

Bureau of Indian Education Report on Student Achievement and Growth: 2009-10 to 2012-13

Northwest Evaluation Association

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EXECUTIVE SUMMARY

In the fall of 2013, researchers from the Kingsbury Center at Northwest Evaluation Association (NWEA) reviewed Bureau of Indian Education (BIE) student testing data from the previous four school years (2009-10 to 2012-13), to see what trends we observed in BIE student achievement and growth. Our results suggest that BIE students have made positive strides in both achievement and growth.

This evaluation was guided by the following three research questions:

1. **Student Achievement in the BIE System** – At what level did BIE students achieve in 2012-13, and how has BIE student achievement changed over the previous four academic years?
2. **Student Growth in the BIE System** – How much growth did BIE students show in 2012-13, and how has BIE student growth changed over the previous four academic years?
3. **Achievement and Growth in Individual BIE Schools** – To what extent have achievement and growth in individual BIE schools changed over the previous four academic years, especially for those schools identified as low or high-performing?

To answer the first research question, we calculated the median percentile rank by grade for students in grades K-10 throughout the BIE system, as well as the percentage of BIE students whose achievement level at the conclusion of each school year was at or above the 50th percentile of NWEA's nationally representative student norms. For our second research question, we summarized student growth by looking at how the gains made by BIE students from fall to spring of each year compared to their student growth projections – the amount of growth we might expect to observe for these students, based on their starting test score, their grade, and the subject in which they tested.

For our first two research questions, we summarized student achievement and growth for all students in schools throughout the BIE system that participated in NWEA testing, as well as for students in schools that maintained a consistent NWEA testing program since 2010-11 (tested for three consecutive years, and tested approximately the same number of students during each school year). With our third research question, we focused on achievement and growth trends over the prior four years within individual BIE schools—specifically those schools identified as persistently low-achieving, or schools with the highest achievement or growth in the most recent year.

Some general trends emerged from our analyses on BIE student achievement and growth. Focusing first on the broader BIE system, we found that BIE student achievement in both math and reading was below-average at all grade levels in 2012-13. However, a review of longitudinal data from 2009-10 forward for students throughout the BIE system, as well as for students in our subset of BIE schools with consistent testing programs since 2010-11, showed that BIE student achievement appears to have improved, most notably in math and for students in lower grades. So, while student achievement still trails that of other students across the United States as of 2012-13, our results appear to indicate that student achievement in most grade and subject areas seems to be trending upward (or remaining stable) from prior years.

The improvements we observed in BIE student achievement are likely a direct result of the strong gains BIE students made from fall to spring of each year, most notably in 2012-13. For example, in 2009-10, BIE students had below-average to average fall-to-spring gains in nearly all grade and subject areas. By 2012-13, BIE students showed much stronger gains, with average to above-average gains in most grade and subject areas. These findings are particularly encouraging, as above-average gains should result in increased student achievement in subsequent years.

There were also a number of examples of individual schools that not only had above-average achievement and fall-to-spring gains in 2012-13, but also showed significant improvements in math and reading achievement and growth since 2009-10. For example, Dibe Yazhi Hablti'n O'lt'a Inc. had well below-average achievement in math and reading in 2009-10; by 2012-13, students in this school had made noteworthy improvements in both subject areas. These improvements in student achievement were likely a result of the strong gains students made in this school from fall to spring, especially in the most recent years. Nenahnezad Community School is another example of a school with particularly noteworthy achievement and growth trends. Students in this school in 2012-13 were among the highest performing in both achievement and growth compared to all other BIE schools that participated in NWEA testing. Further, students in this school have consistently demonstrated improvements (or maintained high performance) since 2009-10 in both subject areas. These are just two examples among many of schools that have shown marked improvements over the last four years.

The improvements we observed in BIE student achievement and growth throughout the BIE system are certainly encouraging, as are the improvements made by a number of individual BIE schools. To help maintain these positive trends, we offer the following recommendations:

- Work to maintain consistent testing practices throughout the BIE system so that all students are captured in summaries of student achievement and growth.
- Review current strategies, interventions, programs, and/or classroom approaches to help drive academic improvements for BIE students in reading.
- Build upon the successes of individual schools by identifying what educators and administrators in these schools are doing to positively impact student achievement and growth.

While the results of this report do not show major improvements in BIE student achievement and growth, we did observe incremental improvements in both math and reading across most grades and within a large number of individual schools. *These trends certainly represent a step in the right direction.* We hope that these findings provide the BIE with useful data to help inform future decisions about the educational needs of all BIE students.

INTRODUCTION

BUREAU OF INDIAN EDUCATION

The Bureau of Indian Education (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.

During the 2012-13 school year, the BIE was responsible for educating over 47,000 American Indian and Alaska Native students. These students attended school in one of the 184 BIE elementary, secondary, residential and peripheral dormitories located on 64 reservations across 23 states. Of the 184 BIE-funded schools, 57 are operated by the Bureau and the remaining 127 are tribally controlled.¹ The tribally controlled schools operate under special legislation, predominantly as grant schools (P.L. 100-297, Tribally Controlled Schools Act of 1988) or as contract schools (P.L. 93-638, Indian Self-Determination and Education Assistance Act of 1975). Federal policy supports tribal self-determination and self-governance, which is manifested in the realm of education by the tribal control of schools. The Bureau also operates two post-secondary schools: Haskell Indian Nations University and Southwestern Indian Polytechnic Institute.²

NORTHWEST EVALUATION ASSOCIATION & KINGSBURY CENTER

The Northwest Evaluation Association (NWEA) is a not-for-profit organization located in Portland, Oregon with offerings in computer-adaptive assessments, research, professional development, and reporting. NWEA's Measures of Academic Progress® (MAP®) assessments are aligned to state standards and can predict proficiency on state exams, and can be used to measure academic growth and inform instruction. These assessments are useful tools to target the needs and current academic achievement levels of every student. At present, NWEA partners with over 6,000 schools and school systems across the United States and internationally, with the ultimate mission of partnering to help all kids learn.

