Bureau of Indian Education Report on Student Achievement and Growth: 2014-15 to 2016-17

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nwea RESEARCH

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Executive Summary

Over the past six years, researchers from NWEA® have reviewed Bureau of Indian Education (BIE) NWEA assessment data to examine trends in BIE student achievement and growth. This year's report summarizing BIE student achievement and growth outcomes was guided by the following three research questions:

1. What are the **overall** grade-level achievement and growth trends in mathematics and reading across the BIE system during the three-year period from 2014-15 to 2016-17?

2. What are the achievement and growth trends in **individual BIE-funded schools** in mathematics and reading during the three-year period from 2014-15 to 2016-17?

3. What are the mathematics and reading achievement and growth results for specific **student subgroups** in individual BIE-funded schools during the 2016-17 year?

To address all three research questions, we calculated the median achievement percentile rank by grade, school, and student sub-group for students throughout the BIE system, as well as the percentage of students whose achievement level at the conclusion of each school year was at or above the 50th percentile based on NWEA's nationally representative student achievement norms. We also summarized student growth by evaluating the gains made by BIE students from fall-to-spring of each year compared to their fall-to-spring growth projections - the amount of growth we might expect to observe from BIE students based on their starting achievement level, their grade, the subject in which they tested, and the amount of instructional time between two test events. These growth projections are based on NWEA's nationally representative growth norms, and can be used to compare BIE student growth to the growth of other similar students across the country. Two outcome measures are used in this report to summarize BIE student growth: the conditional growth index (CGI), a standardized metric that indicates how BIE student growth differed from the growth projections, and the percentage of students who met or exceeded their fall-to-spring growth projections. This report summarizes student achievement and growth for all students in grades K-10 in the BIE system who participated in fall and spring testing.

The first research question provides a general overview of grade-level achievement and growth trends over the last three years for all students across the BIE system, as well as those students who tested in the fall and spring in each of the last three school years, and those students who only tested in the spring of each year. Research question two provides deeper insight into BIE student performance by examining achievement and growth trends over the prior three years for individual BIE-funded schools. Results for the second research question also include information on testing consistency - the proportion of students who tested in both the fall and spring in a given year, as opposed to just testing in the fall or the spring. The school-level results also include information about student attendance rates, summarizing the proportion of students in a school who were chronically absent – students who were absent from school on 10% of days or more. This information provides additional insight into the interpretation of

achievement and growth trends in BIE-funded schools. For question three, we examined achievement and growth results for specific student subgroups – students with an Individualized Education Program (IEP) and students with Limited English Proficiency (LEP).

Overall results indicate that BIE student achievement in mathematics and reading was below-average at all grade levels across each year, and that achievement has declined since 2014-15. Further, BIE student growth was also average to below-average across grades and subject areas, which helps explain the overall decrease in normative student achievement in the BIE system.

Individual school-level results show that the majority of schools had below-average achievement and growth results throughout the study period, though that was not the case for all BIE-funded schools. The school-level results also highlight the relationship between chronic absenteeism and student achievement and growth – chronically absent students had lower achievement and growth outcomes compared to non-chronically absent students, and schools with higher rates of chronic absenteeism had lower achievement. In addition, there were many schools with inconsistent testing practices – students who tested in either the fall or spring, but not at both terms. In order to accurately measure aggregate BIE student achievement and growth at the school level, testing practices must be consistent, with a high proportion of students in each school completing tests in both fall and spring terms. Improving testing consistency across the BIE system is essential for getting a valid picture of BIE student achievement and growth trends, in the current year and over time. Further, emphasizing improvements to BIE student attendance rates represents a clear and significant area of attention for BIE stakeholders and policymakers in an effort to positively affect BIE student achievement and growth patterns.

Our results also show that IEP/LEP students had similar growth compared to the overall BIE student population across subjects during the 2016-17 academic year (i.e. generally below average). IEP students had lower overall achievement compared to all students, while LEP student achievement was fairly consistent with overall achievement results.

While student outcomes were generally below average, we found several BIE-funded schools with high levels of achievement and/or growth throughout the BIE system. There are several examples of schools with significantly above-average student outcomes in the most recent year (including for student subgroups), as well as schools that appear to have demonstrated significant improvements with their students over time. In general, these schools also tended to have low levels of chronic absenteeism and high levels of testing consistency.

Ultimately, the results from this report are not meant to evaluate the educational quality of programs or schools within the BIE system, nor do they provide an indication as to the specific reasons students and schools performed as they did. Rather, these results provide a description of recent trends in student achievement and growth in the system that can be used to identify opportunities for improvement, and focus attention on policies and practices that may help to drive sustained improvements for students in individual BIE-funded schools and throughout the BIE system.

Introduction

Since 2011, NWEA has provided the Bureau of Indian Education (BIE) with comprehensive reports describing achievement and growth trends for students across the BIE system. This report is the fifth in that series, and includes a comprehensive overview of test results for specific student subgroups by individual BIE-funded school, along with data about testing and attendance patterns within these schools.

The overall goal of this report is to provide actionable information to BIE stakeholders and policymakers about trends in BIE student achievement and growth in mathematics and reading from 2014-15 to 2016-17. This report is not an evaluation of policies and practices across the BIE, nor should these data be used to identify which schools are more or less effective. Instead, our intent for this report is that it be used to inform conversations among educators and policymakers about changes in student growth and achievement over time within the BIE system. Ideally, data from this report will be used to recognize areas of strong performance or improvement within the system, while also helping to identify opportunities to intervene in schools where change is needed.

In the remainder of this section, we provide high level descriptions of the BIE and NWEA, as well as a detailed overview of the BIE and NWEA partnership. We also describe the research questions that guided our analyses of student achievement and growth, and provide an overview of the structure of the remainder of this report.

Bureau of Indian Education

The BIE school system was designed to meet the Federal government's commitment to provide for the education of American Indian and Alaska Native children. The guiding mission of the BIE is to provide quality education opportunities from early childhood through life in accordance with a tribe's needs for cultural and economic well-being, in keeping with the diversity of Indian tribes and Alaska Native villages as distinct cultural and governmental entities. The BIE also strives to address whole students by considering spiritual, mental, physical, and cultural aspects of the students within their family and tribal or village context. The BIE oversees the management of education functions, the supervision of program activities, and approves expenditures for education services or programs. Through the design and execution of effective education programs, the BIE contributes to the development of quality American Indian and Alaska Native communities.

Currently, the Bureau of Indian Education serves over 47,000 individual students and oversees a total of 183 elementary, secondary, residential and peripheral dormitories across 23 states. 131 schools are tribally controlled under P.L. 93-638 Indian Self Determination Contracts or P.L. 100-297 Tribally Controlled Grant Schools Act, and fifty-two schools are operated by the Bureau of Indian Education. The Bureau of Indian Education also oversees two (2) post-secondary schools: Haskell Indian Nations University and Southwestern Indian Polytechnic Institute.

For more information on the Bureau of Indian Education, please visit www.bie.edu.

NWEA

NWEA is a research-based, mission-driven, not-for-profit organization that supports students, schools, and educators worldwide by creating assessment solutions that accurately and precisely measure achievement and growth, and provide insights to help educators tailor their instruction for students. For 40 years, NWEA has developed innovative pre-K – 12 assessments, professional learning that fosters educators' ability to accelerate student learning, and research that supports assessment validity and data interpretation. These products and offerings are designed to support NWEA's organizational mission – "Partnering to Help all Kids Learn."

Educators in 140 countries and more than half the schools in the U.S. rely on NWEA's flagship interim assessment, MAP® Growth™, to inform decisions about student needs and progress within a school year and over time. These assessments provide data on what students are ready to learn, how students compare to their peers, and predicted performance on external measures of student proficiency or college readiness, including predictions to end-of-year state assessments and college entrance examinations.

For more information on NWEA, please visit NWEA.org.

NWEA & BIE Partnership

Beginning in 2009, NWEA began working in partnership with the BIE to provide them with a consistent assessment solution—the MAP Growth assessments—that could be used to evaluate and track student achievement and growth outcomes across schools within the BIE system, regardless of their geographical location. A key component of this partnership is reports such as this, to help synthesize the outcomes of all students in the BIE system into general trends observed in BIE student performance in the current year and over time.

Additionally, NWEA provides regular technical assistance to schools to support staff in their assessment administration, as well as accessing and interpreting student-, class-, and school-level reports. NWEA conducts regular professional development workshops with BIE-funded schools' instructional staff and Education Resource Center (ERC) staff across the BIE system, including training around the application of reports, and how to use MAP Growth data to inform instruction. NWEA also provides staff at BIE-funded schools with data coaching, helping them understand how MAP Growth data can be used to inform instructional and programmatic decisions in combination with other data sources. Similar support and assistance, including system-wide summaries of achievement and growth outcomes, is provided to the Associate Deputy Director (ADD) and ERC staff.

Research Questions & Report Overview

In this report, we summarize BIE student achievement and growth at three different levels of aggregation – system-wide (by grade and overall), at the individual school level, and for particular student subgroups of interest. Specifically, this report was guided by the following three research questions:

1. What are the **overall** grade-level achievement and growth trends in mathematics and reading across the BIE system during the three-year period from 2014-15 to 2016-17?
2. What are the achievement and growth trends in **individual BIE-funded schools** in mathematics and reading during the three-year period from 2014-15 to 2016-17?
3. What are the mathematics and reading achievement and growth results for specific **student subgroups** in individual BIE-funded schools during the 2016-17 school year?

For the first research question, we examined overall trends in BIE student achievement and growth across all BIE-funded schools that administered NWEA MAP Growth assessments, and present this information by grade and subject area. We summarized this information for all students in grades K-10[1] who tested in the fall and spring of each individual year, and for students with fall and spring test results across all three years. We also summarized student achievement for those students with only a spring test result in a given year. Each of these student groups provide a different perspective on achievement and growth trends over time within the system. In particular, we were interested in understanding if differences in achievement and growth exist between students who consistently attended a BIE-funded school and students who moved into or out of the BIE system during the three-year period.

Results from the second research question show three-year achievement and growth trends on the MAP Growth assessments in individual BIE-funded schools. These summaries are useful, as they can help BIE stakeholders identify schools with strong improvement in the system, and schools where additional support or resources may be needed.

To add additional context to these achievement and growth results, we also show the overall level of testing consistency during the 2016-17 school year in our summary tables. Testing consistency is based on the percentage of total students within a school who tested in both the fall and spring, as opposed to just one testing term (fall or spring). The summary tables also include information on the percentage of a school's students who were chronically absent in 2016-17 – those students who missed 10% or more of the total days of school. Both of these metrics provide insight into if BIE students consistently attended school, and if not, how that may be related to student achievement and growth outcomes.

For the final research question, we focused specifically on summarizing achievement and growth outcomes for students with a Limited English Proficiency (LEP) designation and those students identified for Individualized Education Program (IEP) services. We present results for these students from the 2016-17 school year only. Results from this research question allow for a more nuanced understanding of how

[1] We limit our analyses to only grades K-10 as these are the grades for which growth norms are available. We describe this in greater detail in the Methods section.

these groups of students achieved and improved in comparison to all students within a school during this past school year, and can provide additional context in the interpretation of overall school-level results. These results can also be useful in identifying where additional targeted interventions and services may be needed to help generate sustained or greater improvements for these student subgroups.

In the following Methods section, we provide a detailed overview of the analytic sample, and describe the MAP Growth assessments that serve as the achievement and growth outcome measure used in this report. This section also includes a description of the metrics used to summarize BIE student achievement and growth, as well as the specific approaches used for each of the three research questions. Following the Methods section, the Results section includes a description of the findings for each of the research questions, and the report concludes with a discussion of the implications of the findings from this research. Summary tables of individual BIE school-level results for the second and third research question are included in appendices at the conclusion of the report.

Methods

Student & School Sample

In this report, we evaluated BIE achievement (spring) and growth (fall-to-spring) in mathematics and reading for students in grades K-10 during the 2014-15, 2015-16, and 2016-17 school years. Students in all BIE-funded schools that administered the MAP Growth assessments are included in this report, with the exception of schools that did not provided permission for their results to be summarized in reports such as this.

For our summaries of BIE test results, we included only students with complete testing records in a given year, meaning that a student tested in both the fall and spring. This restriction is placed on our sample as these are the only students for whom growth can be measured, and ensures consistency in the students included across achievement and growth summaries. This restriction also allowed us to track the test performance for only those students for whom we can be certain were educated in the BIE system during the entire school year, using test events at both terms as a proxy for this.

Of course, this also means that we have likely excluded some students from these analyses who were in the BIE system for the entire school year, but for whatever reason, did not take the MAP Growth assessments in either the fall or spring (or both), and never received make-up testing. This could include students who were absent on the day of testing, but could also include students who were no longer enrolled in a school during a particular testing period. In other words, a student who did not test in the spring may be an indicator that this student simply missed school on the day the spring test was administered (and never made up the test). Or it could be that this student transferred out of the school – or dropped out altogether – prior to the spring test administration. The data available to us for this report did not provide any indication as to why a student did not have a test event, only if they did or did not have test events from both the fall and spring.

Including only those students with both a fall and spring test result is important for the purposes of consistency—we do not want achievement results to be based on a substantively different set of students compared to the sample used to generate growth results. However, as we show in the overall results for our first research question (and will explain in greater detail in the Results section of this report), this restriction may also mean that we are potentially introducing selection bias into the achievement and growth summaries. Students with inconsistent testing patterns may have higher levels of mobility compared to students who tested in both the fall and spring, or a higher number of absences during a particular school year. Intuitively, if that is the case, then the students more likely to miss testing may also be those students more likely to miss school, and these students generally have lower achievement and/or growth outcomes than their peers who do not miss school. As such, the results presented in this report should be interpreted with some caution, especially when interpreting school-level results in schools with a high chronic absenteeism rate or a large percentage of students for whom growth could not be measured (i.e. low testing consistency).

The total sample of BIE students and schools included in this report is shown in Table 1. "Students Tested – Fall & Spring" student counts indicate those students in grades K-10 who tested in both the fall and spring in a given year, compared to the "Total Students Tested"– those students who tested in either the fall or the spring, but not both testing terms. These summary data indicate that a fairly large subset of BIE students did not have complete testing records in each of the three study years (~9,000 to 11,000 students per year).

Unlike reports from prior years, the student and school counts are fairly stable over time. This means that year-over-year achievement and growth results are less likely to be influenced by substantive differences or shifts in the schools that utilize MAP Growth testing (or the composition of students in those schools) across the three-year study period.

Table 1. Total Number of BIE Students and Schools, 2014-15 to 2016-17

	2014-15			2015-16			2016-17		
	Total Students Tested	Students Tested – Fall & Spring	Schools	Total Students Tested	Students Tested – Fall & Spring	Schools	Total Students Tested	Students Tested – Fall & Spring	Schools
Math	35,326	26,783	143	36,727	26,170	144	36,313	25,806	143
Reading	35,270	26,853	143	36,659	26,188	143	36,369	25,691	142

NWEA Testing

The primary aim of this report is to provide a summary of BIE student achievement and growth results in the current year and over the past three years for all students in the BIE system who were assessed on NWEA MAP Growth assessments during that period. One of the primary benefits of using these assessments for this purpose is that the MAP Growth assessments are aligned to the content standards in each individual state, with test items drawn from a single pool of calibrated items. Because NWEA assessments are aligned to individual state standards and results are reported on a common scale (the RIT scale), comparisons of student achievement and growth trends can be made across schools in different states. These comparisons are not possible using end-of-year summative state test results, given that a common state summative assessment is not employed across many of the states where BIE-funded schools are located.

The MAP Growth assessments are computer-adaptive assessments, meaning that the difficulty of items a student receives adjusts to his or her achievement level. If a student gets an item correct, the next item will be a more difficult item, and vice versa. The goal of this adaptive approach is to provide a student with items at a difficulty level commensurate with his or her current achievement level. This allows for an efficient testing experience for students, as they do not need to spend time responding to items well-above or well-below their current achievement level. In turn, targeting items to students based on their achievement level in this adaptive process provides the maximum amount of information about a student's achievement level from every item response. When combined with an equal-interval scale that

is unconstrained by grade, the MAP Growth assessments provide a high and consistent level of precision (i.e. low standard error of measurement) in the estimation of student achievement for all students across the achievement distribution, including for those students well-above or well-below "grade level."

Student achievement can be estimated on these assessments in four content areas: mathematics, reading, language usage, and science. For the purposes of this report, we focus solely on mathematics and reading, as those are the most commonly measured content areas across BIE-funded schools. The assessments can be administered at multiple points throughout the year – generally the fall, winter, and spring, though some schools also administer the test in the summer – allowing for the monitoring of student progress in these content areas within a school year and over time. The frequency of testing also allows educators to identify differential student needs at the start of the year, and make adjustments to their instruction or identify additional sources of support for students based on how students are progressing in subsequent testing periods. Each assessment takes students approximately 45-60 minutes to complete, with variations in average times based on the grade or subject area. The mathematics assessment is comprised of 50 operational test items and the reading assessment is comprised of 40 operational test items.

NWEA regularly conducts norming studies to help contextualize student achievement and growth, with the most recent norming study completed in 2015.[2] The norming study provides information about achievement and growth for individual students and groups of students, with these nationally representative norms derived from the testing data from over 10 million students. Relevant to this report are both the student achievement and growth norms, as they allow for comparisons of BIE student performance to other students across the nation in the same grade and subject area. Achievement and growth norms are available in mathematics and reading for students in grades K-10, which is the primary reason why we focus on students in these grades in this report. We elaborate further in the following section about how the application of these norms can be useful in the interpretation of BIE student achievement and growth results in the current year and over time.

Overview of Measures of Student Achievement & Growth

We employed several different metrics across each of our research questions to help contextualize BIE student achievement and growth relative to NWEA's nationally representative norming sample.

We summarized spring achievement by grade, school, year, and student sub-group in two different ways. First, we computed the ***median student percentile*** at different levels of aggregation. This metric provides an indication of the achievement level of the "middle student" within a group of students, and shows how BIE student achievement compared to the achievement of other students across the United States in the same grade and subject area. Median percentile ranks below the 50th percentile are generally indicative of below-average achievement among a group of students; conversely, median percentile ranks above the 50th percentile are indicative of above-average achievement. For example, a school with a median student percentile at the 30th percentile indicates that half of the students in the school had achievement levels

[2] Thum, Y.M., & Hauser, C.H. (2015). *NWEA 2015 Norms for Student and School Achievement and Growth. NWEA Research Report*. Portland, OR: NWEA

below the 30th percentile, and the other half was above the 30th percentile. The further above or below the median percentile value is from the 50th percentile, the higher or lower respectively the overall achievement of the group of students generally is.

We also summarized BIE student achievement in a similar but alternative fashion by computing the ***percentage of students at or above the 50th percentile***. As with the median student percentile, this metric allows us to understand how BIE student achievement compares to other students in the same grade and subject area across the nation, and understand what percentage of BIE students had average to above-average achievement. Using this metric, the greater the percentage of students at or above the 50th percentile, the greater the overall average achievement among that group of students.

We also evaluated the gains BIE students demonstrated from the fall to spring in each year, and summarized this growth relative to NWEA's growth projections. These growth projections, based on NWEA's nationally representative growth norms, provide an indication about how much growth we might expect to observe from a student based on the student's starting achievement level (RIT score), grade and subject area, and the number of instructional weeks between the fall and spring test events. We would not expect a low-achieving 1st grader in mathematics to show the same amount of raw gain over the course of a year as a high-achieving 8th grader in reading, and the growth projections used as the point of comparison to evaluate BIE student growth reflect that students have differing growth trajectories depending on their grade, subject, and starting achievement level. Further, students with a greater number of instructional weeks between test events show greater gains than students with fewer weeks, and so the projections in this report are also adjusted to reflect when in the school year BIE students tested. This allows us to determine to what extent BIE student growth fell short or surpassed the growth of other similar students across the nation.

The first metric we used to summarize BIE student growth is the ***average conditional growth index*** (CGI). The CGI is a standardized score, or z-score, with results expressed in standard deviations, that indicates how BIE student growth compares to that of other similar students. An average CGI of 0 indicates that overall, a group of students showed growth that was equivalent to their growth projections. Average CGI values greater than 0 indicate that the growth of a group of students was greater than their growth projections (growth was above average), and conversely, average CGI values less than 0 indicate that student growth was less than their growth projections (growth was below average). For example, a school with an average CGI of 0.50 would indicate that, on average, students in this school showed growth that was one-half standard deviation above their growth projections. In general, average CGI values between -0.19 and 0.19 indicate that growth was approximately average, with values outside that range indicating growth that was meaningfully different from average, either in a positive or negative direction.

The second growth metric used in this report is the ***percentage of students meeting or exceeding their growth projections***. This metric summarizes the percentage of students whose growth met or exceeded that of other similar students (again, based on a student's grade, subject, starting achievement level, and the number of instructional weeks between test events). In general, most grades/schools tend to have

approximately 50-55% of their students meet or exceed their growth projections. This metric indicates how many BIE students exceeded their growth projections, compared to the average CGI, which indicates the extent to which BIE student growth exceeded or fell short of their growth projections.

