.

The information presented in Table 4 demonstrates performance on the Mathematics assessment by groups of students as they move through the school years. The cells with stars identify the

2023 STIP Addendum

highest performing group. The cells with green check marks identify those areas where the opportunity gaps were closed from the 2021 school year to the 2022 school year. This table shows the results of Opportunity Gap Success in Mathematics. A correlating table can be found in the Appendix with specific data results.

Table 4. Opportunity Gap Success from 2020-2021 to 2021-2022 on NV Mathematics Assessment by Grade Level Cohort and Groups

	Female	Male	Am In/AK Native	Black	Hispanic	White	2+ Races	Asian	Pacific Islander	IEP	Not IEP	EL	Not EL	FRL	Not FRL
Overall		★				✓		★			★	✓	★	✓	★
Grades 3-4		★	✓		✓	✓	✓	★			★		★	✓	★
Grades 4-5		★						★			★		★	✓	★
Grades 5-6	✓	★						★			★		★	✓	★
Grades 6-7		★	✓			✓		★			★		★	✓	★
Grades 7-8	✓	★	✓	✓	✓	✓		★			★		★	✓	★

Based on this information, the following details are significant in showing closure of gaps:

- The female group made progress in two age classes.
- Within the ethnic groups, Black and Two or more Races groups improved in one age class, the Hispanic group improved in two age classes, American Indian/Alaskan Native group improved in three age classes, and the White group improved in three age classes as well as in the overall range.
- English Learners made progress in the overall range.
- Students that qualify for Free or Reduced Lunch closed the opportunity gaps in every age class.

2023 STIP Addendum

Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life.

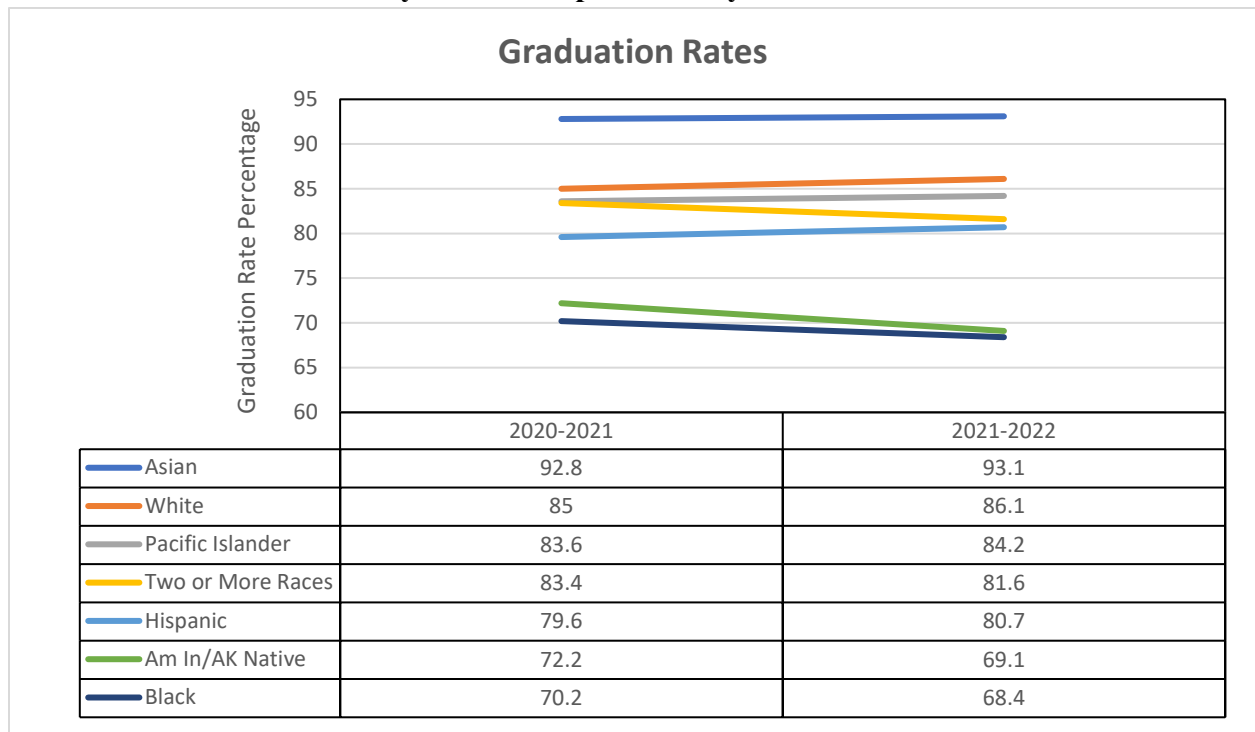
Success Strategy: Reduce graduation rate opportunity gaps.