The Kingsbury Center is a research unit at NWEA that was created by a collaborative group of educators and researchers. The Center's independent research studies take an authoritative, in-depth look at education trends in the United States' student population. This research is driven by NWEA's Growth

¹ In this report, schools in the BIE school system will be distinguished as *BIE-operated* to identify those schools directly managed by BIE, or *tribally controlled* to identify those grant or contract schools operated by governing tribes or school boards. The term *BIE-funded* will designate both types of schools.

² For more information on the Bureau of Indian Education, please visit www.bie.edu

Research Database, the single largest repository of student growth data in the United States. Through research partnerships with foundations, think-tanks, universities, and NWEA schools, the Kingsbury Center is helping to change the conversations around education's most challenging issues. The Center and our partners strive to impact the thinking of leaders at all levels of educational systems, with work that ranges from research that influences national policy to reports, such as this one, that provide actionable information to school systems about student achievement and growth.³

BIE-NWEA PARTNERSHIP & SUMMARY OF JULY 2012 REPORT FINDINGS

In the fall of 2009, NWEA began a partnership with the BIE to provide assessments, professional development, and leadership coaching to schools in the BIE system. Due to the large number of schools across states and Education Line Offices (ELOs) that use the MAP assessment, the BIE requested that NWEA develop a comprehensive approach to review student achievement and growth for all schools that participated in MAP testing. This "roll-up reporting" is provided to the entire BIE system in a way that allows BIE leadership, Associate Deputy Directors (ADDs), Education Line Officers, teachers, and school leaders to easily view assessment results and make appropriate choices about curriculum and instruction to best meet their students' learning needs.

In addition to roll-up reporting, one of the main tasks undertaken by NWEA in the BIE-NWEA partnership is to provide the BIE with an annual summary of test performance for students across all BIE schools. This summary is beneficial as it provides the BIE with valuable information about achievement and growth trends for students throughout the BIE system, and can prove useful in identifying areas of strength and weakness in the broader BIE system and in individual schools.

In July of 2012, researchers from the Kingsbury Center at NWEA completed the second evaluation of BIE student MAP performance. In this report, we focused primarily on BIE student growth, and used the following three research questions to guide our evaluation:

1. How much growth did BIE students show from fall 2010 to spring 2011?
2. To what extent did BIE students experience summer learning loss in the summer of 2011?
3. How much growth did students enrolled in a BIE-funded school for two consecutive years show from fall 2009 to spring 2011?

Some general trends emerged in our analyses of student growth, the most notable of which was that in 2010-11 in the majority of grade and subject areas, the gains made by BIE students were less than NWEA's growth projections (based on NWEA's 2011 student norms).⁴ This was most noticeable for students in grades K-3, but became less apparent for students in later grades, especially in math. Students in the earlier grades also showed lesser gains across two consecutive years than students in

³ For more information about NWEA and the Kingsbury Center, please visit www.nwea.org and www.kingsburycenter.org

⁴ These growth projections will be described in greater detail in the next section of this report.

the 4th grade and higher. In fact, in some of the upper grade areas, BIE student growth actually exceeded NWEA's growth projections.

Summer loss also appeared to be a particularly problematic issue for BIE students. In nearly all grade and subject areas, BIE students tended to show greater decline over the summer months than other students across the United States.

The results presented in this 2012 report were useful in showing that the growth for students in lower grades was an area that likely warranted extra attention from leaders and policymakers in the BIE. Further, the summer learning loss issues noted in this report were also something we recommended the BIE continue to track, and encouraged the BIE to determine what steps could be taken to ensure that BIE students received additional academic support over the summer months.

FOCUS & STRUCTURE OF THE CURRENT REPORT

In this report, we build upon the findings of our previous two evaluations by showing how BIE students performed on the MAP assessments in the 2012-13 year, and highlight how BIE student performance has changed over the previous four academic years (2009-10, 2010-11, 2011-12, and 2012-13). In addition to this overall summary of BIE student test performance, we also show how the performance of students in individual BIE schools has changed over the previous four years. These summaries should provide the BIE with information about which schools have demonstrated significant improvements since 2009-10, and help identify those schools where additional academic support may be needed.

This report is guided and organized by the following three research questions:

1. **Student Achievement in the BIE System** – At what level did BIE students achieve in 2012-13, and how has BIE student achievement changed over the previous four academic years?
2. **Student Growth in the BIE System** – How much growth did BIE students show in 2012-13, and how has BIE student growth changed over the previous four academic years?
3. **Achievement and Growth in Individual BIE Schools** – To what extent have achievement and growth in individual BIE schools changed over the previous four academic years, especially for those schools identified as low or high-performing?

For our first research question, we were interested in understanding how BIE student achievement in math and reading compared to achievement for students across the United States. Analyses from previous NWEA reports on this topic have shown that student achievement in the overall BIE system trails that of the broader national population of students. This particular set of analyses allows us to determine if this trend continues through 2012-13, and see how the overall level of achievement in the BIE system has changed over the last four school years.

The focus of our second research question is on the amount of growth shown by BIE students from fall to spring during each of the last four school years, to see if BIE students have made positive gains since 2009-10. We would expect that changes in BIE student achievement (the focus of our first research

question) would be a direct result of the gains made by BIE students from fall to spring of each year. That is, if BIE students show above-average gains during a school year, we should also observe improvements in end-of-year student achievement. With this particular research focus, we can also see if the pattern we observed in our previous report—BIE students in the earlier grades exhibited lower relative gains than students in later grades—was a persistent pattern for BIE students in more recent years.