BIE student growth is an important area of focus, given how above-average growth contributes to improved student achievement. For example, if a student has below-average achievement at the start of the year, such as at the 30th percentile, then that student would need to show growth greater than other students at that same achievement level, and in the same grade and subject area, in order to improve his or her own achievement rank. Conversely, if a student shows below-average growth, his or her achievement rank will generally decrease relative to other similar students. For this reason, schools with above-average growth will likely see improvements in the overall achievement level in subsequent terms, and vice versa.

RQ1: Overall BIE System Achievement & Growth Trends

For the first research question, we examined achievement and growth trends across the BIE system. We present this information by grade and overall (aggregated across grades), using the aforementioned four metrics to summarize BIE student achievement and growth. We also summarize mean RIT scores and standard deviation of scores by grade to further illustrate changes in average achievement over the prior three years.

Results are shown for three different student groups. Our primary analyses are for those students in grades K-10 with fall and spring test scores in a given year. These results, shown by grade, are the bolded values in the summary tables.

We also summarized results for an "intact" group of BIE students – these are students who were in grades K-10 across all three year of the study, and who also had testing data from each of the fall and spring terms during the three-year study period (six test events in total). It is not unreasonable to conclude that these are students with minimal mobility and/or attendance issues given their consistent testing patterns. These are also students who attended a BIE-funded school across all years, so the results for these students provide an opportunity to review how the outcomes for those students consistently educated in the BIE system changed over time.

We also examined student achievement in a given school year for those students who were "new" – these are students who did not have a fall test score during a particular year, but did have a spring test score. We label these students as new given that some, and perhaps many, of them were new to that school at some point during the year. However, because we do not have data for these students from the fall, it is unclear to what extent these are students new to the school, as opposed to students who were in the school the entire year but simply did not test in the fall for whatever reason. Irrespective of the reason for why they did not have fall data, we can still use the results for these students as a proxy for what the achievement outcomes for students without complete testing records looks like. That is, do these students tend to be notably different, based on their achievement results, compared to those students with complete testing records (i.e. those students for whom growth can be measured)? These results also provide some indication about how the overall end-of-year achievement results would shift if these students were

included in the overall summary, instead of being excluded because they are students for whom growth could not be measured.

RQ2: Achievement & Growth Trends in Individual BIE-Funded Schools

For the second research question, we examined BIE student achievement and growth in individual BIE-funded schools. Across all three years, we summarized student test performance for all schools that tested more than 11 students during a particular year, with results suppressed for those schools with test results for fewer than 11 students (denoted with a '#').

In addition to achievement and growth information, the school summary tables also include information on testing consistency and chronic absenteeism in each individual school based on data from the 2016-17 school year. Testing consistency was estimated based on the total number of students with a test score from either the fall or spring, divided by the total number of students with both a fall and spring test score. This metric provides information about the total percentage of students in a school on which achievement and growth results are based. The closer to 100% this percentage is, the more representative the results likely are of a school's entire student body. Conversely, the further away from 100% this percentage is, the more caution is needed when interpreting a school's test results.[3]

Attendance data were obtained from the BIE and matched to BIE student MAP Growth results to compute the percentage of students with testing data who were chronically absent during the 2016-17 school year. For the purposes of this report, chronically absent was defined as a student missing 10% or more of the total days of school membership. This definition is consistent with how chronic absenteeism is commonly defined in literature and practice.[4] We provide an overview of the achievement and growth outcomes for chronically absent students compared to non-chronically absent students across the BIE system. We also show at the school level how attendance appears to relate to end-of-year student achievement.

We attempted to match each student with a test record to their attendance data. However, only 82% of students with MAP Growth results could be matched with their attendance information.[5] For schools with match rates below 80%, we placed an asterisk (*) next to the school's name. Rates of chronic absenteeism in schools with match rates below 80% may not be representative of the broader student body, and as a result, evaluations of attendance outcomes in these schools should also be interpreted with caution. We opted to not include attendance information for three schools with match rates below 50%[6], as we did not

[3] School enrollment data were not available for this report, so we were not able to compute what percentage of students actually enrolled in a school had fall and spring test scores. The approach used in this report serves as a proxy for testing consistency, but may not fully capture how consistent (or not) testing practices were in individual BIE-funded schools.

[4] For example, see Chang, H.N, & Romero, M. (2008). *Present, engaged, and accounted for: The critical importance of addressing chronic absence in the early grades*. New York, NY: National Center for Children in Poverty.

[5] There was not a common student ID in both datasets that could be used to match student attendance/demographic data with their MAP Growth results, which likely contributed to a low match rate. Instead, we matched the datasets using student first and last name, date of birth, grade, and school name.

[6] Those schools are Mariano Lake Community School, Quileute Tribal School, and Shoshone-Bannock School District #512.

want conclusions about chronic absenteeism to be made based on data from less than half of the students in these schools.

The inclusion of testing consistency and chronic absenteeism information provides important context in reviews of schools' performance, and may also help explain why schools have higher or lower levels of achievement and/or growth compared to other schools across the system. For example, the results for schools with a high percentage of students with fall and spring test events likely provide an unbiased and representative perspective about overall achievement and growth outcomes in those schools. Or, if a school has below average achievement and/or growth outcomes, one possible reason for that may be related to low student attendance, which is reflected in a high percentage of students in that school who met the chronic absenteeism definition. These additional metrics should provide useful information to stakeholders when reviewing and interpreting the performance of individual BIE schools, and should help identify schools where steps need to be taken to improve testing practices or help keep students more engaged in school.

RQ3: Subgroup Achievement & Growth Results in Individual BIE-Funded Schools

For our final research question, we examined achievement and growth outcomes for student subgroups in individual BIE-funded schools during the 2016-17 school year. Specifically, we summarized the achievement and growth of students designated as eligible to receive Individualized Education Program services (IEP – i.e. special education services), as well as those students identified as having Limited English Proficiency (LEP). In the summary tables, we also show the overall results from 2016-17 for all students in these schools (including students in these subgroups) for additional context.

Similar to the prior research question, we matched demographic data provided by the BIE to student MAP Growth results. Schools with match rates below 80% have an asterisk next to their name, and results for student sub-groups in those three schools with match rates below 50% have been suppressed. We have also removed schools from this final set of summary tables if the schools had fewer than 11 students identified in each of the subgroups, or because they had no identified IEP or LEP students.

The results for all three research questions are described in the following section. Grade-level RIT score means and standard deviations for the first research question, and school-level results for the second and third research questions, are included in tables in the appendices at the conclusion of the report.

Results

RQ1: Overall BIE System Achievement & Growth Trends

For the first research question, we examined overall achievement and growth trends across the BIE system from 2014-15 to 2016-17 for students in grades K-10. Mathematics and reading normative achievement results are shown in Tables 2 and 3 respectively.

Across both subject areas, BIE student achievement is below-average across all grades and subject areas, and in some grades/subject areas, achievement is well below-average. The overall results, summarized across all grades, show a median achievement percentile at or near the 30th percentile across the three-year period, with only 26% to 31% of students, depending on the subject and year, scoring at or above the 50th percentile.

In both subjects, overall aggregate achievement is lower in the most recent year compared to prior year achievement, with this decrease more apparent in certain grade/subject areas. For example, students in kindergarten in mathematics had a median percentile rank at the 41st percentile in 2014-15, and 43% of those students were at or above the 50th percentile. In 2016-17, the median percentile rank for kindergartners was at the 31st percentile, with only 33% of these students at or above the 50th percentile. These declines in achievement are also apparent based on changes in mean BIE student RIT scores, which are summarized by subject in tables in Appendix A.

Normative student achievement in elementary school is at its highest for students in kindergarten, and then decreases until students enter 7th grade. Achievement for 10th grade BIE students is the highest across all grade levels, most especially in reading, where student achievement is slightly below average (median percentile rank at the 44th percentile in the most recent year, with 43% of students at or above the 50th percentile).

Achievement for the "intact" group of students – those students with fall and spring test events across all three years of the student period – is slightly higher across all grades and subject areas compared to overall achievement results. These students represent just under half of the entire sample of BIE students in a year, which indicates that students not in this "intact" group had slightly lower average achievement compared to the broader group of BIE students. It is reasonable to believe that students with a consistent and stable education within the same school or system may have better outcomes than students with less consistency or stability. That appears to be somewhat true here, though the magnitude of the difference between the overall and intact groups is not particularly large.

Conversely, "new" students – those students who had a spring test score, but not a fall test score, during a particular school year – had notably lower achievement levels in the majority of individual grade and subject areas across all three study years compared to the overall sample of BIE students. We also examined the achievement for those students with only a fall test score in a given year – those students who may have left their school at some point after the fall test (results not shown). The achievement level for these students was also lower than those students with a fall and spring test result, though not to the

extent of the "new" students. This supports the point that those students missing a test result from the fall or spring tend to be lower-achieving compared to those students with fall and spring test events, and that overall student achievement in the BIE system would likely be lower if the test results for students with a missing test event were included.

Table 2. Mathematics Achievement in the BIE System, 2014-15 to 2016-17

	2014-15			2015-16			2016-17		
Grade	Number of Tests	Median Percentile	% at 50th Percentile	Number of Tests	Median Percentile	% at 50th Percentile	Number of Tests	Median Percentile	% at 50th Percentile
K	**2,879**	**41**	**43%**	**2,517**	**38**	**38%**	**2,618**	**31**	**33%**
Intact	1,617	41	43%						
New	539	28	30%	804	25	32%	693	23	26%
1st	**2,930**	**39**	**35%**	**2,761**	**39**	**36%**	**2,746**	**33**	**31%**
Intact	1,681	39	37%	1,546	39	38%			
New	457	26	21%	479	24	22%	398	24	18%
2nd	**3,041**	**35**	**35%**	**2,876**	**35**	**34%**	**2,704**	**32**	**29%**
Intact	1,859	35	35%	1,663	35	34%	1,503	35	31%
New	352	25	26%	449	23	23%	486	30	29%
3rd	**2,890**	**30**	**27%**	**2,748**	**32**	**26%**	**2,685**	**27**	**23%**
Intact	1,758	35	30%	1,820	32	28%	1,649	30	25%
New	357	20	20%	445	17	15%	482	26	23%
4th	**2,812**	**26**	**24%**	**2,687**	**26**	**22%**	**2,748**	**23**	**20%**
Intact	1,655	29	26%	1,755	30	25%	1,792	26	22%
New	308	15	13%	448	17	15%	314	17	14%
5th	**2,626**	**28**	**26%**	**2,537**	**26**	**23%**	**2,703**	**24**	**23%**
Intact	1,372	30	28%	1,644	28	26%	1,755	26	25%
New	258	20	19%	393	17	14%	333	17	13%
6th	**2,518**	**27**	**23%**	**2,497**	**27**	**24%**	**2,601**	**25**	**22%**
Intact	1,284	27	25%	1,366	29	27%	1,648	27	24%
New	279	18	13%	427	16	15%	337	14	13%
7th	**2,261**	**29**	**28%**	**2,223**	**29**	**25%**	**2,173**	**26**	**24%**
Intact	628	27	23%	1,288	33	30%	1,357	29	27%
New	287	19	17%	334	19	12%	277	22	19%
8th	**2,214**	**36**	**33%**	**2,217**	**36**	**33%**	**2,126**	**34**	**30%**
Intact	531	36	33%	614	33	27%	1,290	36	35%
New	283	23	20%	350	24	21%	290	23	21%
9th	**1,437**	**33**	**27%**	**1,642**	**35**	**30%**	**1,424**	**30**	**24%**
Intact				542	37	30	625	30	23%
New	398	30	23%	383	28	19%	620	35	33%
10th	**1,175**	**40**	**34%**	**1,465**	**42**	**39%**	**1,278**	**38**	**35%**
Intact							530	38	38%
New	412	40	37%	356	36	31%	525	40	36%
Overall	**26,783**	**33**	**31%**	**26,170**	**33**	**30%**	**25,806**	**29**	**26%**
Intact	12,385	33	32%	12,238	33	30%	12,149	30	27%
New	3,930	25	23%	4,868	23	21%	4,755	26	24%

Table 3. Reading Achievement in the BIE System, 2014-15 to 2016-17

	2014-15			2015-16			2016-17		
Grade	Number of Tests	Median Percentile	% at 50th Percentile	Number of Tests	Median Percentile	% at 50th Percentile	Number of Tests	Median Percentile	% at 50th Percentile
K	**2,822**	**37**	**36%**	**2,517**	**32**	**31%**	**2,631**	**29**	**27%**
Intact	1,591	37	36%						
New	574	24	26%	800	26	28%	716	21	20%
1st	**2,950**	**33**	**31%**	**2,798**	**30**	**29%**	**2,706**	**28**	**24%**
Intact	1,646	33	31%	1,524	33	30%			
New	426	19	18%	455	21	19%	462	23	20%
2nd	**3,004**	**31**	**28%**	**2,863**	**33**	**29%**	**2,701**	**28**	**27%**
Intact	1,791	31	29%	1,632	33	31%	1,484	31	30%
New	354	23	22%	454	20	20%	471	26	25%
3rd	**2,909**	**26**	**24%**	**2,747**	**28**	**25%**	**2,666**	**26**	**23%**
Intact	1,759	28	26%	1,753	28	25%	1,617	28	25%
New	360	20	18%	467	15	20%	492	25	19%
4th	**2,807**	**25**	**22%**	**2,686**	**25**	**21%**	**2,749**	**25**	**22%**
Intact	1,689	27	23%	1,756	28	24%	1,729	27	24%
New	305	18	13%	445	19	17%	315	19	15%
5th	**2,648**	**25**	**21%**	**2,569**	**25**	**22%**	**2,671**	**23**	**20%**
Intact	1,379	25	22%	1,681	27	23%	1,755	25	21%
New	282	21	18%	393	19	16%	349	19	17%
6th	**2,529**	**25**	**22%**	**2,511**	**26**	**23%**	**2,625**	**25**	**21%**
Intact	1,275	25	24%	1,375	28	25%	1,686	25	22%
New	295	21	15%	427	19	16%	342	17	15%
7th	**2,283**	**29**	**25%**	**2,228**	**29**	**27%**	**2,161**	**27**	**27%**
Intact	628	27	20%	1,284	32	30%	1,365	30	29%
New	269	23	19%	358	19	16%	292	21	21%
8th	**2,234**	**33**	**31%**	**2,235**	**33**	**32%**	**2,112**	**33**	**31%**
Intact	534	33	30%	618	30	28%	1,284	35	35%
New	294	22	20%	352	28	25%	290	25	21%
9th	**1,404**	**34**	**32%**	**1,587**	**34**	**32%**	**1,406**	**34**	**29%**
Intact				542	34	32%	630	31	28%
New	369	34	27%	422	31	25%	592	34	34%
10th	**1,263**	**43**	**42%**	**1,447**	**45**	**45%**	**1,263**	**43**	**44%**
Intact							528	43	44%
New	286	45	46%	375	43	41%	528	41	42%
Overall	**26,853**	**30**	**28%**	**26,188**	**30**	**28%**	**25,691**	**28**	**26%**
Intact	12,292	30	27%	12,165	30	27%	12,078	29	27%
New	3,814	24	22%	4,948	23	22%	4,849	25	24%

Three-year trends for BIE growth in mathematics and reading are shown in Tables 4 and 5 respectively. Focusing on the most recent year, the majority of grade levels across subjects have growth that could reasonably be characterized as average to below average. For example, 8th grade BIE students had an average CGI of -0.03 in mathematics, and 49% of students met or exceeded their growth projections. In reading, these 8th grade students had similar outcomes, with an average CGI of -0.08 and 49% of students

who met or exceeded their growth projections. Growth tends to be lowest in the elementary grades (4th grade and below), with some improvement as students advance into the upper grades. At the aggregate, BIE student growth is also slightly below average – in mathematics, students had an average CGI of -0.18, and 43% of students met/exceeded their growth projections, in 2016-17. These trends are similar to the overall performance of BIE students in reading.

Consistent with the overall trends we observe in achievement, BIE student growth in the most recent year is below-average and lower than in previous years. Because below-average growth generally translates to decreased achievement, the trends shown in these growth tables may help contextualize why BIE student achievement has declined since 2014-15. Given the low achievement observed for BIE students, BIE students need to show sustained above-average growth in order for overall BIE student achievement to improve. That does not appear to have occurred in 2016-17.

Additionally, the gains made by "intact" students – those students consistently educated in the BIE system across the three-year study period – are fairly consistent in magnitude and direction with the overall trends observed throughout the BIE system across grades, subjects, and overall.

Table 4. Mathematics Growth in the BIE System, 2014-15 to 2016-17

	2014-15			2015-16			2016-17		
Grade	Number of Tests	Avg. CGI	% Meet or Exceed Growth Proj.	Number of Tests	Avg. CGI	% Meet or Exceed Growth Proj.	Number of Tests	Avg. CGI	% Meet or Exceed Growth Proj.
K	**2,879**	**0.06**	**51%**	**2,517**	**0.06**	**53%**	**2,618**	**-0.09**	**47%**
Intact	1,617	0.01	49%						
1st	**2,930**	**-0.09**	**45%**	**2,761**	**0.04**	**51%**	**2,746**	**-0.05**	**47%**
Intact	1,681	-0.08	45%	1,546	0.00	50%			
2nd	**3,041**	**-0.15**	**44%**	**2,876**	**-0.11**	**44%**	**2,704**	**-0.26**	**39%**
Intact	1,859	-0.13	44%	1,663	-0.16	43%	1,503	-0.24	39%
3rd	**2,890**	**-0.20**	**42%**	**2,748**	**-0.16**	**43%**	**2,685**	**-0.33**	**38%**
Intact	1,758	-0.14	44%	1,820	-0.15	44%	1,649	-0.29	37%
4th	**2,812**	**-0.25**	**41%**	**2,687**	**-0.29**	**39%**	**2,748**	**-0.41**	**35%**
Intact	1,655	-0.24	41%	1,755	-0.26	39%	1,792	-0.39	35%
5th	**2,626**	**-0.13**	**47%**	**2,537**	**-0.16**	**45%**	**2,703**	**-0.21**	**43%**
Intact	1,372	-0.09	48%	1,644	-0.13	46%	1,755	-0.20	43%
6th	**2,518**	**-0.15**	**43%**	**2,497**	**-0.08**	**49%**	**2,601**	**-0.14**	**44%**
Intact	1,284	-0.12	43%	1,366	-0.03	50%	1,648	-0.11	46%
7th	**2,261**	**-0.01**	**51%**	**2,223**	**-0.13**	**47%**	**2,173**	**-0.16**	**44%**
Intact	628	-0.02	48%	1,288	-0.07	48%	1,357	-0.16	44%
8th	**2,214**	**0.03**	**52%**	**2,217**	**-0.02**	**50%**	**2,126**	**-0.03**	**49%**
Intact	531	-0.04	49%	614	-0.08	47%	1,290	-0.02	49%
9th	**1,437**	**0.04**	**51%**	**1,642**	**-0.13**	**46%**	**1,424**	**-0.06**	**47%**
Intact				542	-0.08	49%	625	-0.09	45%
10th	**1,175**	**0.07**	**53%**	**1,465**	**-0.03**	**50%**	**1,278**	**0.00**	**50%**
Intact							530	0.01	52%
Overall	**26,783**	**-0.09**	**47%**	**26,170**	**-0.09**	**47%**	**25,806**	**-0.18**	**43%**
Intact	12,385	-0.11	45%	12,238	-0.12	46%	12,149	-0.19	42%

Table 5. Reading Growth in the BIE System, 2014-15 to 2016-17

	2014-15			2015-16			2016-17		
Grade	Number of Tests	Avg. CGI	% Meet or Exceed Growth Proj.	Number of Tests	Avg. CGI	% Meet or Exceed Growth Proj.	Number of Tests	Avg. CGI	% Meet or Exceed Growth Proj.
K	**2,822**	**-0.23**	**42%**	**2,517**	**-0.27**	**40%**	**2,631**	**-0.41**	**35%**
Intact	1,591	-0.25	41%						
1st	**2,950**	**-0.24**	**40%**	**2,798**	**-0.23**	**40%**	**2,706**	**-0.34**	**35%**
Intact	1,646	-0.26	40%	1,524	-0.26	39%			
2nd	**3,004**	**-0.28**	**38%**	**2,863**	**-0.22**	**42%**	**2,701**	**-0.32**	**38%**
Intact	1,791	-0.27	39%	1,632	-0.25	41%	1,484	-0.30	39%
3rd	**2,909**	**-0.32**	**40%**	**2,747**	**-0.26**	**42%**	**2,666**	**-0.41**	**37%**
Intact	1,759	-0.30	41%	1,753	-0.24	43%	1,617	-0.38	38%
4th	**2,807**	**-0.36**	**39%**	**2,686**	**-0.28**	**42%**	**2,749**	**-0.29**	**41%**
Intact	1,689	-0.33	40%	1,756	-0.21	43%	1,729	-0.28	41%
5th	**2,648**	**-0.19**	**45%**	**2,569**	**-0.20**	**44%**	**2,671**	**-0.25**	**44%**
Intact	1,379	-0.14	47%	1,681	-0.16	46%	1,755	-0.21	44%
6th	**2,529**	**-0.19**	**43%**	**2,511**	**-0.12**	**47%**	**2,625**	**-0.21**	**44%**
Intact	1,275	-0.17	44%	1,375	-0.08	49%	1,686	-0.15	45%
7th	**2,283**	**-0.03**	**51%**	**2,228**	**0.00**	**52%**	**2,161**	**-0.16**	**47%**
Intact	628	-0.12	49%	1,284	0.02	52%	1,365	-0.09	50%
8th	**2,234**	**-0.02**	**51%**	**2,235**	**-0.05**	**50%**	**2,112**	**-0.08**	**49%**
Intact	534	-0.05	49%	618	-0.05	50%	1,284	-0.03	50%
9th	**1,404**	**0.02**	**54%**	**1,587**	**0.01**	**51%**	**1,406**	**-0.09**	**49%**
Intact				542	0.06	51%	630	-0.02	50%
10th	**1,263**	**0.16**	**59%**	**1,447**	**0.12**	**59%**	**1,263**	**0.03**	**56%**
Intact							528	0.08	57%
Overall	**26,853**	**-0.19**	**44%**	**26,188**	**-0.16**	**45%**	**25,691**	**-0.26**	**42%**
Intact	12,292	-0.24	42%	12,165	-0.16	45%	12,078	-0.19	45%

RQ2: Achievement & Growth Trends in Individual BIE-Funded Schools

For the second research question, we summarized achievement and growth trends in individual BIE-funded schools. The results for all schools are presented in Appendix B, with individual tables for achievement and growth in mathematics and reading. A review of the individual tables shows that, consistent with the results from the first research question, the majority of the individual schools across the BIE system had below-average achievement, and many of those schools also had below-average growth. This is apparent both in the results from the most recent year, and in achievement and growth trends over time. These results offer stakeholders and policymakers actionable information to identify those schools where additional steps need to be taken to improve the overall outcomes for students in these schools.