NDE will collaborate with public schools and districts to close opportunity gaps in graduation rates by 75% across all student groups by 2025.

Supports provided by the Department include monitoring graduation requirements and supporting the implementation of Multi-Tiered Systems of Supports within districts and schools.

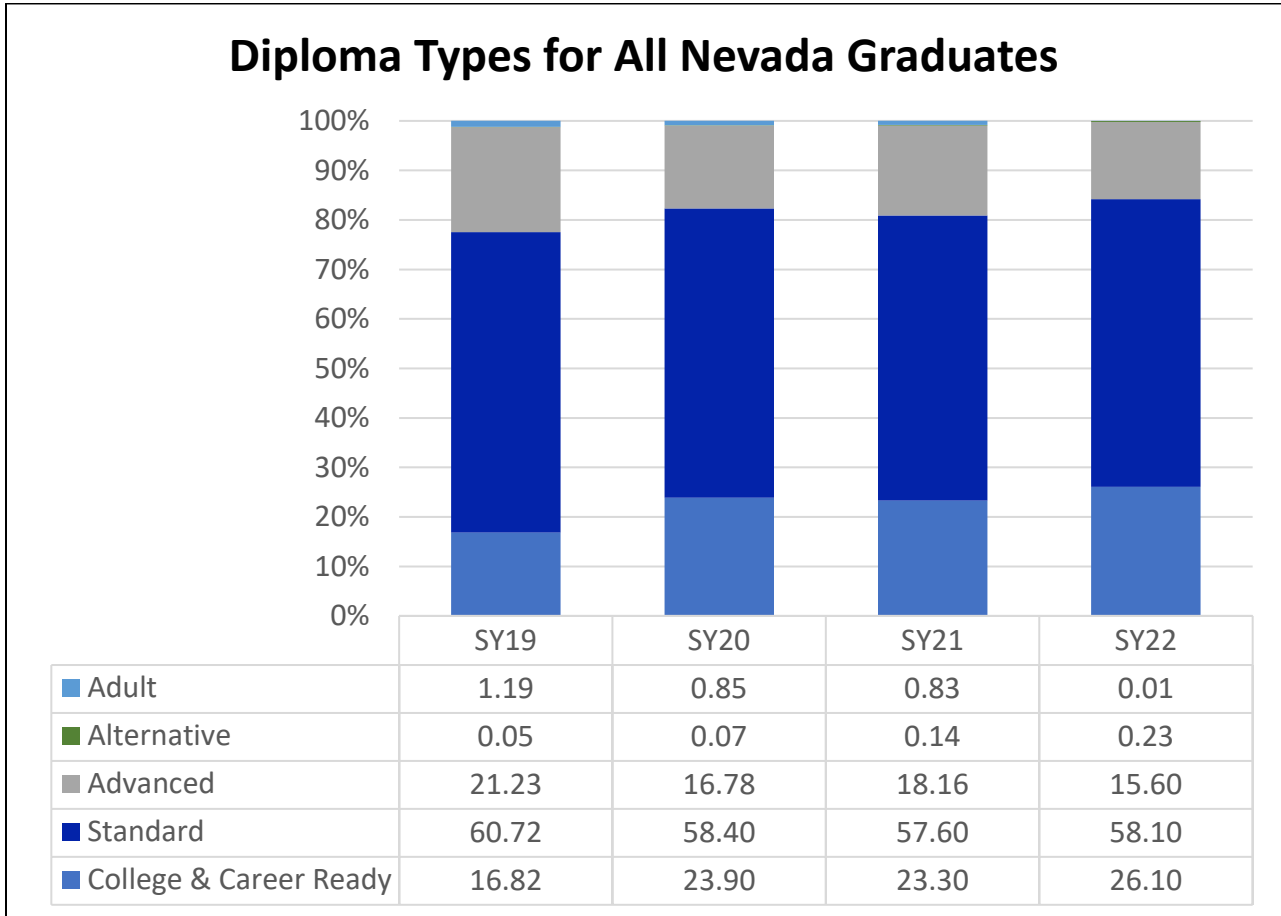
The data in Chart 2 shows the graduation rates of students for the 2021 and 2022 school years. Analysis of this data shows that the Hispanic, White, and Pacific Islander ethnic subgroups have reduced the graduation rate gap between themselves and the Asian subgroup, which has the highest graduation rate for both years.