For the first two research questions, we provide a summary of the overall achievement and growth trends for all students in the BIE system, as well as for students in schools that have maintained a consistent testing program over the three most recent school years (2010-11, 2011-12, and 2012-13). For our final research question, we present this information at the individual school level. Our analytic approach is the same as what we used for our overall summaries, but this specific set of analyses should provide more detail to BIE policymakers and stakeholders about the pattern of student achievement and growth in specific BIE schools. Within this set of analyses, we focused primarily on those schools identified as the persistently lowest achieving schools in the BIE system (identified as Tier I or Tier III schools in this report) to see if student achievement and growth has improved since schools received these designations. We also show how student performance has changed over the last four years in the schools that had the highest level of achievement and growth in 2012-13 out of all the schools in the BIE system that tested on the MAP assessments.

While the focus of this last set of analyses is on trends of achievement and growth in individual schools, it is important to note that *this is not meant to be an evaluation of the specific impact these schools had on the test performance of their students*. The methods and analytic approaches used in this report were not established to characterize the effectiveness of any specific policy, program, or school. Rather, this report is simply meant to be a descriptive summary of student performance in the BIE system to date, and should be used as one data source among many in a comprehensive review of BIE student achievement and growth trends.

The benefit of this report to the Bureau of Indian Education is that it provides valuable information about whether students in the BIE system have shown positive academic improvements over the past four years. The results included in this report should contribute a great deal of information about the performance of BIE students, and help identify grade areas, subjects, schools, or regions where more academic support may be needed. This report should also provide insight into the areas in the BIE system where students have made significant positive improvements.

In the following Methods section, we provide some additional background on the NWEA assessments, and describe the metrics and summary statistics we used to measure BIE student achievement and growth. We also describe the student sample we used for this report, and discuss how student mobility may affect the interpretation of student achievement and growth in the BIE system. We then present our findings, organized by research question, in the Results section, and provide a description of the trends we observed for BIE students over the previous four school years. In the Discussion section, we summarize our conclusions about how BIE student achievement and growth has changed since 2009-10, and offer some recommendations that may merit consideration by leaders in the BIE as they continue to

look to positively impact student achievement and growth. Finally, we have included all school-level data in Appendices A-E, and have grouped BIE schools together based on how a school is operated (BIE-operated or tribally controlled) and by ADD (East, West, and Navajo).

METHODS

OVERVIEW OF NWEA TESTING

The NWEA Measures of Academic Progress (MAP®) and MAP® for Primary Grades (MPG®) are assessments administered at multiple points throughout the school year to students in grades K-12. The NWEA assessments are typically given to students during specific testing windows in the fall, winter, and spring. By administering these assessments at the beginning and end of the school year, school personnel are able to see how much growth students have shown over the course of the year. The winter administration of these assessments provides school personnel with valuable information mid-year about how well students have performed in certain subject or skills areas, allowing for adjustments in instructional practices to be made for those students in need of additional academic support.

The NWEA assessments are computer-adaptive, which means that students respond to test items of increasing difficulty for every item they get correct, and receive less difficult items if they provide an incorrect response. This adaptive process allows for a more accurate estimation of a student's actual level of achievement and growth (i.e. lower measurement error) compared to the results of more traditional fixed-form assessments. The items to which a student responds are not constrained by grade, which means a high-achieving student in the 3rd grade could respond to items focused on 4th grade content (or beyond), or a low-achieving 3rd grade student could respond to content taught in 2nd grade or lower grade areas. As a result, estimates of a student's actual achievement level are more precise than grade-constrained assessments, since the item-level content to which a student responds is tailored through the adaptive process to his or her estimated achievement level.

There are two main reasons why computer-adaptive assessments provide better estimates of student achievement than fixed-form assessments. First, most fixed-form assessments, especially those used by states for accountability purposes, are designed specifically to show whether a student has learned specific grade-level content. To do this, the majority of items on these assessments have a difficulty level at or near this grade-level proficiency threshold—this provides information about whether a student understands the material necessary to be considered proficient for that particular grade. This structure can be problematic for assessing the performance of those students at the low and high ends of the achievement distribution; low-achieving students likely respond to items that are too difficult for their ability level, whereas high-achieving students respond to items that are generally too easy. With the NWEA assessments, students respond to items that are adjusted to their difficulty level, providing more meaningful estimates of student achievement and growth. Because of this, the data the BIE receives about student achievement from state-accountability measures is likely less informative than the results from NWEA's computer adaptive assessments, especially given that BIE students are traditionally lower-achieving (or below "grade-level").

It would also be challenging in both time and cost to design and administer a fixed-form assessment that contained enough items to accurately measure all points on the achievement distribution. The NWEA assessments benefit from an item bank of over 50,000 items, and because of the adaptive nature of

these assessments, students respond to only those items that are representative of their estimated achievement level. As a result, students may respond to approximately the same number of items on both forms of assessments, but with the NWEA assessments, students do not spend time responding to items that provide little information about their actual level of performance (i.e., items that are well above or well below their estimated achievement level). NWEA assessments consist of approximately 50 multiple choice items per subject, and assess student achievement in mathematics, reading, language usage, and general science.

Test scores from the NWEA assessments are called RIT scores, with the range of possible scores on the assessments constituting the equal-interval RIT scale; this RIT scale is used for all students who take the NWEA assessments. All NWEA assessments are aligned to the content standards of each state, with test items drawn from a single pool of calibrated items. Because NWEA assessments are aligned to individual state standards and reported on a single scale, comparisons of student performance can be made across grades, schools, or even states. This is especially beneficial for evaluating the performance of students in BIE-funded schools—by using NWEA RIT scores, the BIE can compare achievement and growth for all BIE students across the country, regardless of the grade or school in which these students are enrolled or the state in which they reside. These comparisons would not be possible if information about student achievement was based on performance on individual state tests, since the structure, format, and content of these assessments likely differ from state to state.