Another important component of these tables is the summary information on testing consistency and chronic absenteeism rates within these schools in the most recent year. When testing practices are

inconsistent, and/or when a high percentage of students are chronically absent, subsequent summaries of student test results may not accurately reflect the performance of all students within the school. These tables show that there are a number of BIE-funded schools in which testing practices are inconsistent and/or student attendance is problematic. Uncovering the causes underlying these issues and developing remedies to improve attendance and testing practices would likely help improve outcomes for students in these schools.

While outcomes for students in many schools across the BIE system are below-average, there are some BIE-funded schools with strong achievement and growth results. We have opted to highlight a few of those schools in this section, though for brevity's sake, we do not provide a summary of all schools. Instead, we would refer the reader to the summary tables to review the results for all BIE-funded schools. The schools we highlight specifically in this section are also those schools with consistent testing practices and low percentages of chronically absent students.

Looking first at mathematics achievement (Table B.1), Jones Academy stands out at as a school with not only strong outcomes in the most recent year, but also demonstrated improvement over time. For example, in 2014-15, the median student achieved at the 35th percentile. In the most recent year, the median percentile rank improved to the 56th percentile.

For reading achievement (Table B.2), students in the Santa Fe Indian School showed similar improvements over time. In 2014-15, students in that school had a median percentile rank of the 41st percentile, which improved to the 52nd percentile in 2016-17. Similarly, the percentage of students at or above the 50th percentile improved from 37% in 2014-15 to 55% in the most recent year.

Both of these schools had 93% or more of their students test in both the fall and spring in 2016-17, and only a small percentage of students were chronically absent. Further, in both schools, the improvements made by students in fall-to-spring growth mirror the improvements in achievement. Students at both schools improved to the point where in 2016-17, both schools had above-average growth that likely contributed to the demonstrated improvements in student achievement over time.

Shifting focus to fall-to-spring growth, Nenahnezad Community School demonstrated improvements in the gains its students made in mathematics since 2014-15 (Table B.3). Students in this school showed average growth three years ago – they had an average CGI of .01, and 50% of students met or exceeded their growth projections. In the most recent year, student growth improved to nearly one-half standard deviation above average (average CGI of .47), and 64% of students met or exceeded their growth projections.

In reading, the growth demonstrated by students at Riverside Indian School has consistently been well above-average since 2014-15 (Table B.4). Student growth has been approximately one-half standard deviation above average in each of the three previous school years, with an average CGI of .58 in 2016-17. Further, at least 68% of students in this school met or exceeded their growth projections in each of the prior three school years, and 74% of students met or exceeded the projections in the most recent year.

For both of these schools, their students also demonstrated consistent improvement over time or sustained above-average growth in the other subject area not highlighted for the school. In the case of Riverside Indian School, above-average growth across both subject areas has resulted in fairly consistent improvements in student achievement, most especially in reading. The achievement in Nenahnezad Community has remained approximately average over the previous three years, especially in mathematics. Both schools also have high levels of testing consistency and low levels of chronic absenteeism.

As we have noted, it is important to consider the consistency of testing practices when interpreting achievement and growth results for individual BIE-funded schools. In general, results will be more representative of the broader student body when testing consistency is high, and therefore allows for a greater understanding of how students performed in these schools.

However, the role that attendance plays in potentially influencing these outcomes is also very important, and offers one potential explanation for why schools may have higher or lower achievement and/or growth outcomes. In Table 6, we summarize achievement and growth for three groups of BIE students in 2016-17 – all BIE students, those BIE students who were not chronically absent, and those BIE students who were chronically absent (absent 10% of days or more). These results highlight several important points. First, approximately one-quarter of all the students in the BIE sample with fall and spring test results were chronically absent in 2016-17. This is notably higher than estimates of the prevalence of chronic absenteeism across the nation, as research shows that approximately 10% to 15% of students nationwide are chronically absent.[7] Thus, chronic absenteeism appears to be a significant issue for schools in the BIE system.[8]

Second, this analysis shows a clear relationship between student attendance and achievement and growth outcomes. Current research on this topic demonstrates the connection between absences and achievement – the more times a student misses school, the greater the negative impact on his or her end-of-year achievement.[9] That trend is clear among BIE students, as chronically absent students had significantly lower achievement and growth results compared to students who were not chronically absent. For example, only 16% of chronically absent students were at or above the 50th percentile for achievement in mathematics, compared to 30% of non-chronically absent students. This pattern is apparent for achievement and growth for chronically absent students across both subject areas.

[7] For example, see Balfanz, R., & Byrnes, V. (2012). *The importance of being in school: A report on absenteeism in the nation's public schools*. Baltimore, MD: Johns Hopkins University Center for Social Organization of Schools.
[8] Our analysis may actually underestimate the rate of chronic absenteeism within the BIE system, because it is limited to students who were present for testing in both terms. Students who tested during only the fall or spring term (but not both) are likely at greater risk to be chronically absent compared to students who tested at both points during a school year.
[9] For example, see Gottfried, M.A. (2010). Evaluating the relationship between student attendance and achievement in urban elementary and middle schools: An instrumental variables approach. *American Educational Research Journal, 47*(2), 434-465.

Table 6. Overall Summary of Student Achievement & Growth by Attendance Group, 2016-17

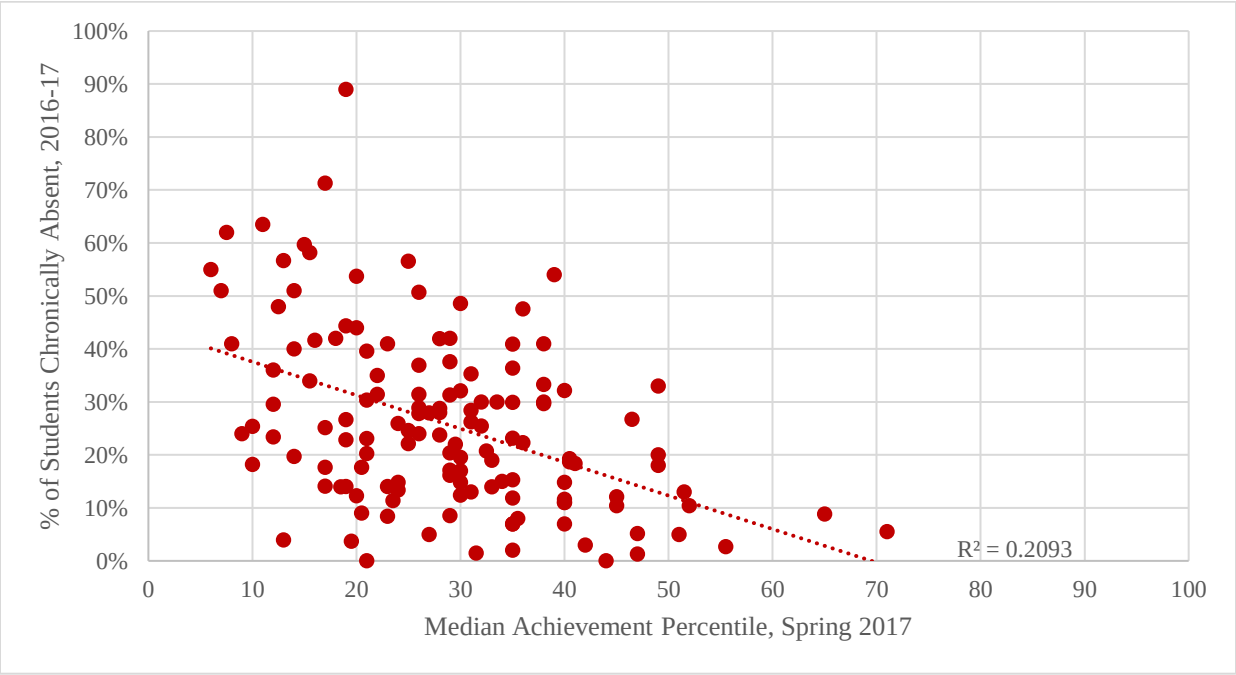
	All Students, 2016-17	All Non-Chronically Absent Students, 2016-17	All Chronically Absent Students, 2016-17
Math Achievement			
N of Students	25,806	18,734	6,420
Median Percentile	29	32	19
% of Students At/Above 50th Percentile	26%	30%	16%
Reading Achievement			
N of Students	25,691	18,631	6,422
Median Percentile	28	30	21
% of Students At/Above 50th Percentile	26%	28%	18%
Math Growth			
N of Students	25,806	18,734	6,420
Avg. CGI	-0.18	-0.12	-0.35
% of Students Met/Exceeded Growth Projections	43%	45%	38%
Reading Growth			
N of Students	25,691	18,631	6,422
Avg. CGI	-0.26	-0.20	-0.40
% of Students Met/Exceeded Growth Projections	42%	44%	37%

Further, Figure 1 also depicts a moderate relationship between the percentage of chronically absent students in a school and a school's end-of year achievement (based on the median percentile in the spring). Absenteeism and achievement at the school level are moderately correlated ($r = 0.46$). The R squared value of 0.21 indicates that 21% of the variance in school achievement is explained by chronic absenteeism alone.

The data used to generate this figure are taken directly from Table B.1, and show that the greater the percentage of students who were chronically absent in a school, the lower the median mathematics achievement percentile. To illustrate this relationship using data from two BIE-funded schools, the median percentile in mathematics at Navajo Preparatory School was the 71st percentile, and only 6% of students in the school were chronically absent. Conversely, at Pine Ridge School, 60% of students were chronically absent, and the school's median percentile rank was the 15th percentile.

These results suggest it is reasonable to conclude that high levels of chronic absenteeism in these schools is related to below-average achievement. Trends in reading are similar, so we have opted to not show those results.

Figure 1. Relationship Between School-Level Median Percentile (Mathematics) & the Percentage of Students Chronically Absent, 2016-17



RQ3: Subgroup Achievement & Growth Results in Individual BIE-Funded Schools

For the third research question, we summarized achievement and growth results from the 2016-17 school year for students with Individualized Education Plans (IEP) and Limited English Proficient (LEP) students in individual BIE-funded schools. However, we first looked at overall trends for IEP and LEP students across the BIE system. Table 7 summarizes the overall achievement and growth results for all BIE students, as well as those BIE students with an IEP or LEP designation. Recall, these are only those IEP/LEP students with both fall and spring testing data, and those students for whom we could also match their testing data to demographic data provided by the BIE. The results in the table show that overall, approximately one-fifth to one-sixth of the total BIE student sample has an IEP or LEP designation. Aggregate achievement levels for these students is also much lower than the overall sample of BIE students across both subject areas, especially for IEP students.

Consistent with the overall results presented for the first research question, we also observed below-average aggregate growth for these student subgroups. The growth for students with an IEP designation is notably lower than that of the overall group of students, based on average CGI values. The growth of students with an LEP designation is consistent with the broader group of all BIE students. Across all three groups, only about 40% of students met or exceeded their growth projections. In short, IEP and LEP students started behind their peers in achievement, and fell further behind due to below-average growth.

Table 7. Overall Summary of Student Achievement & Growth by Student Subgroup, 2016-17

	All Students, 2016-17	All IEP Students, 2016-17	All LEP Students, 2016-17
Math Achievement			
N of Students	25,806	3,922	5,007
Median Percentile	29	11	25
% of Students At/Above 50th Percentile	26%	11%	21%
Reading Achievement			
N of Students	25,691	3,891	4,987
Median Percentile	28	11	23
% of Students At/Above 50th Percentile	26%	10%	18%
Math Growth			
N of Students	25,806	3,922	5,007
Avg. CGI	-0.18	-0.34	-0.19
% of Students Met/Exceeded Growth Projections	43%	40%	41%
Reading Growth			
N of Students	25,691	3,891	4,987
Avg. CGI	-0.26	-0.45	-0.29
% of Students Met/Exceeded Growth Projections	42%	36%	41%

Nevertheless, there are a number of individual BIE-funded schools in which IEP and/or LEP students showed positive fall-to-spring growth during the most recent school year. We highlight a few of those schools in this section, as these are examples of schools with students who demonstrated a level of positive growth that should, if maintained, lead to improved student achievement over time.

Consistent with the presentation of results from the previous research question, we summarize all school-level results in tables in Appendix C. These tables also provide useful context when evaluating results for individual BIE-funded schools. The proportion of IEP and LEP students within a school can impact overall achievement and growth results, and it is important to take differences in student body composition into account when interpreting a school's results.

In mathematics (Table C.3), all students in the Laguna Elementary and Middle Schools showed above-average gains in 2016-17 (average CGI of .34). Only a small number of students in the school had an IEP designation, but those students had an average CGI of .10, although only 38% of students met/exceeded their projections. LEP students, however, demonstrated above-average growth on both growth metrics (average CGI of .25; 58% of students met/exceeded growth projections).

Students with an IEP or LEP designation in Wingate Elementary School also showed above-average growth in mathematics during the most recent year. Nearly all of the students in the school had an LEP designation, and those students had an average CGI of .26, and just over half of those students met or exceeded their growth projection. The growth of students with an IEP designation in the school surpassed that level of growth, with average gains that were just over one half a standard deviation above average.

There are also several examples of schools with positive growth outcomes in reading for IEP and LEP students (see Table C.4). Students with an IEP designation in Jemez Day School demonstrated greater overall gains than the overall sample of students in the school. The gains made by these students was just over one-quarter of a standard deviation above average. Students with an LEP designation also showed growth that was slightly above-average by both growth metrics, and consistent with the growth made by all students within the school.

Riverside Indian School is a school that we previously identified as showing strong overall gains in reading for all students in the school. This trend is also apparent in the gains made by their IEP and LEP students. Students with an IEP designation in the school demonstrated growth that was one half standard deviation above average, and 65% of these students met or exceeded their growth projections. The gains made by students with an LEP designation were even greater, with an average CGI of .62, and over three-quarters of these students met or exceeded their growth projections.

Discussion

In this report, we examined achievement and growth trends in mathematics and reading across the BIE system, in individual BIE-funded schools, and for specific subgroups of BIE students. Several general trends emerged from these analyses.

Overall BIE achievement results across the BIE system indicate that student achievement was below-average across all grades and subject areas. For example, the overall median achievement percentile in the most recent year in mathematics and reading was at the 29th and 28th percentile respectively. BIE student achievement also declined between the 2014-2015 and 2016-2017 academic years.

BIE fall-to-spring student growth was also average to below-average across all grades and subject areas. Overall BIE student growth was approximately two-tenths of a standard deviation below average in both reading and mathematics in the most recent year, and growth at individual grade levels generally declined over the three-year study period.

Achievement and growth results in individual BIE-funded schools were consistent with overall performance trends – the majority of BIE-funded schools demonstrated below-average achievement and/or growth results in the most recent year and over time. This is true for the overall sample of students within these individual schools, as well as for the specific subgroups of students identified as in need of IEP or LEP services.

As we would expect, overall trends in student achievement mirror BIE student fall-to-spring growth trends. For students to demonstrate normative improvements in achievement and start to narrow achievement gaps, they need to show above-average gains relative to other students with the same starting achievement level in the same grade and subject area. The general pattern of below-average growth means that BIE student achievement will continue to lag behind similarly achieving students across the United States.

There also appears to be a clear pattern of high student mobility across the BIE system, and that may be an area of focus for BIE stakeholders and policymakers to look to when evaluating ways to improve BIE student outcomes. There is a large amount of "churn" within the BIE system; that is, a high percentage of students who appear to enter and exit BIE schools at some point during the year based on their testing patterns. These students tend to be lower achieving than students who remain in BIE schools throughout the year. What is unclear from the data available for this report is if these are students who actually disengaged from a school – students who transferred to a new school, or dropped out altogether – or if these are simply students who were not present, for whatever reason, on the day of testing. A large percentage of students overall, and in a number of BIE-funded schools, had incomplete testing data, missing either testing data in the fall or spring. Exploring reasons for these inconsistent testing patterns would be useful in establishing if the achievement and growth trends identified in this report are consistent with the trends we would observe if the test results for all students were included in summaries

of school performance. Getting clear and representative indicators of student performance across the BIE system should be a priority for BIE leaders.

One related issue that is also apparent based on these results, and signals a potential reason for low achievement results across many BIE-funded schools, is that chronic absenteeism is a significant issue for BIE-funded schools. The chronic absenteeism rate for students in the study sample was approximately 25%, which is notably higher than estimates of chronic absenteeism nationwide (~10-15%). In some schools this percentage exceeds 50%, which is particularly noteworthy given that our estimates of chronic absenteeism may underestimate the extent of chronic absenteeism within the system.

Chronically absent BIE students have significantly lower achievement and growth outcomes compared to non-chronically absent BIE students. Further, BIE-funded schools with higher rates of chronic absenteeism tend to be lower achieving compared to BIE-funded schools with lower chronic absenteeism rates. The pattern for both students and schools is apparent – the greater the number of absences, the lower achievement and growth tend to be. Thus, one clear area of focus for BIE leaders should be to identify ways to systemically improve student attendance rates, as the reduction of chronic absenteeism appears critical to improving student achievement and growth outcomes across the BIE system.

While student outcomes are generally below average in most areas, we found a number of BIE-funded schools throughout the BIE system with high levels of achievement and/or growth. Several examples highlighted in this report show schools with above-average student outcomes in the most recent year (including for student subgroups), and schools that appear to have demonstrated significant improvements with their students over time. In general, these schools also had low levels of chronic absenteeism and high levels of testing consistency. Exploring the reasons why students in these schools achieved or grew at a high level may provide BIE stakeholders with actionable data about potential ways to emulate these areas of success in other BIE-funded school systems.

Ultimately, the results from this report are not meant to evaluate the educational quality of programs or schools within the BIE system, nor do they provide an indication as to the specific reasons for why students and schools performed the way they did. These results do provide a general description of achievement and growth within the BIE system, can help identify areas in which students are excelling and where improvements are needed, and can be used to inform potential policies and practices that may lead to sustained improvements for students across the BIE system.