Chart 2. Graduation Rates by Student Populations by School Year



The data in Chart 3 shows the changes in percentages of diploma types over the years. This data set directly aligns to the State Board of Education’s Goal #2 which is to have 50 percent of all graduates receive a College & Career Ready diploma. The 2022 graduating class had 26.1% of graduates receive this diploma, which is a 2.8% increase from the previous year.

Chart 3. Diploma Types for All Nevada Graduates



Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently and in accordance with legislative or grant guideline.

Success Strategy: Assess and manage risk.

NDE will assess State and federal funding recipients with a level of programmatic or fiscal management annually and will provide technical assistance to support the improvement of fiscal management and program implementation so that all recipients are rated “low risk” by 2025.

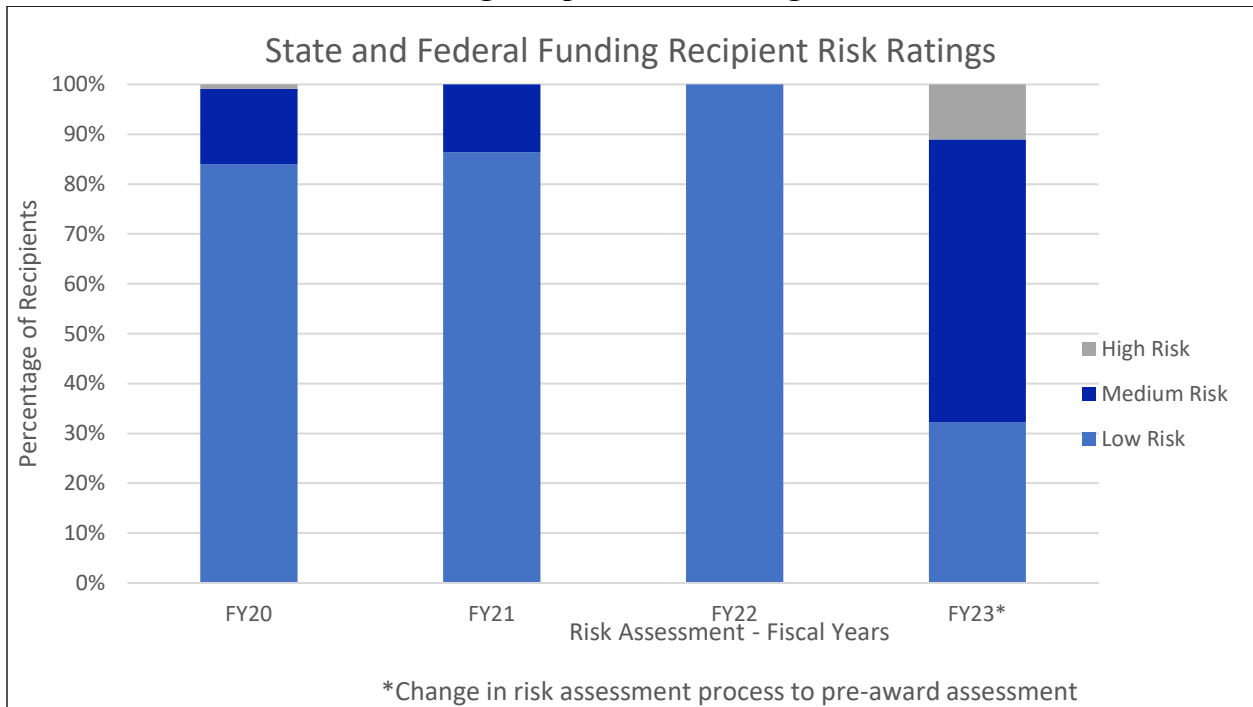
The Department of Education has risk assessment workgroups to evaluate recipients of all State and federal funding. These risk assessments allow appropriate supervision of subaward recipients to ensure proper obligations of funding and accurate expense tracking. Technical assistance is provided as needed and based on the rating of the recipients.

The data in Chart 4 indicates recipient risk statuses for fiscal years 2020-2023. This information shows the change in recipients receiving the “low risk” rating. A majority of recipients were

2023 STIP Addendum

rated “low risk” from 2020-2022; however, a change in the risk assessment process occurred for the 2023 fiscal year to correct audit findings and bring practices into compliance with Code of Federal Regulation and state regulations. The Department will continue this risk assessment process, but still maintains the strategy to provide assistance and support so that all recipients are rated “low risk” in future years.

Chart 4. State and Federal Funding Recipient Risk Ratings



Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

Success Strategy: Increase school safety.

NDE will support public schools and districts in creating environments where students and adults report feeling emotionally and physically safe as demonstrated by all schools meeting the benchmark of “Favorable” in safety on the school climate survey by 2023.