NWEA regularly conducts norming studies⁵ to provide context to aid in the interpretation of student RIT scores. With these student norms, parents, teachers, and school leaders can understand how a student's performance on NWEA assessments in each subject area compares to the performance of students in the same grade across the United States ([NWEA status norms](#)). The student norms also provide information about how much growth a student might be expected to show between two test events—such as from fall to spring—given the student's starting RIT score, his grade, and the subject in which the student has tested ([NWEA growth norms](#)). These norms provide extremely useful information about a student's test results, as they can help teachers identify which students are in need of additional academic support, can aid in the development of realistic growth targets for their students, and can help teachers understand whether their students are showing sufficient progress over the course of the school year.

SAMPLE

The sample used for this report consists of all students in grades K-10⁶ with complete testing records in math or reading from each year of the four-year period from 2009-10 to 2012-13. We restricted our sample to only include those students who had test results from both the fall and spring test

⁵ Northwest Evaluation Association (2011). RIT Scale Norms: For Use with Measures of Academic Progress (MAP®) and MAP® for Primary Grades. Portland, OR: Author.

⁶ We did not include students in grades 11 and 12 in our sample because NWEA does not have student growth norms for either of these grades, and does not have status norms for students in 12th grade. Without these norms, we are not able to provide context for BIE student achievement and growth, and as a result, they were excluded from our set of analyses.

administration period, as these were the students for whom growth could be measured. This also provided consistency in our sample when looking at both achievement and growth trends in the BIE system, as the same students were included in both sets of analyses. Thus, when we report “Number of Tests” in our summary tables, we are referring to the total number of students who met our criteria of having fall and spring test results during that particular school year. The total number of students in BIE schools with complete testing records during each of the last four academic years in both math and reading is shown in Table 1, as is the total number of BIE schools and school systems that participated in NWEA testing during each year of our evaluation.

Table 1: Total Number of Students and Schools with Fall and Spring Testing Data, 2009-10 to 2012-13

Subject	2009-10		2010-11		2011-12		2012-13	
	Students	Schools	Students	Schools	Students	Schools	Students	Schools
Math	9,066	65	15,925	106	19,834	128	26,497	147
Reading	9,114	64	15,519	103	19,984	128	26,348	147

The rationale behind this sample restriction is straightforward – we only wanted to report information on achievement and growth trends for those BIE students who were educated in the BIE system for an entire year, and only wanted to include those students who had testing data across multiple administration periods, as this allowed us to track changes in performance instead of performance at one point in time. However, by restricting our sample of students in this way, we may have introduced selection bias into our analyses. The students who were not included in our analyses of achievement and growth trends were those students who did not test during either the fall or spring test administration period (or both), or simply were not enrolled in a BIE school at the time of fall or spring testing. A student may not have tested because he or she was absent from school on the day of testing (and was never retested during that administration term), or it may be that a school only sought to test a certain subset of its students (such as only the lowest performing students who were most in need of additional academic support).

Regardless of the reason for some students not testing, as we show in Table 2, there was a clear difference in the number and percentage of students enrolled in BIE schools compared to the total number of students with NWEA test results from both the fall and spring administration—in total, 70% of students in BIE schools had complete testing records. These are students for whom growth could be measured, meaning that we do not have growth or achievement data for the remaining 30% of students who were enrolled in these schools. The data presented in Table 2 only shows differences during the 2012-13 school year in math, though this pattern is evident across all school years and subject areas included in this report.

Table 2: Difference in BIE School Enrollment and Number of BIE Students Tested, 2012-13, **Math**

Grade	Total BIE Enrollment ⁷	BIE Students w/ Fall and Spring NWEA Results	Total Difference	Percent Difference
K	4,588	2,645	1,943	58%
1 st	4,092	2,878	1,214	70%
2 nd	3,711	2,799	912	75%
3 rd	3,557	2,850	707	80%
4 th	3,453	2,731	722	79%
5 th	3,237	2,598	639	80%
6 th	3,238	2,476	762	77%
7 th	3,022	2,174	848	72%
8 th	3,085	2,115	970	69%
9 th	3,058	1,722	1,336	56%
10 th	2,683	1,509	1,174	56%
Overall	37,724	26,497	11,227	70%

These differences may represent an inherent problem in the BIE system—a significant amount of student attrition and mobility exists in BIE schools. This level of mobility does present a challenge in the evaluation of BIE student test performance, as our results only capture the test performance for those students in the BIE system for an entire year. Students not included in these analyses may have also been in the BIE system for a full school year, but because we do not have testing data on them from one or more terms, we cannot say if these were students who simply did not test during the fall or spring, or if these were students who dropped out of school or transferred to another non-BIE school.

As we noted in our previous report,⁸ BIE students who dropped out of our analyses tended to be lower-achieving than students who remained in the BIE system for the entire school year. As a result of this mobility pattern, the findings we present in this report may not provide a complete picture of the achievement and growth trends for students in our set of BIE schools, since these results do not include the subset of highly mobile students for whom growth could not be measured. If the lowest-performing students were filtered out of our results as a result of these mobility issues, then the remaining students may show more positive achievement and growth trends than if we could capture the test results for all BIE students. In other words, the sample we selected for this report may not capture the lowest-performing students, and because of this, the results we present may be upwardly (i.e. positively) biased. Thus, the findings we present in this report should be interpreted with some caution given the mobility issues that appear to be a persistent pattern within the BIE system.