Appendix A – Means & Standard Deviations of BIE Student RIT Scores

Table A.1. Mathematics Achievement – Means & Standards Deviations of BIE Student RIT Scores

	2014-15			2015-16			2016-17		
Grade	Number of Tests	Mean RIT Score	SD	Number of Tests	Mean RIT Score	SD	Number of Tests	Mean RIT Score	SD
K	2,879	155.2	13.1	2,517	153.6	13.7	2,618	151.9	14.2
1st	2,930	175.6	13.2	2,761	175.8	13.6	2,746	173.8	14.2
2nd	3,041	186.5	13.1	2,876	186.6	12.4	2,704	185.0	13.4
3rd	2,890	195.4	12.8	2,748	195.6	12.3	2,685	194.1	12.6
4th	2,812	203.7	14.3	2,687	203.2	13.6	2,748	202.0	13.5
5th	2,626	211.2	15.7	2,537	210.5	14.9	2,703	209.8	14.9
6th	2,518	213.6	15.5	2,497	214.0	15.5	2,601	213.1	15.8
7th	2,261	217.8	17.1	2,223	217.4	16.5	2,173	216.5	16.5
8th	2,214	222.7	16.6	2,217	222.4	17.1	2,126	221.3	17.3
9th	1,437	223.9	16.1	1,642	224.7	16.4	1,424	221.8	16.8
10th	1,175	225.7	15.7	1,465	227.2	16.7	1,278	225.3	17.3
Overall	26,783	199.1	26.0	26,170	200.2	26.1	25,806	198.3	26.5

Table A.2. Reading Achievement – Means & Standards Deviations of BIE Student RIT Scores

	2014-15			2015-16			2016-17		
Grade	Number of Tests	Mean RIT Score	SD	Number of Tests	Mean RIT Score	SD	Number of Tests	Mean RIT Score	SD
K	2,822	153.8	11.0	2,517	152.6	10.7	2,631	151.3	11.6
1st	2,950	170.9	12.7	2,798	170.6	12.9	2,706	168.7	12.7
2nd	3,004	179.8	14.0	2,863	180.4	13.8	2,701	179.2	14.3
3rd	2,909	187.7	14.6	2,747	188.6	14.2	2,666	187.3	14.9
4th	2,807	194.2	14.6	2,686	194.3	14.5	2,749	194.2	15.0
5th	2,648	200.4	14.4	2,569	200.5	14.5	2,671	199.9	14.2
6th	2,529	204.2	14.8	2,511	204.9	14.5	2,625	204.3	14.6
7th	2,283	207.6	15.2	2,228	207.9	15.5	2,161	207.9	15.4
8th	2,234	211.8	14.6	2,235	211.6	15.1	2,112	211.9	15.0
9th	1,404	214.2	14.5	1,587	214.5	14.6	1,406	212.8	15.3
10th	1,263	217.0	14.0	1,447	217.1	14.7	1,263	216.2	15.6
Overall	26,853	191.4	23.4	26,188	192.4	23.6	25,691	191.2	24.1

Appendix B – Achievement & Growth Trends in Individual BIE-Funded Schools

Table B.1. Mathematics Achievement, Testing Consistency, and Chronic Absenteeism in Individual BIE-Funded Schools, 2014-15 to 2016-17

School	2014-15			2015-16			2016-17			Testing Consistency & Attendance, 2016-17	
	Number of Tests	Median Percentile	% at 50th Percentile	Number of Tests	Median Percentile	% at 50th Percentile	Number of Tests	Median Percentile	% at 50th Percentile	% of Students w/ Fall and Spring Test Events	% of Students Chronically Absent
Alamo Navajo Community School	223	23	17%	234	26	21%	215	20	16%	87%	54%
American Horse School	246	25	23%	192	27	23%	265	22	17%	95%	35%
Aneth Community School	149	29	36%	133	26	29%	129	28	29%	93%	28%
Baca/Dlo'Ay Azhi Community School*	284	35	31%	234	49	49%	219	40	38%	73%	11%
Beatrice Rafferty School	121	40	40%	124	40	31%	124	35	31%	95%	23%
Beclabito Day School	39	48	49%	28	29	29%	50	34	30%	91%	30%
Black Mesa Community School*	32	12	13%	32	23	6%	36	21	17%	78%	9%
Blackwater Community School	164	39	35%	126	30	27%	193	35	29%	94%	30%
Bread Springs Day School	72	34	28%	91	44	42%	100	40	37%	88%	15%
Bug-O-Nay-Ge-Shig School*	129	14	6%	92	11	8%	83	14	12%	65%	51%
Casa Blanca Community School				181	23	20%	105	36	38%	89%	48%
Ch'ooshgai (Chuska) Community School	370	24	19%	338	16	12%	310	16	12%	96%	34%
Chemawa Indian School	114	38	28%								
Cherokee Central Schools	818	30	25%	815	27	23%	784	29	27%	92%	20%
Cheyenne-Eagle Butte School	881	30	26%	866	30	23%	832	29	24%	89%	42%
Chi Chil' Tah (Jones Ranch)*	101	35	37%	107	52	52%	68	35	32%	65%	7%
Chief Leschi School	712	44	44%	645	29	25%					
Chilchinbeto Community School*	85	12	5%	66	7	5%	91	9	9%	72%	24%
Chitimacha Day School*							23	44	48%	74%	0%
Cibecue Community School (Dishchii bikoh)*	364	44	42%	390	37	35%	404	29	25%	92%	31%
Circle of Life School*				120	32	24%	97	38	38%	70%	41%
Circle of Nations School*	74	22	16%	55	13	9%	44	27	18%	81%	5%
Coeur d'Alene Tribal School	81	46	42%	#	#	#					
Cottonwood Day School	169	24	12%	209	21	12%	212	12	8%	96%	30%
Cove Day School	29	26	21%	29	23	21%	#	#	#		
Crazy Horse School*	135	14	13%	162	8	6%	166	8	8%	77%	62%
Crow Creek Tribal School	311	10	8%	195	15	10%	304	17	12%	86%	71%

Crownpoint Community School (Tiis Tsozi BiOlta)	312	54	56%	338	44	42%	342	52	53%	96%	13%
Crystal Boarding School	120	32	23%	106	30	26%	121	19	13%	94%	27%
Dennehotso Boarding School	176	41	34%	154	46	44%	170	41	35%	95%	19%
Dibe Yazhi Hablti'n O'lt'a (Borrego Pass School)	133	37	37%	146	28	25%	128	26	19%	90%	28%
Dilcon Community School	127	25	24%	113	33	31%	115	29	25%	83%	17%
Duckwater Shoshone Elementary School*				#	#	#	13	21	8%	93%	0%
Dunseith Day School	229	31	23%	228	28	21%	216	24	18%	81%	13%
Dzilth-Na-O-Dith-Hle Community School	147	46	42%	146	51	53%	160	47	44%	97%	27%
Enemy Swim Day School*	145	44	43%	168	38	35%	170	30	29%	94%	22%
First Mesa Elementary School				27	30	30%	#	#	#		
Flagstaff Bordertown Dormitory- 21st Century School	42	49	48%	47	51	53%					
Flandreau Indian School	94	25	19%	96	26	23%	87	26	18%	80%	31%
Fond Du Lac Ojibwe School	179	35	32%	154	33	34%	142	40	42%	90%	12%
Fort Totten Public School District #30	471	20	13%	441	20	11%	439	24	13%	90%	15%
Fort Yates Public School #4	597	35	34%	575	33	32%	558	25	26%	87%	22%
Gila Crossing Community School	435	27	23%	439	26	23%	425	21	17%	91%	30%
Greasewood Springs Community School, Inc.	145	23	17%				158	19	8%	87%	23%
Greyhills Academy High School	90	39	33%	92	48	48%	111	35	30%	89%	36%
Hanaa'Dlil (Huerfano) Community School	#	#	#	#	#	#	#	#	#		
Hannahville Indian School*	129	45	43%	133	40	41%	73	40	40%	74%	7%
Hopi Day School	139	24	14%	152	23	11%	142	23	18%	95%	8%
Hopi Jr/Sr High School	137	33	30%	305	32	25%					
Hotevilla Bacavi Community School	65	35	32%	83	34	31%	76	20	17%	76%	4%
Hunters Point Boarding School	142	26	21%	158	25	19%	143	21	23%	95%	20%
Indian Island School	81	54	56%	76	48	46%	71	49	48%	93%	20%
Indian Township School*	121	27	21%	113	23	19%	106	18	22%	90%	42%
Isleta Elementary School	138	47	48%	110	38	29%	112	35	29%	98%	12%
Jeehdeez'a Elementary School	99	20	12%	90	28	16%	102	24	15%	87%	26%
Jemez Day School	146	43	42%	150	37	35%	150	35	33%	97%	2%
JKL Bahweting Anishnabe School	477	67	75%	485	65	71%	500	65	73%	99%	9%
John F Kennedy Day School	190	40	37%	182	35	32%	193	30	21%	96%	15%
Jones Academy	28	35	36%	26	50	50%	38	56	58%	93%	3%
Kaibeto Boarding School	214	31	28%	188	33	26%	193	26	25%	83%	37%
Kayenta Community School	325	24	20%	309	24	19%	302	21	13%	89%	23%

Keams Canyon Elementary School*	83	25	23%	75	29	25%	57	33	25%	57%	14%
Kha'p'o Community School	113	52	57%	41	44	39%	90	17	12%	87%	18%
Kickapoo Nation School	15	44	40%	42	19	24%					
Kin Dah Lich' I Olta	130	35	25%	118	34	25%	139	25	14%	96%	25%
Lac Courte Oreilles Ojibwe School	175	43	37%	163	35	25%	189	31	30%	91%	35%
Laguna Elementary & Middle Schools	242	36	33%	196	45	47%	231	52	52%	88%	10%
Lake Valley Navajo School	38	36	32%	40	32	30%	32	38	31%	89%	33%
Leupp Schools Incorporated*	117	33	32%	102	22	19%	95	14	6%	80%	40%
Little Eagle Grant School*	80	5	1%	69	9	16%	70	12	13%	83%	36%
Little Singer Community School	74	20	11%				65	10	2%	90%	25%
Little Wound School	396	15	11%	410	13	11%	479	13	9%	86%	57%
Loneman Day School	115	3	2%	31	5	6%	179	10	8%	83%	18%
Lower Brule Day School	124	15	12%	158	22	23%	174	17	11%	81%	25%
Lukachukai Community School	330	33	29%	328	33	27%	357	23	18%	94%	14%
Lummi Nation School (Tribal School)	43	33	35%	132	31	36%	146	26	18%	94%	51%
Mandaree School District	136	21	15%	122	21	20%	158	22	13%	84%	31%
Many Farms Community School	250	26	12%	205	27	17%	234	30	20%	89%	17%
Many Farms High School	114	41	32%	170	38	32%	#	#	#		
Mariano Lake Community School*	134	25	19%	144	25	22%	66	12	6%	48%	
Marty Indian School*	141	34	26%	163	28	21%	142	39	32%	80%	54%
Menominee Tribal School	200	32	27%	211	25	23%	199	21	16%	97%	40%
Mescalero Apache School	398	35	31%	447	35	29%	437	31	26%	87%	28%
Meskwaki Settlement School	178	28	19%	176	30	21%	182	30	23%	85%	20%
Moencopi Day School	149	57	62%	131	51	51%	138	47	47%	91%	5%
Muckleshoot Tribal School	258	25	24%	185	26	23%	193	25	26%	90%	57%
Na' Neelzhiin Ji Olta', Inc.	150	30	27%	148	36	32%	144	28	25%	86%	29%
Naatsis'Aan Community School*	94	26	22%	81	23	15%	73	26	14%	78%	24%
Navajo Preparatory School	127	66	79%	140	70	73%	133	71	80%	99%	6%
Nay-Ah-Shing School	156	28	31%	145	25	28%	142	30	29%	90%	12%
Nazlini Community School*	101	15	13%	115	30	23%	87	32	21%	83%	30%
Nenahnezad Community School	163	52	52%	143	46	46%	154	47	47%	91%	1%
Northern Cheyenne Tribal School				69	3	1%					
Ohkay Owingeh Community School	92	35	40%	87	31	31%	74	35	31%	89%	7%
Ojibwa Indian School	243	38	37%	240	39	35%	247	31	29%	92%	26%
Ojo Encino Day School	141	27	18%	132	28	20%	129	29	17%	89%	38%
Oneida Nation School District	331	33	29%	337	33	27%	337	30	26%	92%	32%

Paschal Sherman Indian School	122	31	25%	111	26	19%	95	28	18%	93%	42%
Pierre Indian Learning Center	135	15	12%	60	24	13%					
Pine Hill School	163	15	9%	188	17	15%	202	11	8%	89%	64%
Pine Ridge School	289	23	13%	434	19	12%	446	15	8%	82%	60%
Pine Springs Day School	63	35	33%	64	31	30%	38	24	24%	73%	11%
Pinon Community School	40	21	28%	32	20	28%	34	29	32%	85%	9%
Porcupine Day School*	123	11	5%	122	7	1%	113	7	1%	72%	51%
Pueblo Pintado Community School	203	39	37%	213	33	31%	192	29	19%	92%	16%
Pyramid Lake Jr/Sr High School*	32	24	22%	28	40	25%	26	36	31%	65%	8%
Quileute Tribal School*	45	51	53%	41	45	44%	48	31	35%	81%	
Red Rock Day School	148	30	28%	147	38	34%	168	41	36%	91%	19%
Riverside Indian School	231	40	33%	232	46	42%	265	45	42%	89%	12%
Rock Creek Grant School	51	9	4%	36	18	25%					
Rock Point Community School	213	28	20%	67	23	16%	284	21	14%	92%	18%
Rocky Ridge Boarding School	110	15	7%	106	20	9%	93	12	10%	85%	23%
Rough Rock Community School	200	14	10%				123	8	5%	91%	41%
Salt River Pima-Maricopa Community Schools							333	31	27%	92%	13%
San Felipe Pueblo Elementary School	343	30	26%	286	27	21%	263	20	20%	93%	12%
San Ildefonso Day School*	23	47	43%	17	56	53%	26	34	23%	93%	15%
San Simon School	217	19	21%	219	19	14%	210	19	11%	91%	14%
Sanostee Day School*	52	67	71%	44	53	55%	42	49	50%	82%	33%
Santa Fe Indian School	165	42	39%	435	46	44%	438	45	42%	98%	10%
Santa Rosa Boarding Day School				134	25	19%	120	19	17%	90%	14%
Seba Dalkai Boarding School	92	33	33%	84	41	38%	83	35	20%	85%	15%
Second Mesa Day School	249	29	25%	288	21	13%	262	17	12%	91%	14%
Sequoyah High School							#	#	#		
Sherman Indian High School	166	39	33%	134	33	31%	134	32	25%	91%	1%
Shiprock Associated Schools, Inc.	323	46	44%	321	49	50%	365	42	39%	97%	3%
Shoshone-Bannock School District #512*	50	22	18%	48	16	10%	26	6	4%	40%	
Sky City Community School	196	38	32%	193	42	36%	177	36	31%	99%	22%
St. Francis Indian School (Sicangu Oyate Ho, Inc.)	382	10	10%	369	11	7%	469	13	8%	89%	4%
St. Stephens Indian School	130	24	18%	141	20	13%	169	19	14%	85%	44%
T Siya (Zia) Elementary and Middle School	74	22	11%	48	25	17%	45	26	29%	96%	29%
Takini School*	70	16	13%				77	6	4%	62%	55%
Taos Day School	141	36	34%	120	37	30%	95	38	36%	94%	30%

Te Tsu Geh Oweenge Day School (Tesuque)*	19	36	32%	23	31	17%	22	33	23%	79%	19%
Theodore Roosevelt School	37	8	8%	91	18	21%	71	14	13%	84%	20%
Tiisnazbas Community School	139	40	40%	122	33	32%	126	33	30%	80%	21%
Tiospa Zina Tribal School	337	28	27%	336	33	28%	352	30	28%	85%	49%
Tiospaye Topa School	88	17	9%	100	18	14%	98	16	8%	80%	58%
To'Hajilee-He (Canoncito)	246	26	22%	251	30	23%	266	27	16%	93%	28%
Tohaali Community School	137	30	27%	116	37	34%	110	32	33%	95%	25%
Tonalea School (Red Lake)	186	30	29%	157	36	37%	162	28	25%	92%	24%
Tse'ii'ahi' (Standing Rock) Community School	73	38	29%	61	36	30%	83	41	42%	84%	18%
Tuba City Boarding School*	1,216	54	56%	1,205	54	55%	928	51	51%	76%	5%
Turtle Mountain Community Schools*	1,098	51	52%	1,170	53	54%	1,008	49	49%	74%	18%
Twin Buttes School*	27	33	15%	31	41	35%	38	40	29%	83%	11%
Two Eagle River Alternative School*	36	32	19%	32	33	13%	28	19	18%	76%	89%
United Tribes Theodore Jamerson Elementary*	100	46	46%	78	42	41%	109	38	32%	81%	30%
Wa He Lut Indian School				127	13	10%					
White Shield School District*	103	23	21%				90	20	16%	81%	44%
Wide Ruins Community School	109	25	19%	80	25	16%	108	16	7%	82%	42%
Wingate Elementary School	441	32	28%	349	40	38%	350	40	36%	90%	32%
Wingate High School	212	47	45%	200	49	48%	220	35	30%	93%	41%
Wounded Knee District School*	104	12	12%	24	8	13%	108	13	12%	79%	48%
Yakama Nation Tribal School*	19	31	26%	43	28	33%	50	23	16%	86%	41%

A # symbol indicates when a school had testing data for 11 or fewer students. Due to these low student counts, their data summaries are not shown.

An * symbol identifies a school in which fewer than 80% of students with MAP testing data had corresponding matched demographic data. As such, interpretations about chronic abseenteism rates in these schools should be made with caution given the below average match rates.

A blank indicates that schools did not have any data for that term or variable. Attendance data are not shown for schools with MAP-to-demographic data match rates below 50% of students.

Table B.2. Reading Achievement, Testing Consistency, and Chronic Absenteeism in Individual BIE-Funded Schools, 2014-15 to 2016-17

School	2014-15			2015-16			2016-17			Testing Consistency & Attendance, 2016-17	
	Number of Tests	Median Percentile	% at 50th Percentile	Number of Tests	Median Percentile	% at 50th Percentile	Number of Tests	Median Percentile	% at 50th Percentile	% of Students w/ Fall and Spring Test Events	% of Students Chronically Absent
Alamo Navajo Community School	225	14	9%	239	17	14%	223	15	9%	84%	54%
American Horse School	247	22	18%	190	23	17%	265	23	18%	94%	35%
Aneth Community School	148	17	19%	132	18	17%	129	13	15%	94%	28%
Baca/Dlo'Ay Azhi Community School*	285	28	27%	233	37	35%	221	35	31%	73%	11%
Beatrice Rafferty School	121	44	43%	123	43	37%	124	43	40%	95%	23%
Beclabito Day School	26	25	15%	28	22	29%	50	26	36%	91%	30%
Black Mesa Community School*	32	9	9%	31	14	10%	37	21	8%	80%	11%
Blackwater Community School	165	37	30%	127	30	26%	189	33	25%	92%	29%
Bread Springs Day School	72	34	26%	92	38	34%	100	39	33%	88%	15%
Bug-O-Nay-Ge-Shig School*	125	14	15%	90	11	10%	82	17	6%	65%	51%
Casa Blanca Community School				188	30	24%	106	32	32%	84%	49%
Ch'ooshgai (Chuska) Community School	370	21	15%	331	11	11%	310	17	15%	96%	34%
Chemawa Indian School	114	34	33%								
Cherokee Central Schools	814	29	28%	819	28	27%	780	30	28%	92%	21%
Cheyenne-Eagle Butte School	780	30	27%	853	30	27%	833	30	26%	90%	42%
Chi Chil' Tah (Jones Ranch)*	103	32	20%	109	37	32%	67	30	21%	64%	7%
Chief Leschi School	703	45	46%	640	33	31%					
Chilchinbeto Community School*	85	11	7%	66	7	2%	91	14	19%	72%	24%
Cibecue Community School (Dishchii bikoh)	363	32	26%	386	28	22%	408	23	17%	93%	32%
Circle of Life School				117	26	26%	115	36	35%	84%	47%
Circle of Nations School*	77	23	18%	57	19	23%	44	36	27%	81%	5%
Coeur d'Alene Tribal School	80	36	33%								
Cottonwood Day School	168	21	8%	210	18	7%	212	13	9%	96%	30%
Cove Day School	29	30	14%	29	25	21%	#	#	#		
Crazy Horse School*	134	13	16%	163	10	11%	169	10	9%	76%	63%
Crow Creek Tribal School	298	10	10%	181	21	18%	301	21	17%	86%	71%
Crownpoint Community School (Tiis Tsozi BiOlta)	310	37	29%	338	35	32%	341	35	32%	96%	13%
Crystal Boarding School	120	28	23%	107	23	21%	121	20	12%	94%	27%
Dennehotso Boarding School	176	35	31%	161	37	35%	169	37	34%	94%	19%

Dibe Yazhi Hablti'n O'lt'a (Borrego Pass School)	130	24	16%	148	17	15%	128	15	12%	89%	29%
Dilcon Community School	126	22	16%	114	26	20%	112	25	25%	82%	16%
Duckwater Shoshone Elementary School*				#	#	#	13	30	23%	93%	0%
Dunseith Day School	229	28	24%	230	28	25%	220	21	22%	83%	15%
Dzilth-Na-O-Dith-Hle Community School	147	31	26%	146	38	36%	160	38	34%	97%	27%
Enemy Swim Day School*	147	38	40%	167	37	32%	170	28	24%	94%	22%
First Mesa Elementary School				27	34	30%	#	#	#		
Flagstaff Bordertown Dormitory- 21st Century School	41	48	49%	47	52	57%					
Flandreau Indian School	95	38	34%	97	32	33%	88	28	24%	81%	30%
Fond Du Lac Ojibwe School	177	26	28%	156	31	34%	131	26	26%	89%	9%
Fort Totten Public School District #30	467	27	21%	445	27	20%	437	28	20%	90%	15%
Fort Yates Public School #4	609	34	31%	581	32	30%	544	28	24%	86%	22%
Gila Crossing Community School	438	23	21%	435	21	18%	424	23	17%	91%	30%
Greasewood Springs Community School, Inc.	148	16	14%				157	19	16%	87%	23%
Greyhills Academy High School	90	34	32%	92	43	39%	110	40	37%	89%	36%
Hanaa'Dlil (Huerfano) Community School	#	#	#	#	#	#	#	#	#		
Hannahville Indian School*	130	44	45%	132	43	47%	93	44	42%	70%	6%
Hopi Day School	138	33	24%	153	26	21%	142	24	18%	95%	8%
Hopi Jr/Sr High School	139	29	29%	305	32	31%					
Hotevilla Bacavi Community School	44	34	34%	83	37	34%	77	25	19%	75%	5%
Hunters Point Boarding School	141	19	21%	158	22	16%	143	28	22%	95%	20%
Indian Island School	81	52	56%	76	49	50%	71	51	51%	93%	20%
Indian Township School	119	28	28%	113	30	26%	108	20	23%	92%	43%
Isleta Elementary School	139	38	40%	108	35	30%	113	28	32%	99%	13%
Jeehdeez'a Elementary School	99	16	11%	90	20	11%	100	19	11%	87%	26%
Jemez Day School	146	39	33%	150	35	32%	149	34	33%	97%	1%
JKL Bahweting Anishnabe School	477	64	68%	486	65	67%	499	68	74%	99%	9%
John F Kennedy Day School	192	35	27%	190	34	22%	194	31	23%	96%	15%
Jones Academy	28	43	32%	26	43	46%	37	51	51%	90%	3%
Kaibeto Boarding School	214	25	23%	188	28	21%	194	19	15%	83%	37%
Kayenta Community School	323	21	16%	305	23	16%	301	21	12%	89%	23%
Keams Canyon Elementary School*	82	30	23%	74	28	19%	57	32	25%	57%	14%
Kha'p'o Community School	113	58	58%	40	31	25%	97	21	25%	91%	20%
Kickapoo Nation School	13	16	38%	42	22	17%					