The Department currently includes multiple initiatives related to Safe and Respectful Learning Environments including support through SafeVoice reports and trainings related to Multi-Tiered Systems of Support, bullying prevention, and crisis response, just to name a few.

The Nevada School Climate and Social Emotional Learning Survey is administered annually with students, staff, and parents of schools. Table 5 and Table 6 display the annual statewide scores for the topics of Physical Safety and Emotional Safety as well as the number of schools that fall within the three designation statuses annually. Based on these results, all but less than

2023 STIP Addendum

one percent of schools have consistently scored in either the Favorable or Most Favorable categories for Emotional Safety and Physical Safety.

Table 5. School Climate and Social Emotional Learning Survey Results: Emotional Safety

Emotional Safety	Most Favorable	Favorable	Least Favorable
Fall 2019	150	540	2
Spring 2021	165	504	3
Fall 2021	132	584	2

Table 6. School Climate and Social Emotional Learning Survey Results: Physical Safety

Physical Safety	Most Favorable	Favorable	Least Favorable
Fall 2019	271	420	0
Spring 2021	444	225	0
Fall 2021	273	439	5

Conclusion

This report places focus on the Success strategies within the Statewide Plan for the Improvement of Pupils. It should be noted that there are a total of 36 strategies that meet at the cross-section of the values and goals of the Department.

The metrics used in the Success strategies allow measurement of the achievement of individual strategies as written. Although waivers and changes in learning environments during recent years have affected the collection of specific data, we know that some progress has been made, but there are areas of opportunity for the Department, Local Educational Agencies, and individual schools to improve.

Moving forward, the Department will begin to look at its ownership in each of the strategies and how it can leverage the staff to support districts, schools, educators, and students. This will require adjustments in the language of the strategies to ensure that the Department can measure the impact and success of the implementation.

2023 STIP Addendum

Appendix

Table 7. Annual ELA Proficiency Rates and Change in Proficiency for NV CRT by Grade Level Cohorts and Subgroup

ELA	Overall			Grade 3-4			Grade 4-5			Grade 5-6			Grade 6-7			Grade 7-8		
	2020-2021	2021-2022	Difference	2020-2021	2021-2022	Difference	2020-2021	2021-2022	Difference	2020-2021	2021-2022	Difference	2020-2021	2021-2022	Difference	2020-2021	2021-2022	Difference
Overall	41.4	43.7	2.3	36.4	42.7	6.3	40.3	45.8	5.5	42.3	40.9	-1.4	39.6	48.7	9.1	46.4	42.9	-3.5
Female	44.8	47.5	2.7	38.9	45	6.1	42.7	49.2	6.5	46.1	45.5	-0.6	42.9	53.8	10.9	51.3	47.6	-3.7
Male	38.1	40.1	2.0	34.1	40.4	6.3	37.9	42.5	4.6	38.6	36.5	-2.1	36.5	43.9	7.4	41.8	38.4	-3.4
Am In/AK Native	25.8	28.1	2.3	19.8	26.7	6.9	22.1	24.5	2.4	26.8	25.1	-1.7	28.8	35.6	6.8	30.8	36.5	5.7
Black	25.3	27.1	1.8	23.4	26.7	3.3	23.9	29.1	5.2	25.4	23.7	-1.7	23.2	32	8.8	30.8	26.9	-3.9
Hispanic	31.3	35.5	4.2	26.4	35	8.6	30.3	37.7	7.4	32.8	32.9	0.1	29.6	40.3	10.7	35.9	34.3	-1.6
White	53.8	56.7	2.9	49.4	55.6	6.2	54.6	59.5	4.9	54.8	53.6	-1.2	51	61.9	10.9	57.8	55.8	-2
Two or More Races	49.9	51.8	1.9	44.6	50.2	5.6	48	54.3	6.3	51.8	49.1	-2.7	45.9	56.7	10.8	55.7	50.2	-5.5
Asian	65.4	69.1	3.7	58.3	65.3	7	63.5	70	6.5	66.7	68.5	1.8	65.5	75	9.5	70.4	69.6	-0.8
Pacific Islander	37.8	38.6	0.8	30.4	34.3	3.9	34.5	41.7	7.2	36.7	35.4	-1.3	40.1	47.2	7.1	41.3	37.2	-4.1
IEP	12.9	14.0	1.1	16	17.3	1.3	15.6	14.6	-1	13.3	10.7	-2.6	9.8	12.9	3.1	9.9	9.4	-0.5
Not IEP	45.2	47.7	2.5	39.3	46.4	7.1	43.8	50.2	6.4	46.3	45	-1.3	43.4	53.2	9.8	50.8	46.8	-4
EL	8.3	12.8	4.5	12.2	17.9	5.7	11.9	12.7	0.8	5.6	5.8	0.2	<5.0	7.8	>2.8	5.1	5.5	0.4
Not EL	46.5	48.8	2.3	41.7	47.9	6.2	46.7	51.8	5.1	47.7	45.5	-2.2	43.4	53.9	10.5	50.9	47.8	-3.1
FRL	32.5	31.8	-0.8	28.1	30.8	2.7	31.4	33.5	2.1	34.5	28.9	-5.6	30.8	36.4	5.6	37	31.1	-5.9
Not FRL	59.2	55.4	-3.8	57	55.3	-1.7	61.7	58.3	-3.4	60.5	52.5	-8	54.9	60.1	5.2	61.6	53.2	-8.4