One additional challenge in tracking BIE student performance over time is that the group of schools that used the NWEA assessments has changed each year, as we showed in Table 1. Because of this, it is

⁷ BIE enrollment data were extracted by the BIE from the Native American Student Information System (NASIS)

⁸ Northwest Evaluation Association (July 2012). Bureau of Indian Education Report on Student Growth: 2010-11. Portland, OR: Author.

difficult to draw conclusions about changes in student test performance across multiple years, since the types of schools that begin testing each year may have influenced BIE student achievement and growth trends. For example, if a group of high-achieving schools began testing in 2012-13, then it may be that achievement appears to be improving, when in fact student achievement only looks better as a result of an influx of high-achieving students into our sample. Conversely, if a number of low-achieving schools started testing in a given year, this could potentially mask improvements made by students in other BIE schools during that same time period, or it could give the impression that BIE students were not improving from year to year.

We also observed fairly significant changes within individual BIE schools in the number of students who tested from year to year. This may be because schools extended testing to higher or lower grades in successive years, or only tested a certain population of students (such as special education or gifted students) in a particular year and then tested all students in following years. Whatever the reason, this could also impact the interpretation of our results, both overall and at the individual school level, since the number of students tested changes each year in many BIE schools.

Thus, while overall achievement and growth results from each year are useful in providing information about the test performance for all students in the entire BIE system, these results do not allow us to say with certainty how BIE achievement and growth has changed from year to year. To address this, in addition to showing achievement and growth information for all BIE students each year, we have also restricted our sample to include only those students in schools with consistent testing programs over the previous three academic years (2010-11 to 2012-13). The schools included in this subset are those schools that have used the NWEA assessments since 2010-11, and tested approximately the same number of students in 2010-11 as they did in 2012-13 (within 20% of total students tested). This subset of schools represents approximately 40% of the total number of BIE schools that tested in 2012-13. Our comparison of achievement and growth trends for students in these schools will likely provide a better representation of how BIE student test performance changed over the last several years.

For our overall analyses of achievement and growth (Research Questions 1 and 2), we only included students in our sample if they tested in a BIE school during the fall and spring, but we did not require students to have stayed in the same BIE school throughout the year. Since these are summaries of student test performance in the broader BIE system, a student who switches BIE schools but remains under the guidelines and regulations of the overall BIE system would still be considered in our overall analyses of achievement and growth. However, for our analyses that focused on student achievement and growth in individual BIE schools (Research Question 3), we only included student test results if these students tested in the same school during both the fall and spring administration.

MEASURES OF PERFORMANCE

Throughout this report, we used the following student achievement and growth metrics and summary statistics to describe how BIE students performed in the areas of math and reading during the most recent tested year (2012-13), as well as to track how student performance in these subject areas has changed over the previous four academic years. Taken together, these summary statistics provide a

thorough overview of how BIE student test results compared to other students across the nation (achievement measures), and if progress has been made within the BIE system to help students close the achievement gap (growth measures).

Achievement Status Measures

To show how BIE students compared to other students across the nation, we summarized BIE student achievement in two different ways. The first approach we used was to show the **median percentile rank** for students throughout the BIE system or within individual BIE schools. The median percentile rank provides an indication of the achievement level of the “middle student” within a grade or school, and based on NWEA’s student norms (NWEA, 2011), shows how BIE student achievement compared to the achievement of other students across the United States in the same grade and subject area. An “average” grade-level or school would have a median percentile rank at or near the 50th percentile; this would indicate that half of the students within the grade or school had scores above the 50th percentile, and half had scores below the 50th percentile. Thus, median percentile ranks below the 50th percentile are likely indicative of below-average achievement in a grade or school, and conversely, median percentile ranks above the 50th percentile would be indicative of above-average achievement.

To provide some additional context for BIE student achievement, we also summarized the **percentage of students by grade and school who had RIT scores at or above the 50th percentile**. Percentages above 50% indicate that an above-average number of students scored at or above the 50th percentile, whereas percentages below 50% illustrate that an above-average percentage of students scored below the 50th percentile. These two achievement summary statistics are inherently related, and should return a consistent summary of the achievement level for BIE students. Both of these summary statistics are based on student test scores from the spring test administration.

Growth Measures

We also summarized BIE student growth in two different ways to help aid in the interpretation of how much progress these students made from fall to spring during each of the last four school years. The first growth measure we used was the **average conditional growth index (CGI) score**, by subject, for overall grade levels within the BIE system and within individual BIE schools. The CGI is a metric that is useful in contextualizing student gains, as it compares the amount of growth observed by a student between two test administrations—the difference between a fall RIT score and a spring RIT score, for instance—to the amount of growth we might expect to observe for that student. Recall, the 2011 student norms (NWEA, 2011) provide growth norms for a student, based on his or her grade, starting RIT score, and the subject in which the student tested. For example, a 5th grade student who has a RIT score of 200 in math in the fall would have a fall-to-spring growth projection of 8 RIT points; in other words, the average amount of growth we typically observe for this type of student would be 8 RIT points by the end of the school year. This growth projection, compared to the actual gains observed for a student, is the basis for a CGI score.

A CGI score is a standardized score, or z-score, with results expressed in standard deviations units.⁹ A CGI score of 0 indicates that a student’s observed growth was equivalent to the student’s growth projection. Using our previous example, if that 5th grade student had a RIT score of 208 at the end of the year (a gain of 8 RIT points), then his or her final CGI score would be 0. In this case, a score of 0 should be viewed as students making average or typical growth over the course of the year. CGI scores greater than 0 (positive numbers) would be indicative of gains greater than the growth projection; conversely, CGI scores less than 0 (negative numbers) indicate that a student’s gains were less than his or her growth projection. The benefit of using CGI scores is that they can be aggregated across students, grades, and schools to provide an overall summary of the gains made by a group of students. Comparisons can also be made, for example, between a school’s math and reading CGI scores, to identify in which subject area a school’s students showed greater gains.