Kin Dah Lich' I Olta	126	28	17%	118	31	22%	136	19	11%	94%	24%
Lac Courte Oreilles Ojibwe School	175	40	38%	163	37	38%	188	33	29%	91%	35%
Laguna Elementary & Middle Schools	242	37	39%	179	40	36%	230	43	41%	88%	10%
Lake Valley Navajo School	38	34	26%	44	25	23%	33	26	21%	89%	35%
Leupp Schools Incorporated*	117	24	21%	102	23	18%	95	13	8%	79%	40%
Little Eagle Grant School*	79	9	8%	69	11	12%	70	14	10%	83%	36%
Little Singer Community School	75	21	13%				66	17	6%	90%	25%
Little Wound School	381	16	12%	401	18	13%	467	19	13%	85%	56%
Loneman Day School	125	3	6%	31	8	10%	179	10	9%	82%	18%
Lower Brule Day School	125	17	17%	162	19	19%	177	16	14%	82%	26%
Lukachukai Community School	332	25	19%	328	26	20%	358	20	15%	94%	14%
Lummi Nation School (Tribal School)	121	19	17%	158	21	16%	138	22	15%	95%	50%
Mandaree School District	150	30	21%	131	31	27%	161	30	22%	84%	33%
Many Farms Community School	248	25	14%	206	23	16%	236	28	21%	89%	18%
Many Farms High School	212	43	40%	186	34	32%	#	#	#		
Mariano Lake Community School*	133	20	15%	145	18	12%	66	9	6%	48%	
Marty Indian School*	141	24	18%	162	21	19%	140	28	22%	80%	53%
Menominee Tribal School	202	33	29%	211	27	26%	199	28	29%	97%	40%
Mescalero Apache School	399	33	28%	446	32	26%	436	27	23%	87%	28%
Meskwaki Settlement School	179	35	33%	176	37	37%	186	40	37%	87%	20%
Moencopi Day School	149	49	49%	131	46	44%	138	35	37%	91%	5%
Muckleshoot Tribal School	279	22	19%	245	19	16%	211	28	30%	85%	55%
Na' Neelzhiin Ji Olta', Inc.	143	18	13%	146	18	14%	146	17	8%	87%	29%
Naatsis'Aan Community School*	95	24	18%	82	19	9%	72	18	18%	77%	23%
Navajo Preparatory School	125	63	73%	140	65	79%	129	63	78%	96%	6%
Nay-Ah-Shing School	155	35	30%	144	28	28%	136	36	37%	90%	13%
Nazlini Community School*	101	9	9%	115	17	17%	88	26	17%	84%	31%
Nenahnezad Community School	163	46	43%	143	46	43%	154	43	40%	91%	1%
Northern Cheyenne Tribal School				66	8	6%					
Ohkay Owingeh Community School	92	33	39%	87	30	32%	77	28	27%	92%	8%
Ojibwa Indian School	241	35	29%	239	37	36%	257	32	30%	93%	29%
Ojo Encino Day School	142	23	11%	132	23	17%	125	22	18%	87%	38%
Oneida Nation School District	332	41	38%	331	43	40%	340	38	34%	92%	32%
Paschal Sherman Indian School*	123	28	20%	111	23	21%	93	23	15%	78%	42%
Pierre Indian Learning Center	135	7	4%	60	13	5%					
Pine Hill School	161	17	10%	189	16	12%	202	14	10%	89%	64%

Pine Ridge School*	312	26	21%	434	21	15%	431	18	16%	79%	59%
Pine Springs Day School	63	32	27%	63	31	30%	38	16	21%	73%	11%
Pinon Community School	42	25	14%	32	16	19%	34	16	21%	83%	9%
Porcupine Day School*	112	12	6%	124	6	4%	118	10	11%	75%	53%
Pueblo Pintado Community School	199	21	21%	208	28	25%	192	18	16%	92%	16%
Pyramid Lake Jr/Sr High School*	33	41	42%	27	43	41%	25	36	32%	76%	4%
Quileute Tribal School*	45	35	33%	40	38	40%	48	25	27%	81%	
Red Rock Day School	150	35	35%	147	33	29%	168	33	26%	91%	19%
Riverside Indian School	231	34	28%	229	37	31%	265	43	42%	89%	12%
Rock Creek Grant School	49	6	4%	36	12	8%					
Rock Point Community School	207	19	16%	67	18	13%	284	17	14%	92%	18%
Rocky Ridge Boarding School	110	18	9%	107	19	14%	92	16	10%	86%	23%
Rough Rock Community School	202	10	7%				116	5	3%	85%	41%
Salt River Pima-Maricopa Community Schools							319	27	28%	89%	12%
San Felipe Pueblo Elementary School	344	27	22%	286	23	21%	262	17	17%	92%	12%
San Ildefonso Day School*	20	41	45%	18	51	56%	26	36	19%	93%	15%
San Simon School	222	23	20%	213	23	20%	208	22	20%	91%	17%
Sanostee Day School*	52	56	65%	44	51	55%	43	46	44%	83%	35%
Santa Fe Indian School	172	41	37%	435	50	50%	438	52	55%	98%	10%
Santa Rosa Boarding Day School				133	26	23%	125	25	18%	90%	14%
Seba Dalkai Boarding School	88	30	20%	86	34	28%	82	30	28%	84%	15%
Second Mesa Day School	250	35	29%	288	24	15%	274	21	16%	93%	13%
Sequoyah High School							#	#	#		
Sherman Indian High School	166	43	39%	134	41	36%	135	34	33%	91%	2%
Shiprock Associated Schools, Inc.	324	40	39%	321	45	45%	365	43	41%	97%	3%
Shoshone-Bannock School District #512*	50	31	30%	49	20	18%	25	9	16%	37%	
Sky City Community School	197	41	36%	194	37	34%	177	40	33%	99%	22%
St. Francis Indian School (Sicangu Oyate Ho, Inc.)	370	11	12%	359	13	9%	471	16	12%	90%	4%
St. Stephens Indian School	131	23	15%	139	17	14%	168	16	15%	85%	44%
T Siya (Zia) Elementary and Middle School	76	17	14%	49	23	14%	44	23	20%	96%	27%
Takini School*	82	16	16%				62	8	11%	54%	55%
Taos Day School	141	38	36%	117	32	32%	95	40	28%	94%	30%
Te Tsu Geh Oweenge Day School (Tesuque)*	16	24	19%	22	25	27%	23	40	43%	77%	17%
Theodore Roosevelt School	70	9	3%	98	13	11%	74	10	7%	82%	26%
Tiisnazbas Community School	139	37	23%	122	30	25%	125	32	30%	81%	20%

Tiospa Zina Tribal School	339	24	23%	334	28	24%	347	26	20%	85%	48%
Tiospaye Topa School	90	21	18%	99	21	19%	100	17	12%	81%	58%
To'Hajilee-He (Canoncito)	236	24	17%	251	28	26%	265	28	20%	93%	28%
Tohaali Community School	138	28	20%	116	30	23%	110	28	22%	95%	25%
Tonalea School (Red Lake)	187	24	20%	158	27	23%	163	22	14%	93%	24%
Tse'ii'ahi' (Standing Rock) Community School	73	34	27%	61	33	30%	84	36	36%	84%	18%
Tuba City Boarding School*	1,219	49	50%	1,204	50	50%	865	45	45%	71%	6%
Turtle Mountain Community Schools*	1,094	43	42%	1,111	43	43%	1,007	43	43%	76%	19%
Twin Buttes School*	27	29	15%	31	48	48%	37	50	51%	82%	11%
Two Eagle River Alternative School*	36	42	44%	33	52	52%	28	27	25%	74%	89%
United Tribes Theodore Jamerson Elementary*	100	43	39%	78	35	33%	109	47	44%	81%	30%
Wa He Lut Indian School				133	17	11%					
White Shield School District*	99	34	34%				90	30	24%	83%	46%
Wide Ruins Community School	110	15	10%	85	28	15%	111	14	8%	86%	41%
Wingate Elementary School	438	27	24%	363	33	31%	355	34	32%	91%	32%
Wingate High School	212	36	36%	201	41	38%	220	34	26%	93%	41%
Wounded Knee District School*	103	10	6%	24	11	8%	108	13	8%	79%	48%
Yakama Nation Tribal School*	#	#	#	43	45	42%	21	28	24%	78%	25%

A # symbol indicates when a school had testing data for 11 or fewer students. Due to these low student counts, their data summaries are not shown.

An * symbol identifies a school in which fewer than 80% of students with MAP testing data had corresponding matched demographic data. As such, interpretations about chronic abseenteism rates in these schools should be made with caution given the below average match rates.

A blank indicates that schools did not have any data for that term or variable. Attendance data are not shown for schools with MAP-to-demographic data match rates below 50% of students.

Table B.3. Mathematics Growth, Testing Consistency, and Chronic Absenteeism in Individual BIE-Funded Schools, 2014-15 to 2016-17

School	2014-15			2015-16			2016-17			Testing Consistency & Attendance, 2016-17	
	Number of Tests	Avg. CGI	% Meet or Exceed Growth Proj.	Number of Tests	Avg. CGI	% Meet or Exceed Growth Proj.	Number of Tests	Avg. CGI	% Meet or Exceed Growth Proj.	% of Students w/ Fall and Spring Test Events	% of Students Chronically Absent
Alamo Navajo Community School	223	-.28	35%	234	-.40	32%	215	-.51	29%	87%	54%
American Horse School	246	-.21	46%	192	.01	56%	265	-.48	34%	95%	35%
Aneth Community School	149	.17	52%	133	.13	56%	129	-.25	42%	93%	28%
Baca/Dlo'Ay Azhi Community School*	284	.50	65%	234	.68	73%	219	-.03	45%	73%	11%
Beatrice Rafferty School	121	-.13	43%	124	-.22	38%	124	-.52	26%	95%	23%
Beclabito Day School	39	.63	59%	28	.08	39%	50	.06	50%	91%	30%
Black Mesa Community School*	32	-.99	25%	32	-.46	34%	36	-.47	33%	78%	9%
Blackwater Community School	164	-.19	38%	126	-.07	46%	193	-.04	52%	94%	30%
Bread Springs Day School	72	.23	61%	91	.61	66%	100	-.15	42%	88%	15%
Bug-O-Nay-Ge-Shig School*	129	-1.08	25%	92	-.49	34%	83	.07	47%	65%	51%
Casa Blanca Community School				181	-.07	41%	105	.63	59%	89%	48%
Ch'ooshgai (Chuska) Community School	370	-.20	44%	338	-.50	35%	310	-.34	37%	96%	34%
Chemawa Indian School	114	.26	59%								
Cherokee Central Schools	818	-.47	35%	815	-.56	31%	784	-.31	41%	92%	20%
Cheyenne-Eagle Butte School	881	-.17	43%	866	-.08	47%	832	-.24	43%	89%	42%
Chi Chil' Tah (Jones Ranch)*	101	-.09	50%	107	.40	68%	68	-.58	26%	65%	7%
Chief Leschi School	712	.17	58%	645	-.50	34%					
Chilchinbeto Community School*	85	-.70	26%	66	-.91	21%	91	-.09	44%	72%	24%
Chitimacha Day School*							23	-.24	52%	74%	0%
Cibecue Community School (Dishchii bikoh)	364	.28	62%	390	-.11	46%	404	-.37	35%	92%	31%
Circle of Life School*				120	.33	60%	97	.65	70%	70%	41%
Circle of Nations School*	74	.25	61%	55	-.27	36%	44	-.16	41%	81%	5%
Coeur d'Alene Tribal School	81	.04	53%	#	#	#					
Cottonwood Day School	169	-.24	47%	209	-.31	41%	212	-.75	24%	96%	30%
Cove Day School	29	-.68	14%	29	-.31	38%	#	#	#		
Crazy Horse School*	135	-.04	47%	162	-.46	35%	166	-.68	29%	77%	62%
Crow Creek Tribal School	311	-.92	25%	195	-.44	38%	304	-.01	51%	86%	71%
Crownpoint Community School (Tiis Tsozi BiOlta)	312	.48	66%	338	.25	55%	342	.42	63%	96%	13%
Crystal Boarding School	120	-.09	49%	106	.03	48%	121	-.76	17%	94%	27%
Dennehotso Boarding School	176	.24	58%	154	.33	62%	170	.16	56%	95%	19%

Dibe Yazhi Hablti'n O'lt'a (Borrego Pass School)	133	.44	68%	146	-.08	42%	128	-.25	38%	90%	28%
Dilcon Community School	127	-.24	40%	113	-.03	49%	115	-.16	37%	83%	17%
Duckwater Shoshone Elementary School*				#	#	#	13	-1.34	8%	93%	0%
Dunseith Day School	229	.05	52%	228	-.07	44%	216	-.41	30%	81%	13%
Dzilth-Na-O-Dith-Hle Community School	147	.12	60%	146	.45	69%	160	.26	59%	97%	27%
Enemy Swim Day School*	145	.38	61%	168	-.28	40%	170	-.15	44%	94%	22%
First Mesa Elementary School				27	.66	67%	#	#	#		
Flagstaff Bordertown Dormitory- 21st Century School	42	-.19	38%	47	-.13	40%					
Flandreau Indian School	94	.21	56%	96	.00	51%	87	-.38	44%	80%	31%
Fond Du Lac Ojibwe School	179	-.08	48%	154	.02	51%	142	-.07	51%	90%	12%
Fort Totten Public School District #30	471	-.37	36%	441	-.43	32%	439	-.32	37%	90%	15%
Fort Yates Public School #4	597	-.15	47%	575	.04	50%	558	-.15	44%	87%	22%
Gila Crossing Community School	435	-.35	39%	439	-.35	38%	425	-.21	43%	91%	30%
Greasewood Springs Community School, Inc.	145	.03	52%				158	-.43	32%	87%	23%
Greyhills Academy High School	90	-.32	32%	92	-.24	38%	111	-.22	38%	89%	36%
Hanaa'Dlil (Huerfano) Community School	#	#	#	#	#	#	#	#	#		
Hannahville Indian School*	129	.19	53%	133	-.16	46%	73	-.38	34%	74%	7%
Hopi Day School	139	-.18	40%	152	-.48	32%	142	-.36	34%	95%	8%
Hopi Jr/Sr High School	137	-.69	26%	305	-.45	38%					
Hotevilla Bacavi Community School	65	-.28	40%	83	-.07	46%	76	-.37	36%	76%	4%
Hunters Point Boarding School	142	-.40	39%	158	-.38	32%	143	-.56	28%	95%	20%
Indian Island School	81	.15	60%	76	.12	51%	71	-.05	44%	93%	20%
Indian Township School*	121	-.34	36%	113	-.44	36%	106	-.21	43%	90%	42%
Isleta Elementary School	138	-.33	41%	110	-.55	25%	112	-.06	53%	98%	12%
Jeehdeez'a Elementary School	99	-.36	36%	90	.07	57%	102	-.21	39%	87%	26%
Jemez Day School	146	.15	55%	150	-.22	47%	150	-.04	45%	97%	2%
JKL Bahweting Anishnabe School	477	.32	62%	485	.40	66%	500	.57	69%	99%	9%
John F Kennedy Day School	190	-.32	34%	182	-.07	47%	193	-.42	33%	96%	15%
Jones Academy	28	.02	46%	26	.31	54%	38	.39	61%	93%	3%
Kaibeto Boarding School	214	-.35	37%	188	-.04	50%	193	-.52	28%	83%	37%
Kayenta Community School	325	-.38	34%	309	.02	49%	302	-.14	48%	89%	23%
Keams Canyon Elementary School*	83	-.29	37%	75	-.06	49%	57	.14	51%	57%	14%
Kha'p'o Community School	113	.26	52%	41	-.18	44%	90	-1.15	20%	87%	18%
Kickapoo Nation School	15	.66	67%	42	-.60	24%					
Kin Dah Lich' I Olta	130	-.24	39%	118	-.48	31%	139	-.44	34%	96%	25%

Lac Courte Oreilles Ojibwe School	175	.00	51%	163	-.13	41%	189	-.21	45%	91%	35%
Laguna Elementary & Middle Schools	242	-.36	38%	196	-.13	43%	231	.34	62%	88%	10%
Lake Valley Navajo School	38	.13	50%	40	-.15	53%	32	.15	53%	89%	33%
Leupp Schools Incorporated*	117	-.14	48%	102	-.49	34%	95	-.60	31%	80%	40%
Little Eagle Grant School*	80	-.22	43%	69	.35	61%	70	.10	56%	83%	36%
Little Singer Community School	74	-.41	38%				65	-1.09	15%	90%	25%
Little Wound School	396	-.37	38%	410	-.38	37%	479	-.44	33%	86%	57%
Loneman Day School	115	-1.39	18%	31	-.66	29%	179	-.23	41%	83%	18%
Lower Brule Day School	124	-.04	47%	158	-.31	39%	174	-.83	27%	81%	25%
Lukachukai Community School	330	.25	55%	328	-.19	45%	357	-.30	38%	94%	14%
Lummi Nation School (Tribal School)	43	.24	53%	132	.27	58%	146	-.31	38%	94%	51%
Mandaree School District	136	-.13	48%	122	.03	51%	158	-.52	36%	84%	31%
Many Farms Community School	250	-.10	43%	205	-.30	42%	234	.12	56%	89%	17%
Many Farms High School	114	.40	67%	170	-.32	45%	#	#	#		
Mariano Lake Community School*	134	-.17	43%	144	-.13	44%	66	-1.06	14%	48%	
Marty Indian School*	141	.50	66%	163	.06	53%	142	.55	69%	80%	54%
Menominee Tribal School	200	-.22	45%	211	-.46	34%	199	-.55	29%	97%	40%
Mescalero Apache School	398	-.04	45%	447	.08	53%	437	.03	50%	87%	28%
Meskwaki Settlement School	178	-.37	38%	176	-.24	39%	182	-.34	40%	85%	20%
Moencopi Day School	149	.18	51%	131	.08	55%	138	.14	54%	91%	5%
Muckleshoot Tribal School	258	-.10	45%	185	-.30	39%	193	.00	45%	90%	57%
Na' Neelzhiin Ji Olta', Inc.	150	-.05	52%	148	.28	63%	144	.02	47%	86%	29%
Naatsis'Aan Community School*	94	-.04	44%	81	-.21	35%	73	-.08	48%	78%	24%
Navajo Preparatory School	127	-.18	46%	140	.15	58%	133	.21	59%	99%	6%
Nay-Ah-Shing School	156	-.06	44%	145	-.17	41%	142	-.12	46%	90%	12%
Nazlini Community School*	101	-.78	22%	115	.08	56%	87	.00	52%	83%	30%
Nenahnezad Community School	163	.01	50%	143	.33	59%	154	.47	64%	91%	1%
Northern Cheyenne Tribal School				69	-.79	29%					
Ohkay Owingeh Community School	92	-.16	41%	87	-.60	37%	74	-.95	32%	89%	7%
Ojibwa Indian School	243	-.16	42%	240	-.33	40%	247	-.40	39%	92%	26%
Ojo Encino Day School	141	-.38	35%	132	-.19	41%	129	-.31	38%	89%	38%
Oneida Nation School District	331	-.25	40%	337	-.43	31%	337	-.48	31%	92%	32%
Paschal Sherman Indian School	122	-.14	40%	111	-.18	38%	95	-.29	40%	93%	42%
Pierre Indian Learning Center	135	.22	54%	60	-.29	45%					
Pine Hill School	163	-.49	28%	188	-.37	37%	202	-.71	28%	89%	64%
Pine Ridge School	289	-.80	27%	434	-.64	32%	446	-.53	32%	82%	60%