2023 STIP Addendum

Table 8. Annual Mathematics Proficiency Rates and Change in Proficiency for NV CRT by Grade Level Cohorts and Subgroup

Mathematics	Overall			Grade 3-4			Grade 4-5			Grade 5-6			Grade 6-7			Grade 7-8		
	2020-2021	2021-2022	Difference	2020-2021	2021-2022	Difference	2020-2021	2021-2022	Difference	2020-2021	2021-2022	Difference	2020-2021	2021-2022	Difference	2020-2021	2021-2022	Difference
Overall	26.3	29.8	3.5	32.1	34.9	2.8	28.2	29.2	1.0	24.2	26.3	2.1	23.4	26.3	2.9	27.4	22.2	-5.2
Female	23.9	27.2	3.3	29.2	31.6	2.4	24.7	25.6	0.9	21.5	24.2	2.7	20.9	23.2	2.3	25.0	21.4	-3.6
Male	28.6	32.3	3.7	34.8	37.9	3.1	31.5	32.6	1.1	26.8	28.3	1.5	25.7	29.2	3.5	29.7	23.0	-6.7
Am In/AK Native	12.2	15.7	3.5	16.0	22.3	6.3	13.1	11.9	-1.2	10.0	11.4	1.4	14.1	18.0	3.9	11.3	11.0	-0.3
Black	10.8	13.5	2.7	15.5	16.9	1.4	10.7	12.3	1.6	9.4	10.2	0.8	9.0	10.1	1.1	11.2	8.5	-2.7
Hispanic	16.7	21.1	4.4	21.6	25.6	4.0	17.9	20.1	2.2	14.9	17.6	2.7	14.5	18.4	3.9	18.0	14.3	-3.7
White	38.2	43.6	5.4	46.3	50.1	3.8	43.0	44.6	1.6	36.9	39.9	3.0	33.1	39.1	6.0	37.8	33.7	-4.1
Two or More Races	32.8	36.8	4.0	39.3	42.5	3.2	35.0	36.2	1.2	30.1	33.2	3.1	29.0	31.5	2.5	34.5	27.5	-7.0
Asian	51.4	56.4	5.0	57.3	60.5	3.2	52.3	54.9	2.6	47.7	53.6	5.9	48.9	52.5	3.6	54.4	50.1	-4.3
Pacific Islander	22.8	24.6	1.8	26.5	29.2	2.7	26.6	25.9	-0.7	17.3	20.3	3.0	20.6	21.7	1.1	25.3	17.7	-7.6
IEP	8.5	10.5	2.0	14.8	14.6	-0.2	11.6	9.5	-2.1	7.9	6.8	-1.1	5.4	6.0	0.6	5.7	<5.0	0.0
Not IEP	28.7	32.4	3.7	34.4	37.9	3.5	30.5	32.0	1.5	26.5	28.9	2.4	25.6	28.8	3.2	30.1	24.4	-5.7
EL	6.1	9.8	3.7	12.4	13.9	1.5	7.8	5.6	-2.2	<5.0	<5.0	0.0	<5.0	<5.0	0.0	<5.0	<5.0	0.0
Not EL	29.5	33.1	3.6	36.4	39.3	2.9	32.8	33.5	0.7	27.4	29.4	2.0	25.6	29.1	3.5	50.9	24.9	-26.0
FRL	18.1	18.8	0.7	23.0	23.0	0.0	18.8	17.6	-1.2	16.4	14.9	-1.5	15.7	15.6	-0.1	37.0	12.4	-24.6
Not FRL	59.2	55.4	-3.8	54.1	47.4	-6.7	50.7	41.0	-9.7	42.6	37.3	-5.3	36.7	36.2	-0.5	61.6	30.8	-30.8