The criteria established by Cohen (1988)¹⁰ regarding the interpretation of effect size differences can be used as guidance to aid in the interpretation of CGI scores. The author suggested that an effect size of ± 0.2 could be considered a small effect, an effect size of ± 0.5 would be a moderate effect, and an effect size of ± 0.8 would be a large effect. In other words, a CGI score of 0.8—which indicates that the gains made by a student were 0.8 standard deviations greater than his or her growth projection—could be considered well above-average growth (a “large” difference). In contrast, a CGI score of -0.8 would still indicate a large difference between a student’s actual gains and his or her growth projections; however, in this example, this would actually indicate well below-average gains made by the student.¹¹

The second approach we used to summarize BIE student growth was the **percentage of students by grade and school who met or exceeded their annual fall-to-spring growth projections** (based on NWEA’s 2011 student norms). Whereas average CGI scores provide information about the extent to which actual student growth differed from the student growth projections, this summary statistic provides information about the percentage of students who actually met or exceeded those growth projections.

This is useful, as it provides a summary of the percentage of students who appear to be making average to above-average gains over the course of the school year, and provides some indication about the grades or schools where a large percentage of students may be falling further behind. In general, most schools or grade levels tend to have approximately 50% of their students meet or exceed their growth

⁹ The basic calculation for a CGI score would be: $((\text{Observed Gains} - \text{Student Growth Projection}) / \text{Standard Deviation of Gains})$

¹⁰ Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. (2nd ed.). Hillsdale, NJ: Erlbaum.

¹¹ It is worth noting that the number of students included in the calculation of an average CGI score should also be considered when interpreting these scores. While an average CGI score of 0.5 means the same thing for a group of 20 students as it does for a group of 200 students—the gains for both groups of students were 0.5 standard deviations greater than their growth projections—the variation around these scores decreases as the sample size increases. In other words, CGI scores are less likely to be different than 0.0, or average, as the number of students included in the aggregation increases. Because of this, while CGI scores of 0.5 mean the same thing for both groups of students, the CGI score for the group of 200 students may be more meaningful, given that this average was based upon the scores of a much larger group of students.

projections. Intuitively, as these percentages increase, more students are meeting or exceeding their growth projections, and as a result, their achievement levels in subsequent years will likely be higher. And conversely, when these percentages are below 50%, this indicates that the performance of these students and the school as a whole will likely not show improvements on achievement measures in the following years. For both growth summary statistics, we focused on gains made from fall to spring of each year.

In the following section, we present a summary of BIE student achievement and growth in the most recent school year (2012-13), and show how BIE student achievement and growth has changed over the previous four academic years. For Research Questions 1 and 2, we summarize this information by grade for all students in the BIE system; for Research Question 3, we show achievement and growth trends for individual BIE schools.

RESULTS

RESEARCH QUESTION 1: BIE STUDENT ACHIEVEMENT

BIE STUDENT ACHIEVEMENT STATUS, 2012-13

To answer our first research question—*At what level did BIE students achieve in 2012-13, and how has BIE student achievement changed over the previous four academic years?*—we calculated the spring median percentile rank by grade and subject for all students in the BIE system with fall and spring test results, and computed the percentage of those students whose RIT scores in the spring were at or above the 50th percentile. BIE student results from the 2012-13 school year are shown in Tables 3 and 4 for math and reading respectively.

These tables show that in the most recent school year, BIE student achievement was below average across all grade and subject areas. In math, students in the earlier grades (such as grades K-2) had higher achievement levels than students in the upper grades, though median percentile ranks and the percentage of students at or above the 50th percentile were still below average in all grade areas. In reading, there was no clear pattern of achievement, with below-average achievement across all grades. In both math and reading, over 50% of students in all grades were below the 50th percentile, with over 80% of students below the 50th percentile in several grade/subject areas (such as 7th grade math and 6th grade reading).

To provide an illustration of BIE student achievement, in Figures 1 and 2 we present the distributions of BIE student percentile ranks in math and reading. These histograms show what the overall achievement trend was in the BIE system in 2013—a relatively small percentage of BIE students were at or above the 50th percentile (identified by the vertical black line), especially when compared to the number of students who were below the 50th percentile. In fact, a large number of BIE students had RIT scores that corresponded to achievement at the 1st percentile, which by itself provides an indicator of the overall level of achievement that we observe for BIE students. We have also included a horizontal red line within these figures to denote what the frequency distribution of percentiles might look like were BIE student achievement normally distributed (where each percentile rank corresponds to 1% of the student group).

Table 3: BIE Median Percentile Rank and Percentage of Students at the 50th Percentile, 2012-13, Spring Math Achievement

Grade	Number of Tests	Median Percentile, Spring '13	% at 50 th Percentile, Spring '13
K	2,645	44 th	44%
1 st	2,878	38 th	35%
2 nd	2,799	34 th	30%
3 rd	2,850	32 nd	30%
4 th	2,731	30 th	29%
5 th	2,598	25 th	26%
6 th	2,476	25 th	25%
7 th	2,174	24 th	19%
8 th	2,115	28 th	25%
9 th	1,722	28 th	24%
10 th	1,509	29 th	26%
Overall	26,497	31st	29%

Table 4: BIE Median Percentile Rank and Percentage of Students at the 50th Percentile, 2012-13, Spring Reading Achievement