Pine Springs Day School	63	.15	48%	64	-.19	44%	38	-.05	47%	73%	11%
Pinon Community School	40	-.39	30%	32	-.47	31%	34	.19	50%	85%	9%
Porcupine Day School*	123	-.84	25%	122	-.87	21%	113	-.61	26%	72%	51%
Pueblo Pintado Community School	203	-.50	30%	213	-.11	41%	192	-.16	45%	92%	16%
Pyramid Lake Jr/Sr High School*	32	-.38	41%	28	.00	50%	26	-.03	46%	65%	8%
Quileute Tribal School*	45	.51	84%	41	.92	80%	48	-.14	44%	81%	
Red Rock Day School	148	-.24	41%	147	.49	64%	168	.07	54%	91%	19%
Riverside Indian School	231	1.00	77%	232	.72	78%	265	.78	77%	89%	12%
Rock Creek Grant School	51	-.59	31%	36	1.31	81%					
Rock Point Community School	213	.06	51%	67	-.54	24%	284	-.54	26%	92%	18%
Rocky Ridge Boarding School	110	-.56	29%	106	-.18	48%	93	-.29	41%	85%	23%
Rough Rock Community School	200	-.70	28%				123	-.36	44%	91%	41%
Salt River Pima-Maricopa Community Schools							333	-.30	37%	92%	13%
San Felipe Pueblo Elementary School	343	-.57	29%	286	-.70	27%	263	-.81	24%	93%	12%
San Ildefonso Day School*	23	-.47	35%	17	-.10	41%	26	-.77	15%	93%	15%
San Simon School	217	-.24	42%	219	-.42	39%	210	-.37	40%	91%	14%
Sanostee Day School*	52	1.03	71%	44	1.15	70%	42	.62	60%	82%	33%
Santa Fe Indian School	165	-.11	41%	435	-.01	53%	438	.15	59%	98%	10%
Santa Rosa Boarding Day School				134	-.61	23%	120	-.62	25%	90%	14%
Seba Dalkai Boarding School	92	-.08	47%	84	.31	68%	83	.07	49%	85%	15%
Second Mesa Day School	249	-.22	37%	288	-.59	28%	262	-.74	23%	91%	14%
Sequoyah High School							#	#	#		
Sherman Indian High School	166	.06	49%	134	-.26	42%	134	-.26	38%	91%	1%
Shiprock Associated Schools, Inc.	323	.27	61%	321	.18	56%	365	-.15	43%	97%	3%
Shoshone-Bannock School District #512*	50	.02	56%	48	-.42	40%	26	-.92	27%	40%	
Sky City Community School	196	-.18	42%	193	-.14	47%	177	-.20	41%	99%	22%
St. Francis Indian School (Sicangu Oyate Ho, Inc.)	382	-.41	35%	369	-.44	39%	469	-.38	39%	89%	4%
St. Stephens Indian School	130	-.23	48%	141	-.56	35%	169	-.70	22%	85%	44%
T Siya (Zia) Elementary and Middle School	74	-.41	34%	48	.01	48%	45	.33	53%	96%	29%
Takini School*	70	-.45	41%				77	-1.21	23%	62%	55%
Taos Day School	141	.14	50%	120	.12	52%	95	.39	65%	94%	30%
Te Tsu Geh Oweenge Day School (Tesuque)*	19	.92	68%	23	-.10	43%	22	.13	55%	79%	19%
Theodore Roosevelt School	37	-.63	30%	91	-.25	38%	71	-.40	35%	84%	20%
Tiisnazbas Community School	139	.28	60%	122	.15	54%	126	-.08	51%	80%	21%
Tiospa Zina Tribal School	337	.17	55%	336	.33	63%	352	-.06	49%	85%	49%

Tiospaye Topa School	88	-.27	34%	100	-.38	34%	98	-.61	32%	80%	58%
To'Hajilee-He (Canoncito)	246	-.57	28%	251	-.11	44%	266	-.38	34%	93%	28%
Tohaali Community School	137	-.54	25%	116	-.06	44%	110	-.18	43%	95%	25%
Tonalea School (Red Lake)	186	-.08	47%	157	.37	67%	162	-.32	35%	92%	24%
Tse'ii'ahi' (Standing Rock) Community School	73	-.37	33%	61	.06	51%	83	.19	59%	84%	18%
Tuba City Boarding School*	1,216	.37	64%	1,205	.53	68%	928	.41	62%	76%	5%
Turtle Mountain Community Schools*	1,098	.51	69%	1,170	.41	66%	1,008	.16	55%	74%	18%
Twin Buttes School*	27	-.38	22%	31	.59	71%	38	-.19	47%	83%	11%
Two Eagle River Alternative School*	36	-.01	50%	32	.03	59%	28	-.69	25%	76%	89%
United Tribes Theodore Jamerson Elementary*	100	.52	62%	78	.46	71%	109	.12	52%	81%	30%
Wa He Lut Indian School				127	-.57	27%					
White Shield School District*	103	-.28	38%				90	-.19	42%	81%	44%
Wide Ruins Community School	109	-.36	40%	80	-.43	38%	108	-.76	24%	82%	42%
Wingate Elementary School	441	-.09	47%	349	.16	58%	350	.27	57%	90%	32%
Wingate High School	212	.08	55%	200	.05	56%	220	-.04	48%	93%	41%
Wounded Knee District School*	104	-.09	47%	24	.40	50%	108	.01	46%	79%	48%
Yakama Nation Tribal School*	19	.44	63%	43	-.15	47%	50	-.07	46%	86%	41%

A # symbol indicates when a school had testing data for 11 or fewer students. Due to these low student counts, their data summaries are not shown.

An * symbol identifies a school in which fewer than 80% of students with MAP testing data had corresponding matched demographic data. As such, interpretations about chronic abseenteism rates in these schools should be made with caution given the below average match rates.

A blank indicates that schools did not have any data for that term or variable. Attendance data are not shown for schools with MAP-to-demographic data match rates below 50% of students.

Table B.4. Reading Growth, Testing Consistency, and Chronic Absenteeism in Individual BIE-Funded Schools, 2014-15 to 2016-17

School	2014-15			2015-16			2016-17			Testing Consistency & Attendance, 2016-17	
	Number of Tests	Avg. CGI	% Meet or Exceed Growth Proj.	Number of Tests	Avg. CGI	% Meet or Exceed Growth Proj.	Number of Tests	Avg. CGI	% Meet or Exceed Growth Proj.	% of Students w/ Fall and Spring Test Events	% of Students Chronically Absent
Alamo Navajo Community School	225	-.57	32%	239	-.40	35%	223	-.57	30%	84%	54%
American Horse School	247	-.20	46%	190	.01	47%	265	-.42	35%	94%	35%
Aneth Community School	148	-.61	26%	132	-.54	29%	129	-.73	29%	94%	28%
Baca/Dlo'Ay Azhi Community School*	285	.21	56%	233	.28	61%	221	-.03	44%	73%	11%
Beatrice Rafferty School	121	-.04	51%	123	-.25	36%	124	-.05	45%	95%	23%
Beclabito Day School	26	-.27	27%	28	-.24	54%	50	-.28	46%	91%	30%
Black Mesa Community School*	32	-.82	22%	31	-.90	26%	37	-.61	35%	80%	11%
Blackwater Community School	165	-.34	39%	127	-.35	33%	189	-.43	31%	92%	29%
Bread Springs Day School	72	.09	49%	92	.39	58%	100	-.37	32%	88%	15%
Bug-O-Nay-Ge-Shig School*	125	-.87	27%	90	-.30	48%	82	-.23	45%	65%	51%
Casa Blanca Community School				188	-.28	40%	106	.07	51%	84%	49%
Ch'ooshgai (Chuska) Community School	370	-.35	38%	331	-.61	30%	310	-.42	33%	96%	34%
Chemawa Indian School	114	-.02	53%								
Cherokee Central Schools	814	-.55	32%	819	-.40	38%	780	-.22	43%	92%	21%
Cheyenne-Eagle Butte School	780	-.24	44%	853	-.10	48%	833	-.28	41%	90%	42%
Chi Chil' Tah (Jones Ranch)*	103	-.19	42%	109	.07	56%	67	-.41	36%	64%	7%
Chief Leschi School	703	.09	54%	640	-.31	41%					
Chilchinbeto Community School*	85	-.74	26%	66	-.85	27%	91	-.11	43%	72%	24%
Cibecue Community School (Dishchii bikoh)	363	.02	54%	386	-.30	38%	408	-.43	34%	93%	32%
Circle of Life School				117	.25	63%	115	.20	53%	84%	47%
Circle of Nations School*	77	.29	60%	57	.05	56%	44	-.20	36%	81%	5%
Coeur d'Alene Tribal School	80	-.02	49%								
Cottonwood Day School	168	-.33	38%	210	-.59	31%	212	-.77	26%	96%	30%
Cove Day School	29	-.39	28%	29	-.27	45%	#	#	#		
Crazy Horse School*	134	-.02	50%	163	-.53	33%	169	-.80	29%	76%	63%
Crow Creek Tribal School	298	-.98	30%	181	-.36	41%	301	-.40	38%	86%	71%
Crownpoint Community School (Tiis Tsozi BiOlta)	310	-.10	48%	338	.08	54%	341	.06	54%	96%	13%
Crystal Boarding School	120	-.03	49%	107	-.23	42%	121	-.84	22%	94%	27%
Dennehotso Boarding School	176	.24	57%	161	.20	61%	169	.16	54%	94%	19%

Dibe Yazhi Hablti'n O'lt'a (Borrego Pass School)	130	-.16	42%	148	-.35	39%	128	-.38	35%	89%	29%
Dilcon Community School	126	-.27	43%	114	-.47	34%	112	.07	54%	82%	16%
Duckwater Shoshone Elementary School*				#	#	#	13	-1.28	15%	93%	0%
Dunseith Day School	229	-.19	47%	230	-.38	40%	220	-.46	37%	83%	15%
Dzilth-Na-O-Dith-Hle Community School	147	-.08	50%	146	.17	53%	160	.22	58%	97%	27%
Enemy Swim Day School*	147	.26	56%	167	-.21	40%	170	-.34	35%	94%	22%
First Mesa Elementary School				27	-.20	37%	#	#	#		
Flagstaff Bordertown Dormitory- 21st Century School	41	-.10	46%	47	.08	64%					
Flandreau Indian School	95	.16	60%	97	-.16	47%	88	-.52	31%	81%	30%
Fond Du Lac Ojibwe School	177	-.21	44%	156	-.11	54%	131	-.29	47%	89%	9%
Fort Totten Public School District #30	467	-.18	41%	445	-.25	38%	437	-.20	46%	90%	15%
Fort Yates Public School #4	609	-.29	42%	581	-.26	41%	544	-.42	37%	86%	22%
Gila Crossing Community School	438	-.34	38%	435	-.32	40%	424	-.05	48%	91%	30%
Greasewood Springs Community School, Inc.	148	-.25	43%				157	-.44	34%	87%	23%
Greyhills Academy High School	90	-.14	48%	92	.04	51%	110	.02	57%	89%	36%
Hanaa'Dlil (Huerfano) Community School	#	#	#	#	#	#	#	#	#		
Hannahville Indian School*	130	.10	50%	132	-.14	48%	93	-.42	38%	70%	6%
Hopi Day School	138	.19	56%	153	-.33	44%	142	-.39	36%	95%	8%
Hopi Jr/Sr High School	139	-.54	31%	305	.01	51%					
Hotevilla Bacavi Community School	44	-.27	36%	83	-.02	48%	77	-.53	29%	75%	5%
Hunters Point Boarding School	141	-.46	33%	158	-.52	30%	143	-.37	36%	95%	20%
Indian Island School	81	.37	63%	76	.18	59%	71	.01	42%	93%	20%
Indian Township School	119	-.38	38%	113	-.38	41%	108	-.42	40%	92%	43%
Isleta Elementary School	139	-.33	40%	108	-.62	31%	113	-.47	36%	99%	13%
Jeehdeez'a Elementary School	99	-.58	27%	90	-.38	37%	100	-.21	38%	87%	26%
Jemez Day School	146	-.10	47%	150	-.30	31%	149	.09	53%	97%	1%
JKL Bahweting Anishnabe School	477	.44	65%	486	.32	63%	499	.67	69%	99%	9%
John F Kennedy Day School	192	-.45	31%	190	.00	49%	194	-.27	42%	96%	15%
Jones Academy	28	.11	57%	26	.13	65%	37	.14	43%	90%	3%
Kaibeto Boarding School	214	-.45	35%	188	-.09	52%	194	-.57	26%	83%	37%
Kayenta Community School	323	-.31	42%	305	-.13	46%	301	-.22	44%	89%	23%
Keams Canyon Elementary School*	82	-.40	34%	74	-.16	43%	57	-.01	53%	57%	14%
Kha'p'o Community School	113	.31	64%	40	-.63	35%	97	-.96	23%	91%	20%
Kickapoo Nation School	13	-.23	46%	42	-.70	33%					

Kin Dah Lich' I Olta	126	-.50	35%	118	-.34	33%	136	-.52	30%	94%	24%
Lac Courte Oreilles Ojibwe School	175	-.12	45%	163	.15	55%	188	-.08	54%	91%	35%
Laguna Elementary & Middle Schools	242	-.33	37%	179	-.21	40%	230	-.06	47%	88%	10%
Lake Valley Navajo School	38	.04	53%	44	-.17	43%	33	-.13	39%	89%	35%
Leupp Schools Incorporated*	117	.02	52%	102	-.27	39%	95	-.45	36%	79%	40%
Little Eagle Grant School*	79	.11	39%	69	.19	51%	70	.07	41%	83%	36%
Little Singer Community School	75	-.62	24%				66	-.71	26%	90%	25%
Little Wound School	381	-.55	32%	401	-.48	34%	467	-.32	37%	85%	56%
Loneman Day School	125	-1.49	12%	31	-.66	32%	179	-.63	33%	82%	18%
Lower Brule Day School	125	-.34	42%	162	-.27	41%	177	-.83	28%	82%	26%
Lukachukai Community School	332	-.06	47%	328	-.23	45%	358	-.40	38%	94%	14%
Lummi Nation School (Tribal School)	121	-.41	36%	158	-.29	36%	138	-.32	37%	95%	50%
Mandaree School District	150	-.27	43%	131	-.16	47%	161	-.65	34%	84%	33%
Many Farms Community School	248	-.28	40%	206	-.26	42%	236	-.03	50%	89%	18%
Many Farms High School	212	.43	78%	186	-.03	52%	#	#	#		
Mariano Lake Community School*	133	-.22	39%	145	-.27	39%	66	-.88	21%	48%	
Marty Indian School*	141	.04	43%	162	-.60	36%	140	.09	58%	80%	53%
Menominee Tribal School	202	.02	51%	211	-.16	46%	199	-.25	43%	97%	40%
Mescalero Apache School	399	-.16	44%	446	.00	51%	436	-.10	42%	87%	28%
Meskwaki Settlement School	179	-.15	42%	176	-.26	43%	186	-.21	41%	87%	20%
Moencopi Day School	149	.35	64%	131	.02	46%	138	-.30	43%	91%	5%
Muckleshoot Tribal School	279	-.25	39%	245	-.55	34%	211	-.18	46%	85%	55%
Na' Neelzhiin Ji Olta', Inc.	143	-.52	31%	146	-.36	36%	146	-.46	37%	87%	29%
Naatsis'Aan Community School*	95	.02	44%	82	-.34	39%	72	-.37	32%	77%	23%
Navajo Preparatory School	125	.09	57%	140	.19	64%	129	-.04	50%	96%	6%
Nay-Ah-Shing School	155	-.27	43%	144	-.14	46%	136	.03	51%	90%	13%
Nazlini Community School*	101	-.91	23%	115	-.22	42%	88	-.15	49%	84%	31%
Nenahnezad Community School	163	.01	52%	143	.17	57%	154	.31	58%	91%	1%
Northern Cheyenne Tribal School				66	.00	50%					
Ohkay Owingeh Community School	92	-.19	43%	87	-.18	47%	77	-.54	34%	92%	8%
Ojibwa Indian School	241	-.20	42%	239	-.14	48%	257	-.29	41%	93%	29%
Ojo Encino Day School	142	-.55	31%	132	-.14	41%	125	-.45	37%	87%	38%
Oneida Nation School District	332	-.09	43%	331	-.18	42%	340	-.40	34%	92%	32%
Paschal Sherman Indian School*	123	-.21	39%	111	-.38	34%	93	-.61	28%	78%	42%
Pierre Indian Learning Center	135	-.63	34%	60	-.85	28%					
Pine Hill School	161	-.44	35%	189	-.49	28%	202	-.53	34%	89%	64%

Pine Ridge School*	312	-.59	30%	434	-.51	37%	431	-.67	30%	79%	59%
Pine Springs Day School	63	-.28	43%	63	-.52	29%	38	-.43	39%	73%	11%
Pinon Community School	42	-.49	26%	32	-.80	16%	34	-.73	24%	83%	9%
Porcupine Day School*	112	-.79	28%	124	-.96	24%	118	-.61	31%	75%	53%
Pueblo Pintado Community School	199	-.68	28%	208	-.17	44%	192	-.48	35%	92%	16%
Pyramid Lake Jr/Sr High School*	33	.16	61%	27	.39	70%	25	.40	60%	76%	4%
Quileute Tribal School*	45	.14	58%	40	.51	73%	48	-.36	33%	81%	
Red Rock Day School	150	-.07	51%	147	.25	61%	168	-.09	51%	91%	19%
Riverside Indian School	231	.64	72%	229	.44	68%	265	.58	74%	89%	12%
Rock Creek Grant School	49	-.84	22%	36	.28	58%					
Rock Point Community School	207	-.21	45%	67	-.49	34%	284	-.55	31%	92%	18%
Rocky Ridge Boarding School	110	-.44	35%	107	.03	51%	92	-.33	29%	86%	23%
Rough Rock Community School	202	-.62	30%				116	-.82	25%	85%	41%
Salt River Pima-Maricopa Community Schools							319	-.34	41%	89%	12%
San Felipe Pueblo Elementary School	344	-.83	21%	286	-.70	28%	262	-.91	23%	92%	12%
San Ildefonso Day School*	20	-.38	35%	18	-.26	33%	26	-.45	27%	93%	15%
San Simon School	222	-.41	35%	213	-.26	43%	208	-.36	40%	91%	17%
Sanostee Day School*	52	1.01	73%	44	.63	61%	43	.65	72%	83%	35%
Santa Fe Indian School	172	.00	49%	435	.05	53%	438	.29	66%	98%	10%
Santa Rosa Boarding Day School				133	-.35	37%	125	-.77	26%	90%	14%
Seba Dalkai Boarding School	88	-.05	50%	86	.05	53%	82	.10	48%	84%	15%
Second Mesa Day School	250	-.06	50%	288	-.70	27%	274	-.53	32%	93%	13%
Sequoyah High School							#	#	#		
Sherman Indian High School	166	.08	52%	134	-.15	48%	135	-.19	42%	91%	2%
Shiprock Associated Schools, Inc.	324	-.05	51%	321	.00	49%	365	-.06	48%	97%	3%
Shoshone-Bannock School District #512*	50	.32	64%	49	-.30	43%	25	-.60	32%	37%	
Sky City Community School	197	-.09	44%	194	-.14	41%	177	-.30	40%	99%	22%
St. Francis Indian School (Sicangu Oyate Ho, Inc.)	370	-.40	38%	359	-.48	37%	471	-.58	35%	90%	4%
St. Stephens Indian School	131	-.29	37%	139	-.46	38%	168	-.62	33%	85%	44%
T Siya (Zia) Elementary and Middle School	76	-.77	21%	49	.06	55%	44	-.51	30%	96%	27%
Takini School*	82	-.17	45%				62	-1.06	24%	54%	55%
Taos Day School	141	-.13	44%	117	-.22	40%	95	-.21	42%	94%	30%
Te Tsu Geh Oweenge Day School (Tesuque)*	16	.34	50%	22	-.38	27%	23	.52	65%	77%	17%
Theodore Roosevelt School	70	-.41	37%	98	-.64	35%	74	-.19	43%	82%	26%
Tiisnazbas Community School	139	-.12	47%	122	.06	53%	125	.00	54%	81%	20%

Tiospa Zina Tribal School	339	-.08	49%	334	.02	50%	347	-.28	41%	85%	48%
Tiospaye Topa School	90	-.23	49%	99	-.16	47%	100	-.67	28%	81%	58%
To'Hajilee-He (Canoncito)	236	-.69	24%	251	.04	51%	265	-.48	35%	93%	28%
Tohaali Community School	138	-.65	27%	116	-.46	33%	110	-.17	43%	95%	25%
Tonalea School (Red Lake)	187	-.01	52%	158	-.06	47%	163	-.63	26%	93%	24%
Tse'ii'ahi' (Standing Rock) Community School	73	-.41	40%	61	-.10	46%	84	.02	51%	84%	18%
Tuba City Boarding School*	1,219	.23	59%	1,204	.43	66%	865	.23	60%	71%	6%
Turtle Mountain Community Schools*	1,094	.23	60%	1,111	.13	54%	1,007	-.07	48%	76%	19%
Twin Buttes School*	27	-.51	33%	31	.88	71%	37	-.25	46%	82%	11%
Two Eagle River Alternative School*	36	.26	58%	33	.41	67%	28	-.59	25%	74%	89%
United Tribes Theodore Jamerson Elementary*	100	.10	53%	78	.15	55%	109	.30	61%	81%	30%
Wa He Lut Indian School				133	-.88	23%					
White Shield School District*	99	-.24	46%				90	-.17	39%	83%	46%
Wide Ruins Community School	110	-.42	34%	85	-.24	36%	111	-.63	27%	86%	41%
Wingate Elementary School	438	-.17	43%	363	.20	58%	355	-.10	49%	91%	32%
Wingate High School	212	.05	57%	201	.26	64%	220	.00	53%	93%	41%
Wounded Knee District School*	103	-.43	31%	24	.46	54%	108	-.29	42%	79%	48%
Yakama Nation Tribal School*	#	#	#	43	-.11	42%	21	-.99	24%	78%	25%

A # symbol indicates when a school had testing data for 11 or fewer students. Due to these low student counts, their data summaries are not shown.

An * symbol identifies a school in which fewer than 80% of students with MAP testing data had corresponding matched demographic data. As such, interpretations about chronic abseenteism rates in these schools should be made with caution given the below average match rates.

A blank indicates that schools did not have any data for that term or variable. Attendance data are not shown for schools with MAP-to-demographic data match rates below 50% of students.

Appendix C – Subgroup Achievement & Growth Results in Individual BIE-Funded Schools

Table C.1. Mathematics Achievement by Student Subgroups in Individual BIE-Funded Schools, 2016-17

School	Overall 2016-17			IEP Students 2016-17			LEP Students 2016-17		
	Number of Tests	Median Percentile	% at 50th Percentile	Number of Tests	Median Percentile	% at 50th Percentile	Number of Tests	Median Percentile	% at 50th Percentile
Alamo Navajo Community School	215	20	16%	39	7	5%	103	12	14%
American Horse School	265	22	17%	16	3	0%			
Aneth Community School	129	28	29%	21	1	0%	91	24	25%
Baca/Dlo'Ay Azhi Community School*	219	40	38%	35	27	31%	176	37	38%
Beatrice Rafferty School	124	35	31%	22	18	23%	99	34	31%
Black Mesa Community School*	36	21	17%	#	#	#	18	9	6%
Blackwater Community School	193	35	29%	23	13	9%			
Bread Springs Day School	100	40	37%	#	#	#	68	42	38%
Bug-O-Nay-Ge-Shig School	83	14	12%	21	5	0%			
Casa Blanca Community School	105	36	38%	25	13	20%			
Ch'ooshgai (Chuska) Community School	310	16	12%	57	4	2%	176	13	10%
Cherokee Central Schools	784	29	27%	106	14	16%	#	#	#
Cheyenne-Eagle Butte School	832	29	24%	121	12	7%			
Chi Chil' Tah (Jones Ranch)*	68	35	32%	#	#	#	67	35	31%
Chilchinbeto Community School*	91	9	9%	23	3	4%	39	10	8%
Chitimacha Day School*	23	44	48%	#	#	#			
Cibecue Community School (Dishchii bikoh)	404	29	25%	71	10	7%	140	24	17%
Circle of Life School*	97	38	38%	#	#	#			
Cottonwood Day School	212	12	8%	15	3	0%	76	12	3%
Crazy Horse School*	166	8	8%	38	2	3%			
Crow Creek Tribal School	304	17	12%	47	6	4%			
Crownpoint Community School (Tiis Tsozi BiOlta)	342	52	53%	13	38	15%	212	44	44%
Crystal Boarding School	121	19	13%	17	4	0%	118	20	14%
Dennehotso Boarding School	170	41	35%	#	#	#	51	33	22%
Dibe Yazhi Hablti'n O'lt'a (Borrego Pass School)	128	26	19%	18	8	22%	34	14	21%
Dilcon Community School	115	29	25%	19	9	32%	39	20	18%
Dunseith Day School	216	24	18%	38	17	13%	#	#	#

Dzilth-Na-O-Dith-Hle Community School	160	47	44%	34	18	26%	33	35	24%
Enemy Swim Day School*	170	30	29%	32	16	19%			
Flandreau Indian School	87	26	18%	20	10	0%	20	24	5%
Fond Du Lac Ojibwe School	142	40	42%	31	25	29%			
Fort Totten Public School District #30	439	24	13%	56	11	9%	75	14	7%
Fort Yates Public School #4	558	25	26%	100	8	9%	77	14	16%
Gila Crossing Community School	425	21	17%	56	8	5%	#	#	#
Greasewood Springs Community School, Inc.	158	19	8%	18	5	0%	50	15	6%
Greyhills Academy High School	111	35	30%	19	10	0%	14	23	14%
Hannahville Indian School*	73	40	40%	14	33	29%			
Hopi Day School	142	23	18%	26	14	4%			
Hotevilla Bacavi Community School	76	20	17%	14	16	7%			
Hunters Point Boarding School	143	21	23%	18	17	22%	53	17	17%
Indian Island School	71	49	48%	13	25	31%			
Indian Township School*	106	18	22%	36	7	11%	20	8	10%
Isleta Elementary School	112	35	29%	15	14	20%	30	21	10%
Jeehdeez'a Elementary School	102	24	15%	#	#	#	58	17	7%
Jemez Day School	150	35	33%	22	27	14%	54	30	24%
JKL Bahweting Anishnabe School	500	65	73%	92	35	36%			
John F Kennedy Day School	193	30	21%	32	18	3%	92	25	15%
Kaibeto Boarding School	193	26	25%	26	2	4%	63	26	19%
Kayenta Community School	302	21	13%	35	5	3%	59	15	7%
Keams Canyon Elementary School*	57	33	25%	12	9	0%			
Kha'p'o Community School	90	17	12%	19	7	5%	#	#	#
Kin Dah Lich' I Olta	139	25	14%	15	12	7%	37	26	8%
Lac Courte Oreilles Ojibwe School	189	31	30%	37	15	16%	#	#	#
Laguna Elementary & Middle Schools	231	52	52%	24	20	21%	170	43	47%
Lake Valley Navajo School	32	38	31%	#	#	#	32	38	31%
Leupp Schools Incorporated*	95	14	6%	21	3	5%	43	10	5%
Little Singer Community School	65	10	2%	#	#	#	14	11	0%
Little Wound School	479	13	9%	86	6	2%			
Loneman Day School	179	10	8%	23	3	4%			
Lower Brule Day School	174	17	11%	47	6	11%			
Lukachukai Community School	357	23	18%	39	5	5%	138	19	9%
Lummi Nation School (Tribal School)	146	26	18%	36	10	3%			
Mandaree School District	158	22	13%	17	4	0%	#	#	#
Many Farms Community School	234	30	20%	#	#	#	56	23	11%
Marty Indian School*	142	39	32%	19	16	21%			
Menominee Tribal School	199	21	16%	38	15	3%			

Mescalero Apache School	437	31	26%	93	10	4%	145	20	14%
Meskwaki Settlement School	182	30	23%	36	16	17%			
Moencopi Day School	138	47	47%	13	26	31%			
Muckleshoot Tribal School	193	25	26%	31	4	6%			
Na' Neelzhiin Ji Olta', Inc.	144	28	25%	20	18	15%	142	28	25%
Naatsis'Aan Community School*	73	26	14%	#	#	#	20	19	10%
Nay-Ah-Shing School	142	30	29%	31	19	10%			
Nazlini Community School*	87	32	21%	#	#	#	26	28	8%
Nenahnezad Community School	154	47	47%	25	24	20%	37	47	46%
Ohkay Owingeh Community School	74	35	31%	15	6	13%	#	#	#
Ojibwa Indian School	247	31	29%	53	6	2%	14	5	0%
Ojo Encino Day School	129	29	17%	#	#	#	128	30	17%
Oneida Nation School District	337	30	26%	104	20	17%			
Paschal Sherman Indian School	95	28	18%	20	6	0%			
Pine Hill School	202	11	8%	36	3	14%	73	7	4%
Pine Ridge School	446	15	8%	44	5	0%			
Porcupine Day School*	113	7	1%	24	1	0%			
Pueblo Pintado Community School	192	29	19%	18	14	0%	162	25	14%
Red Rock Day School	168	41	36%	30	8	20%	48	27	25%
Riverside Indian School	265	45	42%	26	11	12%	87	45	46%
Rock Point Community School	284	21	14%	18	9	0%	61	13	10%
Rocky Ridge Boarding School	93	12	10%	12	1	0%	33	11	9%
Rough Rock Community School	123	8	5%	#	#	#	38	7	3%
Salt River Pima-Maricopa Community Schools	333	31	27%	78	14	13%	#	#	#
San Felipe Pueblo Elementary School	263	20	20%	18	7	0%	130	18	18%
San Simon School	210	19	11%	18	3	0%			
Sanostee Day School*	42	49	50%	#	#	#	13	64	62%
Santa Fe Indian School	438	45	42%	54	17	7%	53	40	36%
Santa Rosa Boarding Day School	120	19	17%	18	5	0%			
Seba Dalkai Boarding School	83	35	20%	13	9	0%	24	26	8%
Second Mesa Day School	262	17	12%	16	4	0%			
Shiprock Associated Schools, Inc.	365	42	39%	51	19	14%	15	41	33%
Sky City Community School	177	36	31%	33	16	9%	69	32	23%
St. Francis Indian School (Sicangu Oyate Ho, Inc.)	469	13	8%	75	2	4%			
St. Stephens Indian School	169	19	14%	36	10	6%			
T Siya (Zia) Elementary and Middle School	45	26	29%	#	#	#	44	26	30%
Takini School*	77	6	4%	19	1	5%			
Taos Day School	95	38	36%	20	23	15%	34	25	15%
Te Tsu Geh Oweenge Day School (Tesuque)*	22	33	23%	#	#	#	16	32	13%

Tiisnazbas Community School	126	33	30%	32	8	6%	64	36	27%
Tiospa Zina Tribal School	352	30	28%	62	12	10%			
To'Hajilee-He (Canoncito)	266	27	16%	41	11	5%	164	24	12%
Tohaali Community School	110	32	33%	21	12	5%	101	33	34%
Tonalea School (Red Lake)	162	28	25%	18	7	0%	45	24	18%
Tuba City Boarding School*	928	51	51%	180	23	28%			
Turtle Mountain Community Schools*	1,008	49	49%	173	17	17%	#	#	#
United Tribes Theodore Jamerson Elementary*	109	38	32%	33	26	9%			
White Shield School District*	90	20	16%	22	14	5%	#	#	#
Wide Ruins Community School	108	16	7%	#	#	#	18	27	6%
Wingate Elementary School	350	40	36%	30	9	17%	344	40	35%
Wingate High School	220	35	30%	23	12	9%	43	36	19%
Wounded Knee District School*	108	13	12%	20	7	10%			
Yakama Nation Tribal School*	50	23	16%	#	#	#	24	16	0%

A # symbol indicates when a school had testing data for 11 or fewer students. Due to these low student counts, their data summaries are not shown.

An * symbol identifies a school in which fewer than 80% of students with MAP testing data had corresponding matched demographic data. As such, interpretations about IEP/LEP results in these schools should be made with caution given the below average match rates.

A blank indicates that schools did not have any data for that term or variable. IEP/LEP data are not shown for schools with MAP-to-demographic data match rates below 50% of students.

Schools were removed from these tables if they had no IEP/LEP data to report, including schools with student subgroups of 11 or fewer students.

Table C.2. Reading Achievement by Student Subgroups in Individual BIE-Funded Schools, 2016-17

School	Overall 2016-17			IEP Students 2016-17			LEP Students 2016-17		
	Number of Tests	Median Percentile	% at 50th Percentile	Number of Tests	Median Percentile	% at 50th Percentile	Number of Tests	Median Percentile	% at 50th Percentile
Alamo Navajo Community School	223	15	9%	41	4	2%	108	12	9%
American Horse School	265	23	18%	16	4	6%			
Aneth Community School	129	13	15%	21	1	0%	91	11	12%
Baca/Dlo'Ay Azhi Community School*	221	35	31%	36	13	19%	177	30	28%
Beatrice Rafferty School	124	43	40%	22	29	23%	99	45	41%
Black Mesa Community School*	37	21	8%	#	#	#	19	15	0%
Blackwater Community School	189	33	25%	22	21	5%			
Bread Springs Day School	100	39	33%	#	#	#	68	40	35%
Bug-O-Nay-Ge-Shig School*	82	17	6%	21	2	0%			
Casa Blanca Community School	106	32	32%	26	17	19%			
Ch'ooshgai (Chuska) Community School	310	17	15%	57	2	4%	176	14	9%
Cherokee Central Schools	780	30	28%	107	13	15%	#	#	#
Cheyenne-Eagle Butte School	833	30	26%	116	14	11%			
Chi Chil' Tah (Jones Ranch)*	67	30	21%	#	#	#	66	30	20%
Chilchinbeto Community School*	91	14	19%	23	14	22%	39	13	10%
Cibecue Community School (Dishchii bikoh)	408	23	17%	71	3	3%	140	15	9%
Cottonwood Day School	212	13	9%	15	1	0%	76	11	4%
Crazy Horse School*	169	10	9%	38	6	0%			
Crow Creek Tribal School	301	21	17%	45	7	7%			
Crownpoint Community School (Tiis Tsozi BiOlta)	341	35	32%	13	20	15%	211	30	23%
Crystal Boarding School	121	20	12%	17	3	6%	118	20	12%
Dennehotso Boarding School	169	37	34%	#	#	#	50	29	20%
Dibe Yazhi Hablti'n O'lt'a (Borrego Pass School)	128	15	12%	19	5	5%	33	14	6%
Dilcon Community School	112	25	25%	18	11	11%	36	14	14%
Dunseith Day School	220	21	22%	47	11	9%	#	#	#
Dzilth-Na-O-Dith-Hle Community School	160	38	34%	34	13	6%	33	32	18%
Enemy Swim Day School*	170	28	24%	32	15	13%			
Flandreau Indian School	88	28	24%	20	15	5%	20	27	15%
Fond Du Lac Ojibwe School	131	26	26%	32	15	16%			
Fort Totten Public School District #30	437	28	20%	55	12	9%	75	21	11%
Fort Yates Public School #4	544	28	24%	92	12	7%	72	18	8%

Gila Crossing Community School	424	23	17%	58	4	7%	#	#	#
Greasewood Springs Community School, Inc.	157	19	16%	18	5	0%	49	17	20%
Greyhills Academy High School	110	40	37%	19	9	11%	14	15	0%
Hannahville Indian School*	93	44	42%	12	31	8%			
Hopi Day School	142	24	18%	26	9	0%			
Hotevilla Bacavi Community School	77	25	19%	14	22	7%			
Hunters Point Boarding School	143	28	22%	18	16	11%	52	22	15%
Indian Island School	71	51	51%	13	26	15%			
Indian Township School	108	20	23%	38	9	5%	20	12	20%
Isleta Elementary School	113	28	32%	16	8	19%	31	13	16%
Jeehdeez'a Elementary School	100	19	11%	#	#	#	56	11	5%
Jemez Day School	149	34	33%	22	25	5%	54	30	19%
JKL Bahweting Anishnabe School	499	68	74%	91	46	41%			
John F Kennedy Day School	194	31	23%	33	8	9%	92	29	16%
Kaibeto Boarding School	194	19	15%	26	6	0%	63	17	17%
Kayenta Community School	301	21	12%	35	3	9%	59	13	3%
Keams Canyon Elementary School*	57	32	25%	12	5	0%			
Kha'p'o Community School	97	21	25%	20	11	10%	#	#	#
Kin Dah Lich' I Olta	136	19	11%	16	12	0%	38	22	11%
Lac Courte Oreilles Ojibwe School	188	33	29%	36	19	8%	#	#	#
Laguna Elementary & Middle Schools	230	43	41%	24	18	17%	169	40	35%
Lake Valley Navajo School	33	26	21%	#	#	#	33	26	21%
Leupp Schools Incorporated*	95	13	8%	21	7	0%	43	7	2%
Little Singer Community School	66	17	6%	#	#	#	14	22	14%
Little Wound School	467	19	13%	83	9	6%			
Loneman Day School	179	10	9%	23	2	13%			
Lower Brule Day School	177	16	14%	46	7	13%			
Lukachukai Community School	358	20	15%	40	3	5%	138	18	8%
Lummi Nation School (Tribal School)	138	22	15%	33	11	3%			
Mandaree School District	161	30	22%	18	4	11%	#	#	#
Many Farms Community School	236	28	21%	#	#	#	55	18	13%
Marty Indian School*	140	28	22%	18	17	6%			
Menominee Tribal School	199	28	29%	38	7	3%			
Mescalero Apache School	436	27	23%	93	10	5%	144	24	17%
Meskwaki Settlement School	186	40	37%	37	16	14%			
Moencopi Day School	138	35	37%	13	16	15%			
Muckleshoot Tribal School	211	28	30%	32	9	3%			
Na' Neelzhiin Ji Olta', Inc.	146	17	8%	21	17	0%	144	17	7%
Naatsis'Aan Community School*	72	18	18%	#	#	#	20	26	20%

Nay-Ah-Shing School	136	36	37%	28	19	14%			
Nazlini Community School*	88	26	17%	#	#	#	26	23	12%
Nenahnezad Community School	154	43	40%	25	20	24%	37	45	46%
Ohkay Owingeh Community School	77	28	27%	17	5	12%	#	#	#
Ojibwa Indian School	257	32	30%	57	8	4%	15	3	0%
Ojo Encino Day School	125	22	18%	#	#	#	124	23	19%
Oneida Nation School District	340	38	34%	104	23	22%			
Paschal Sherman Indian School*	93	23	15%	20	11	10%			
Pine Hill School	202	14	10%	36	3	0%	73	9	14%
Pine Ridge School*	431	18	16%	42	2	2%			
Porcupine Day School*	118	10	11%	24	4	0%			
Pueblo Pintado Community School	192	18	16%	17	6	6%	162	17	13%
Red Rock Day School	168	33	26%	30	10	7%	48	20	15%
Riverside Indian School	265	43	42%	26	19	8%	87	37	34%
Rock Point Community School	284	17	14%	18	7	6%	61	8	10%
Rocky Ridge Boarding School	92	16	10%	#	#	#	34	9	0%
Rough Rock Community School	116	5	3%	#	#	#	37	5	3%
Salt River Pima-Maricopa Community Schools	319	27	28%	77	11	9%	#	#	#
San Felipe Pueblo Elementary School	262	17	17%	18	3	11%	130	11	10%
San Simon School	208	22	20%	17	9	0%			
Sanostee Day School*	43	46	44%	#	#	#	14	69	57%
Santa Fe Indian School	438	52	55%	54	26	22%	53	43	38%
Santa Rosa Boarding Day School	125	25	18%	18	3	0%			
Seba Dalkai Boarding School	82	30	28%	13	4	8%	23	25	22%
Second Mesa Day School	274	21	16%	15	6	0%			
Shiprock Associated Schools, Inc.	365	43	41%	51	21	20%	15	36	40%
Sky City Community School	177	40	33%	33	16	12%	69	35	23%
St. Francis Indian School (Sicangu Oyate Ho, Inc.)	471	16	12%	74	4	0%			
St. Stephens Indian School	168	16	15%	36	7	6%			
T Siya (Zia) Elementary and Middle School	44	23	20%	#	#	#	43	24	21%
Takini School*	62	8	11%	13	2	0%			
Taos Day School	95	40	28%	20	12	10%	34	16	6%
Te Tsu Geh Oweenge Day School (Tesuque)*	23	40	43%	#	#	#	17	45	47%
Tiisnazbas Community School	125	32	30%	32	7	0%	63	33	33%
Tiospa Zina Tribal School	347	26	20%	60	10	10%			
Tiospaye Topa School	100	17	12%	12	8	0%			
To'Hajilee-He (Canoncito)	265	28	20%	41	9	0%	163	25	18%
Tohaali Community School	110	28	22%	21	10	0%	101	28	22%
Tonalea School (Red Lake)	163	22	14%	18	5	0%	46	10	11%

Tuba City Boarding School*	865	45	45%	165	20	23%			
Turtle Mountain Community Schools*	1,007	43	43%	174	15	13%	#	#	#
United Tribes Theodore Jamerson Elementary*	109	47	44%	33	26	24%			
White Shield School District*	90	30	24%	20	21	10%	#	#	#
Wide Ruins Community School	111	14	8%	12	12	0%	19	19	11%
Wingate Elementary School	355	34	32%	31	13	16%	349	34	32%
Wingate High School	220	34	26%	23	10	4%	43	29	23%
Wounded Knee District School*	108	13	8%	20	10	10%			

A # symbol indicates when a school had testing data for 11 or fewer students. Due to these low student counts, their data summaries are not shown.

An * symbol identifies a school in which fewer than 80% of students with MAP testing data had corresponding matched demographic data. As such, interpretations about IEP/LEP results in these schools should be made with caution given the below average match rates.

A blank indicates that schools did not have any data for that term or variable. IEP/LEP data are not shown for schools with MAP-to-demographic data match rates below 50% of students.

Schools were removed from these tables if they had no IEP/LEP data to report, including schools with student subgroups of 11 or fewer students.