Grade	Number of Tests	Median Percentile, Spring '13	% at 50 th Percentile, Spring '13
K	2,695	34 th	32%
1 st	2,874	29 th	29%
2 nd	2,741	26 th	23%
3 rd	2,833	24 th	23%
4 th	2,738	20 th	20%
5 th	2,592	23 rd	18%
6 th	2,438	22 nd	17%
7 th	2,131	23 rd	20%
8 th	2,098	24 th	19%
9 th	1,700	31 st	28%
10 th	1,508	34 th	31%
Overall	26,348	26th	23%

Figure 1: Distribution of BIE Student Percentile Ranks, 2012-13, Spring Math Achievement

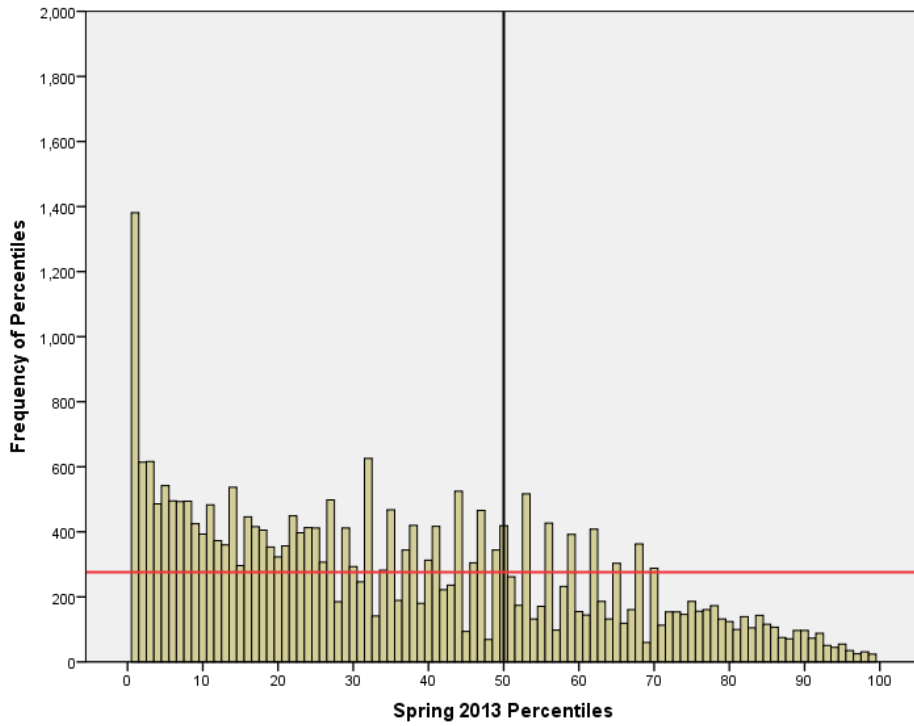
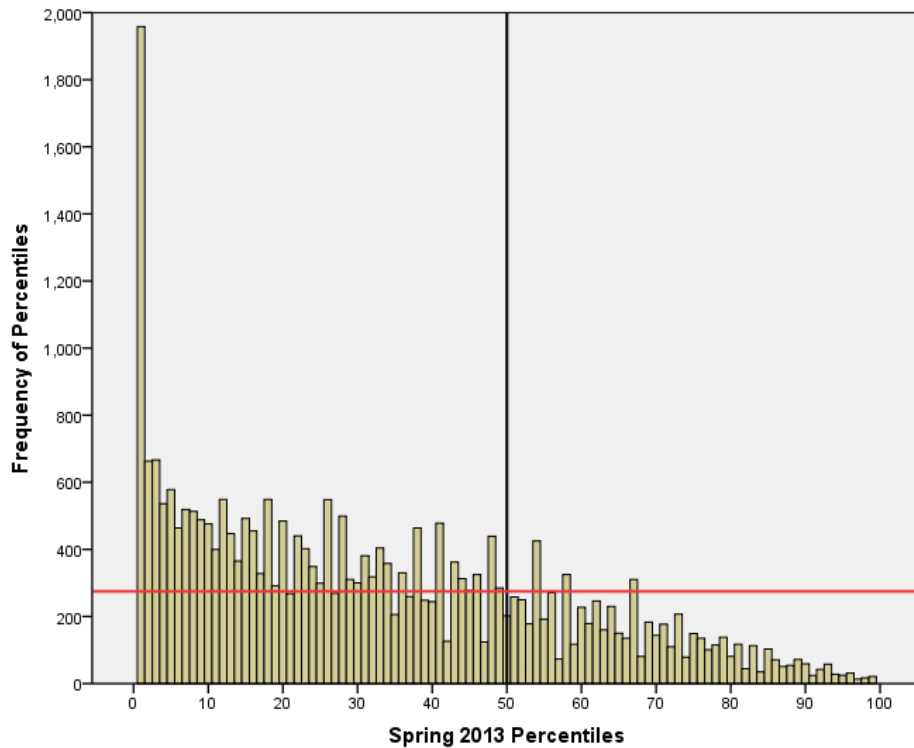


Figure 2: Distribution of BIE Student Percentile Ranks, 2012-13, Spring Reading Achievement



BIE STUDENT ACHIEVEMENT TRENDS, 2009-10 to 2012-13

Focusing solely on 2012-13 data, our summary of student achievement data in the BIE system indicates that a large percentage of BIE students achieved at a significantly lower level than other students across the nation. However, if we shift our focus to evaluate how achievement has changed over the previous four school years, we find that BIE student achievement appears to have improved since the 2009-10 school year. In Tables 5 and 6, we present four-year trends in BIE student achievement for math and reading respectively.