Table C.3. Mathematics Growth by Student Subgroups in Individual BIE-Funded Schools, 2016-17

School	Overall 2016-17			IEP Students 2016-17			LEP Students 2016-17		
	Number of Tests	Avg. CGI	% Meet or Exceed Growth Proj.	Number of Tests	Avg. CGI	% Meet or Exceed Growth Proj.	Number of Tests	Avg. CGI	% Meet or Exceed Growth Proj.
Alamo Navajo Community School	215	-.51	29%	39	-.62	36%	103	-.64	23%
American Horse School	265	-.48	34%	16	-1.29	13%			
Aneth Community School	129	-.25	42%	21	-1.52	19%	91	-.31	41%
Baca/Dlo'Ay Azhi Community School*	219	-.03	45%	35	.29	63%	176	.04	48%
Beatrice Rafferty School	124	-.52	26%	22	-.47	32%	99	-.45	27%
Black Mesa Community School*	36	-.47	33%	#	#	#	18	-.51	33%
Blackwater Community School	193	-.04	52%	23	-.68	22%			
Bread Springs Day School	100	-.15	42%	#	#	#	68	-.28	35%
Bug-O-Nay-Ge-Shig School*	83	.07	47%	21	.20	52%			
Casa Blanca Community School	105	.63	59%	25	.33	40%			
Ch'ooshgai (Chuska) Community School	310	-.34	37%	57	-.33	40%	176	-.25	40%
Cherokee Central Schools	784	-.31	41%	106	-.52	38%	*	*	*
Cheyenne-Eagle Butte School	832	-.24	43%	121	-.36	42%			
Chi Chil' Tah (Jones Ranch)*	68	-.58	26%	#	#	#	67	-.58	27%
Chilchinbeto Community School*	91	-.09	44%	23	-.30	39%	39	-.12	44%
Cibecue Community School (Dishchii bikoh)	404	-.37	35%	71	-.19	45%	140	-.41	37%
Cottonwood Day School	212	-.75	24%	15	-.89	27%	76	-.63	25%
Crazy Horse School*	166	-.68	29%	38	-1.34	24%			
Crow Creek Tribal School	304	-.01	51%	47	-.45	40%			
Crownpoint Community School (Tiis Tsozi BiOlta)	342	.42	63%	13	.08	46%	212	.44	62%
Crystal Boarding School	121	-.76	17%	17	-1.21	6%	118	-.76	17%
Dennehotso Boarding School	170	.16	56%	#	#	#	51	-.14	41%
Dibe Yazhi Hablti'n O'lt'a (Borrego Pass School)	128	-.25	38%	18	.31	44%	34	-.71	26%
Dilcon Community School	115	-.16	37%	19	.00	42%	39	-.55	21%
Dunseith Day School	216	-.41	30%	38	.22	55%	#	#	#
Dzilth-Na-O-Dith-Hle Community School	160	.26	59%	34	.22	53%	33	.06	48%
Enemy Swim Day School*	170	-.15	44%	32	-.49	38%			
Flandreau Indian School	87	-.38	44%	20	-.74	40%	20	-.10	55%
Fond Du Lac Ojibwe School	142	-.07	51%	31	.03	52%			
Fort Totten Public School District #30	439	-.32	37%	56	-.11	45%	75	-.36	39%

Fort Yates Public School #4	558	-.15	44%	100	-.44	40%	77	-.45	30%
Gila Crossing Community School	425	-.21	43%	56	-.40	34%	#	#	#
Greasewood Springs Community School, Inc.	158	-.43	32%	18	-.65	33%	50	-.50	28%
Greyhills Academy High School	111	-.22	38%	19	-.76	32%	14	-.59	43%
Hannahville Indian School*	73	-.38	34%	14	-.28	29%			
Hopi Day School	142	-.36	34%	26	-.66	19%			
Hotevilla Bacavi Community School	76	-.37	36%	14	.28	57%			
Hunters Point Boarding School	143	-.56	28%	18	-.10	39%	53	-.62	26%
Indian Island School	71	-.05	44%	13	.22	62%			
Indian Township School*	106	-.21	43%	36	-.25	39%	20	-.41	25%
Isleta Elementary School	112	-.06	53%	15	-.46	40%	30	-.59	40%
Jeehdeez'a Elementary School	102	-.21	39%	#	#	#	58	-.38	31%
Jemez Day School	150	-.04	45%	22	-.06	41%	54	-.32	33%
JKL Bahweting Anishnabe School	500	.57	69%	92	.43	68%			
John F Kennedy Day School	193	-.42	33%	32	-.27	41%	92	-.53	24%
Kaibeto Boarding School	193	-.52	28%	26	-1.05	12%	63	-.60	25%
Kayenta Community School	302	-.14	48%	35	-.42	40%	59	-.01	47%
Keams Canyon Elementary School*	57	.14	51%	12	-.04	42%			
Kha'p'o Community School	90	-1.15	20%	19	-1.52	16%	#	#	#
Kin Dah Lich' I Olta	139	-.44	34%	15	-.74	27%	37	-.39	30%
Lac Courte Oreilles Ojibwe School	189	-.21	45%	37	-.60	38%	#	#	#
Laguna Elementary & Middle Schools	231	.34	62%	24	.10	38%	170	.25	58%
Lake Valley Navajo School	32	.15	53%	#	#	#	32	.15	53%
Leupp Schools Incorporated*	95	-.60	31%	21	-.63	33%	43	-.44	30%
Little Singer Community School	65	-1.09	15%	#	#	#	14	-1.17	21%
Little Wound School	479	-.44	33%	86	-.46	34%			
Loneman Day School	179	-.23	41%	23	.14	48%			
Lower Brule Day School	174	-.83	27%	47	-1.46	23%			
Lukachukai Community School	357	-.30	38%	39	-.77	31%	138	-.35	35%
Lummi Nation School (Tribal School)	146	-.31	38%	36	-.37	36%			
Mandaree School District	158	-.52	36%	17	-1.42	24%	#	#	#
Many Farms Community School	234	.12	56%	#	#	#	56	.01	55%
Marty Indian School*	142	.55	69%	19	.53	74%			
Menominee Tribal School	199	-.55	29%	38	-.64	24%			
Mescalero Apache School	437	.03	50%	93	-.19	46%	145	-.04	46%
Meskwaki Settlement School	182	-.34	40%	36	-.28	42%			
Moencopi Day School	138	.14	54%	13	.34	46%			
Muckleshoot Tribal School	193	.00	45%	31	-.37	42%			

Na' Neelzhiin Ji Olta', Inc.	144	.02	47%	20	.09	45%	142	.02	47%
Naatsis'Aan Community School*	73	-.08	48%	#	#	#	20	.03	65%
Nay-Ah-Shing School	142	-.12	46%	31	-.36	45%			
Nazlini Community School*	87	.00	52%	#	#	#	26	.01	54%
Nenahnezad Community School	154	.47	64%	25	.18	44%	37	.26	57%
Ohkay Owingeh Community School	74	-.95	32%	15	-2.84	13%	#	#	#
Ojibwa Indian School	247	-.40	39%	53	-1.04	25%	14	-1.02	14%
Ojo Encino Day School	129	-.31	38%	#	#	#	128	-.32	38%
Oneida Nation School District	337	-.48	31%	104	-.59	28%			
Paschal Sherman Indian School	95	-.29	40%	20	-.25	45%			
Pine Hill School	202	-.71	28%	36	-1.09	25%	73	-.46	34%
Pine Ridge School	446	-.53	32%	44	-.90	18%			
Porcupine Day School*	113	-.61	26%	24	-.35	38%			
Pueblo Pintado Community School	192	-.16	45%	18	-.38	39%	162	-.22	42%
Red Rock Day School	168	.07	54%	30	-.53	33%	48	-.15	44%
Riverside Indian School	265	.78	77%	26	.70	65%	87	1.05	85%
Rock Point Community School	284	-.54	26%	18	-.33	39%	61	-.60	30%
Rocky Ridge Boarding School	93	-.29	41%	12	-.65	25%	33	-.20	48%
Rough Rock Community School	123	-.36	44%	#	#	#	38	-.40	39%
Salt River Pima-Maricopa Community Schools	333	-.30	37%	78	-.61	31%	#	#	#
San Felipe Pueblo Elementary School	263	-.81	24%	18	-.74	11%	130	-.71	28%
San Simon School	210	-.37	40%	18	-.41	28%			
Sanostee Day School*	42	.62	60%	#	#	#	13	-.06	46%
Santa Fe Indian School	438	.15	59%	54	.13	63%	53	.15	62%
Santa Rosa Boarding Day School	120	-.62	25%	18	-.79	22%			
Seba Dalkai Boarding School	83	.07	49%	13	-.02	46%	24	-.33	29%
Second Mesa Day School	262	-.74	23%	16	-1.05	25%			
Shiprock Associated Schools, Inc.	365	-.15	43%	51	-.42	33%	15	.05	40%
Sky City Community School	177	-.20	41%	33	-.41	39%	69	-.27	41%
St. Francis Indian School (Sicangu Oyate Ho, Inc.)	469	-.38	39%	75	-.78	37%			
St. Stephens Indian School	169	-.70	22%	36	-1.00	17%			
T Siya (Zia) Elementary and Middle School	45	.33	53%	#	#	#	44	.32	52%
Takini School*	77	-1.21	23%	19	-1.82	16%			
Taos Day School	95	.39	65%	20	-.09	50%	34	.14	62%
Te Tsu Geh Oweenge Day School (Tesuque)*	22	.13	55%	#	#	#	16	-.08	44%
Tiisnazbas Community School	126	-.08	51%	32	-.70	34%	64	.00	55%
Tiospa Zina Tribal School	352	-.06	49%	62	-.29	40%			
To'Hajilee-He (Canoncito)	266	-.38	34%	41	-.25	39%	164	-.46	31%
Tohaali Community School	110	-.18	43%	21	-.47	33%	101	-.12	45%

Tonalea School (Red Lake)	162	-.32	35%	18	-.21	33%	45	-.36	31%
Tuba City Boarding School*	928	.41	62%	180	.32	57%			
Turtle Mountain Community Schools*	1,008	.16	55%	173	.14	55%	#	#	#
United Tribes Theodore Jamerson Elementary*	109	.12	52%	33	.39	64%			
White Shield School District*	90	-.19	42%	22	.00	50%	#	#	#
Wide Ruins Community School	108	-.76	24%	#	#	#	18	-.34	33%
Wingate Elementary School	350	.27	57%	30	.52	63%	344	.26	56%
Wingate High School	220	-.04	48%	23	-.07	48%	43	.10	53%
Wounded Knee District School*	108	.01	46%	20	.91	70%			
Yakama Nation Tribal School*	50	-.07	46%	#	#	#	24	-.04	50%

A # symbol indicates when a school had testing data for 11 or fewer students. Due to these low student counts, their data summaries are not shown.

An * symbol identifies a school in which fewer than 80% of students with MAP testing data had corresponding matched demographic data. As such, interpretations about IEP/LEP results in these schools should be made with caution given the below average match rates.

A blank indicates that schools did not have any data for that term or variable. IEP/LEP data are not shown for schools with MAP-to-demographic data match rates below 50% of students.

Schools were removed from these tables if they had no IEP/LEP data to report, including schools with student subgroups of 11 or fewer students.

Table C.4. Reading Growth by Student Subgroups in Individual BIE-Funded Schools, 2016-17

School	Overall 2016-17			IEP Students 2016-17			LEP Students 2016-17		
	Number of Tests	Avg. CGI	% Meet or Exceed Growth Proj.	Number of Tests	Avg. CGI	% Meet or Exceed Growth Proj.	Number of Tests	Avg. CGI	% Meet or Exceed Growth Proj.
Alamo Navajo Community School	223	-.57	30%	41	-.71	34%	108	-.52	31%
American Horse School	265	-.42	35%	16	-1.42	6%			
Aneth Community School	129	-.73	29%	21	-2.30	10%	91	-.83	27%
Baca/Dlo'Ay Azhi Community School*	221	-.03	44%	36	-.10	36%	177	-.03	44%
Beatrice Rafferty School	124	-.05	45%	22	-.16	45%	99	.02	48%
Black Mesa Community School*	37	-.61	35%	#	#	#	19	-.60	37%
Blackwater Community School	189	-.43	31%	22	-.88	18%			
Bread Springs Day School	100	-.37	32%	#	#	#	68	-.41	29%
Bug-O-Nay-Ge-Shig School*	82	-.23	45%	21	-.28	38%			
Casa Blanca Community School	106	.07	51%	26	-.12	50%			
Ch'ooshgai (Chuska) Community School	310	-.42	33%	57	-.88	21%	176	-.43	31%
Cherokee Central Schools	780	-.22	43%	107	-.44	38%	#	#	#
Cheyenne-Eagle Butte School	833	-.28	41%	116	-.50	34%			
Chi Chil' Tah (Jones Ranch)*	67	-.41	36%	#	#	#	66	-.42	35%
Chilchinbeto Community School*	91	-.11	43%	23	.32	57%	39	-.09	44%
Cibecue Community School (Dishchii bikoh)	408	-.43	34%	71	-.51	32%	140	-.34	34%
Cottonwood Day School	212	-.77	26%	15	-.91	27%	76	-.71	30%
Crazy Horse School*	169	-.80	29%	38	-1.35	16%			
Crow Creek Tribal School	301	-.40	38%	45	-.69	27%			
Crownpoint Community School (Tiis Tsozi BiOlta)	341	.06	54%	13	.07	62%	211	-.01	51%
Crystal Boarding School	121	-.84	22%	17	-2.33	18%	118	-.85	22%
Dennehotso Boarding School	169	.16	54%	#	#	#	50	-.03	46%
Dibe Yazhi Hablti'n O'lt'a (Borrego Pass School)	128	-.38	35%	19	.22	47%	33	-.39	36%
Dilcon Community School	112	.07	54%	18	-.07	56%	36	-.13	47%
Dunseith Day School	220	-.46	37%	47	-.25	45%	#	#	#
Dzilth-Na-O-Dith-Hle Community School	160	.22	58%	34	-.27	41%	33	.32	61%
Enemy Swim Day School*	170	-.34	35%	32	-.63	28%			
Flandreau Indian School	88	-.52	31%	20	-.52	25%	20	-.16	35%
Fond Du Lac Ojibwe School	131	-.29	47%	32	-.16	50%			
Fort Totten Public School District #30	437	-.20	46%	55	-.27	53%	75	-.13	53%

Fort Yates Public School #4	544	-.42	37%	92	-.46	32%	72	-.46	32%
Gila Crossing Community School	424	-.05	48%	58	-.32	41%	#	#	#
Greasewood Springs Community School, Inc.	157	-.44	34%	18	-.45	33%	49	-.24	43%
Greyhills Academy High School	110	.02	57%	19	-.27	53%	14	-.52	43%
Hannahville Indian School*	93	-.42	38%	12	-.30	42%			
Hopi Day School	142	-.39	36%	26	-.81	31%			
Hotevilla Bacavi Community School	77	-.53	29%	14	-.70	21%			
Hunters Point Boarding School	143	-.37	36%	18	.03	50%	52	-.40	37%
Indian Island School	71	.01	42%	13	.07	38%			
Indian Township School	108	-.42	40%	38	-.78	32%	20	-.82	35%
Isleta Elementary School	113	-.47	36%	16	-1.68	19%	31	-.86	35%
Jeehdeez'a Elementary School	100	-.21	38%	#	#	#	56	-.24	39%
Jemez Day School	149	.09	53%	22	.27	55%	54	.04	57%
JKL Bahweting Anishnabe School	499	.67	69%	91	1.00	68%			
John F Kennedy Day School	194	-.27	42%	33	-.34	42%	92	-.26	46%
Kaibeto Boarding School	194	-.57	26%	26	-1.21	15%	63	-.67	24%
Kayenta Community School	301	-.22	44%	35	-.84	29%	59	.06	58%
Keams Canyon Elementary School*	57	-.01	53%	12	-.80	33%			
Kha'p'o Community School	97	-.96	23%	20	-1.03	25%	#	#	#
Kin Dah Lich' I Olta	136	-.52	30%	16	-.35	19%	38	-.55	26%
Lac Courte Oreilles Ojibwe School	188	-.08	54%	36	-.39	47%	#	#	#
Laguna Elementary & Middle Schools	230	-.06	47%	24	-.01	46%	169	-.12	44%
Lake Valley Navajo School	33	-.13	39%	#	#	#	33	-.13	39%
Leupp Schools Incorporated*	95	-.45	36%	21	-.34	29%	43	-.40	40%
Little Singer Community School	66	-.71	26%	#	#	#	14	-.86	29%
Little Wound School	467	-.32	37%	83	-.66	24%			
Loneman Day School	179	-.63	33%	23	-.66	26%			
Lower Brule Day School	177	-.83	28%	46	-1.16	26%			
Lukachukai Community School	358	-.40	38%	40	-1.06	25%	138	-.48	33%
Lummi Nation School (Tribal School)	138	-.32	37%	33	-.36	45%			
Mandaree School District	161	-.65	34%	18	-1.01	28%	#	#	#
Many Farms Community School	236	-.03	50%	#	#	#	55	-.26	44%
Marty Indian School*	140	.09	58%	18	.10	56%			
Menominee Tribal School	199	-.25	43%	38	-.95	18%			
Mescalero Apache School	436	-.10	42%	93	-.26	40%	144	.23	54%
Meskwaki Settlement School	186	-.21	41%	37	-.31	35%			
Moencopi Day School	138	-.30	43%	13	-.31	46%			
Muckleshoot Tribal School	211	-.18	46%	32	-.52	41%			

Na' Neelzhiin Ji Olta', Inc.	146	-.46	37%	21	-.75	33%	144	-.46	37%
Naatsis'Aan Community School*	72	-.37	32%	#	#	#	20	.14	50%
Nay-Ah-Shing School	136	.03	51%	28	-.20	43%			
Nazlini Community School*	88	-.15	49%	#	#	#	26	-.03	50%
Nenahnezad Community School	154	.31	58%	25	.31	56%	37	.29	57%
Ohkay Owingeh Community School	77	-.54	34%	17	-.76	29%	#	#	#
Ojibwa Indian School	257	-.29	41%	57	-.64	33%	15	-.68	33%
Ojo Encino Day School	125	-.45	37%	#	#	#	124	-.46	36%
Oneida Nation School District	340	-.40	34%	104	-.58	25%			
Paschal Sherman Indian School*	93	-.61	28%	20	-.45	25%			
Pine Hill School	202	-.53	34%	36	-.90	17%	73	-.26	45%
Pine Ridge School*	431	-.67	30%	42	-.62	29%			
Porcupine Day School*	118	-.61	31%	24	-.90	25%			
Pueblo Pintado Community School	192	-.48	35%	17	-.35	35%	162	-.49	33%
Red Rock Day School	168	-.09	51%	30	-.38	30%	48	-.16	40%
Riverside Indian School	265	.58	74%	26	.48	65%	87	.62	78%
Rock Point Community School	284	-.55	31%	18	-.79	17%	61	-.70	25%
Rocky Ridge Boarding School	92	-.33	29%	#	#	#	34	-.42	21%
Rough Rock Community School	116	-.82	25%	#	#	#	37	-.90	16%
Salt River Pima-Maricopa Community Schools	319	-.34	41%	77	-.76	29%	#	#	#
San Felipe Pueblo Elementary School	262	-.91	23%	18	-1.42	17%	130	-.96	23%
San Simon School	208	-.36	40%	17	.17	59%			
Sanostee Day School*	43	.65	72%	#	#	#	14	.71	79%
Santa Fe Indian School	438	.29	66%	54	.17	59%	53	.01	55%
Santa Rosa Boarding Day School	125	-.77	26%	18	-1.28	6%			
Seba Dalkai Boarding School	82	.10	48%	13	-.59	31%	23	.36	48%
Second Mesa Day School	274	-.53	32%	15	-.01	33%			
Shiprock Associated Schools, Inc.	365	-.06	48%	51	-.28	35%	15	.01	60%
Sky City Community School	177	-.30	40%	33	-.40	36%	69	-.43	35%
St. Francis Indian School (Sicangu Oyate Ho, Inc.)	471	-.58	35%	74	-1.04	20%			
St. Stephens Indian School	168	-.62	33%	36	-.96	19%			
T Siya (Zia) Elementary and Middle School	44	-.51	30%	#	#	#	43	-.50	30%
Takini School*	62	-1.06	24%	13	-1.28	15%			
Taos Day School	95	-.21	42%	20	-.67	30%	34	-.39	38%
Te Tsu Geh Oweenge Day School (Tesuque)*	23	.52	65%	#	#	#	17	.72	71%
Tiisnazbas Community School	125	.00	54%	32	-1.22	25%	63	.20	57%
Tiospa Zina Tribal School	347	-.28	41%	60	-.16	43%			
Tiospaye Topa School	100	-.67	28%	12	-.69	33%			
To'Hajilee-He (Canoncito)	265	-.48	35%	41	-.39	37%	163	-.60	34%

Tohaali Community School	110	-.17	43%	21	-.25	33%	101	-.20	42%
Tonalea School (Red Lake)	163	-.63	26%	18	-1.20	28%	46	-.71	24%
Tuba City Boarding School*	865	.23	60%	165	.09	55%			
Turtle Mountain Community Schools*	1,007	-.07	48%	174	-.24	40%	#	#	#
United Tribes Theodore Jamerson Elementary*	109	.30	61%	33	.45	67%			
White Shield School District*	90	-.17	39%	20	-.14	30%	#	#	#
Wide Ruins Community School	111	-.63	27%	12	-.46	25%	19	-.14	42%
Wingate Elementary School	355	-.10	49%	31	.04	55%	349	-.11	49%
Wingate High School	220	.00	53%	23	-.05	52%	43	.32	65%
Wounded Knee District School*	108	-.29	42%	20	.04	45%			

A # symbol indicates when a school had testing data for 11 or fewer students. Due to these low student counts, their data summaries are not shown.

An * symbol identifies a school in which fewer than 80% of students with MAP testing data had corresponding matched demographic data. As such, interpretations about IEP/LEP results in these schools should be made with caution given the below average match rates.

A blank indicates that schools did not have any data for that term or variable. IEP/LEP data are not shown for schools with MAP-to-demographic data match rates below 50% of students.

Schools were removed from these tables if they had no IEP/LEP data to report, including schools with student subgroups of 11 or fewer students.