The most notable increases are found in math, as we see improvements in student achievement overall and within individual grade levels for all students within the BIE system. Starting in 2009-10, BIE students had a median percentile rank in math at the 24th percentile, with 21% of students at or above the 50th percentile; in 2012-13 the median percentile rank shifted to the 31st percentile, with 29% of students at or above the 50th percentile. This pattern is also present in the majority of grade levels, most notably for students in the lower grades, though this trend does become less apparent for students in the upper grades. In reading, while BIE students do appear to be showing improvements in achievement, these improvements are much less pronounced than the pattern we observe in math.

Table 5: BIE Median Percentile Rank and Percentage of Students at the 50th Percentile, 2009-10 to 2012-13, Spring Math Achievement

Grade	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Median Percentile	% at 50 th Percentile	Number of Tests	Median Percentile	% at 50 th Percentile	Number of Tests	Median Percentile	% at 50 th Percentile	Number of Tests	Median Percentile	% at 50 th Percentile
K	450	34 th	30%	1,036	31 st	32%	1,506	35 th	38%	2,645	44 th	44%
1 st	554	26 th	22%	1,382	24 th	21%	1,949	29 th	26%	2,878	38 th	35%
2 nd	1,029	25 th	22%	1,643	25 th	21%	2,084	28 th	23%	2,799	34 th	30%
3 rd	1,031	24 th	22%	1,830	24 th	22%	2,125	27 th	25%	2,850	32 nd	30%
4 th	1,048	21 st	16%	1,729	21 st	17%	2,077	25 th	21%	2,731	30 th	29%
5 th	997	17 th	15%	1,746	19 th	18%	2,017	21 st	22%	2,598	25 th	26%
6 th	981	22 nd	18%	1,610	22 nd	18%	1,941	23 rd	22%	2,476	25 th	25%
7 th	909	22 nd	19%	1,437	22 nd	17%	1,723	24 th	19%	2,174	24 th	19%
8 th	902	28 th	24%	1,388	24 th	21%	1,678	26 th	23%	2,115	28 th	25%
9 th	641	30 th	26%	1,185	23 rd	21%	1,483	21 st	19%	1,722	28 th	24%
10 th	524	33 rd	30%	939	27 th	26%	1,251	29 th	25%	1,509	29 th	26%
Overall	9,066	24th	21%	15,925	23rd	21%	19,834	26th	24%	26,497	31st	29%

Table 6: BIE Median Percentile Rank and Percentage of Students at the 50th Percentile, 2009-10 to 2012-13, Spring Reading Achievement

Grade	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Median Percentile	% at 50 th Percentile	Number of Tests	Median Percentile	% at 50 th Percentile	Number of Tests	Median Percentile	% at 50 th Percentile	Number of Tests	Median Percentile	% at 50 th Percentile
K	453	32 nd	27%	1,042	32 nd	27%	1,576	34 th	32%	2,695	34 th	32%
1 st	625	21 st	16%	1,400	23 rd	21%	1,942	27 th	25%	2,874	29 th	29%
2 nd	1,029	24 th	23%	1,573	26 th	21%	2,093	26 th	23%	2,741	26 th	23%
3 rd	1,032	20 th	18%	1,763	22 nd	19%	2,117	24 th	19%	2,833	24 th	23%
4 th	1,019	20 th	18%	1,691	18 th	16%	2,090	20 th	18%	2,738	20 th	20%
5 th	969	19 th	14%	1,677	19 th	15%	2,034	21 st	17%	2,592	23 rd	18%
6 th	963	20 th	15%	1,601	20 th	16%	1,972	22 nd	18%	2,438	22 nd	17%
7 th	933	21 st	17%	1,431	21 st	18%	1,725	21 st	17%	2,131	23 rd	20%
8 th	870	24 th	20%	1,356	24 th	21%	1,698	26 th	21%	2,098	24 th	19%
9 th	644	35 th	31%	1,067	27 th	24%	1,488	29 th	24%	1,700	31 st	28%
10 th	577	36 th	34%	918	34 th	28%	1,249	32 nd	27%	1,508	34 th	31%
Overall	9,114	23rd	20%	15,519	23rd	20%	19,984	26th	21%	26,348	26th	23%

Based on the testing data presented in Tables 5 and 6, it certainly appears that student achievement in the BIE system has improved. However, a trend we see in these data is that each year we have a notable increase in the number of students who tested; for example, approximately 6,500 more students tested in 2012-13 than in 2011-12. Because of this, it may be that student achievement in the BIE system did not actually improve, but instead, BIE achievement only appears to have improved as a result of the new subset of students who began testing each year.

To explore this issue, we identified only those BIE schools that used the NWEA assessments over the past three years (2010-11, 2011-12, and 2012-13), and among those schools, selected only those that had tested approximately the same number of students in 2010-11 and 2012-13 (differences of less than 20% of students tested across both years). The purpose of this restriction was to look at only the test results for students within schools that maintained consistent testing practices over the previous three years, so we could see if achievement actually did appear to be improving in these particular schools. Put simply, this group of schools should allow us to say with more certainty how achievement has changed in the BIE system since 2010-11.

In Tables 7 and 8, we summarize BIE student achievement over the past three years for math and reading respectively for students in our subset of BIE schools. Consistent with our overall results presented in Table 5, student achievement in math in these schools, as presented in Table 7, also appears to have improved. The median percentile rank for these schools was at the 25th percentile in 2010-11, and shifted to the 33rd percentile in 2012-13. Over that time period, we also observe an improvement of eight percentage points in the percent of students achieving at or above the 50th percentile (23% in 2010-11, 31% in 2012-13). There were also a number of grade levels where we observed strong improvements; the 1st grade, for example, had a median percentile rank at the 26th percentile in 2010-11, with 22% of students at or above the 50th percentile (see Table 7). By 2012-13, students in this grade had a median percentile rank at the 41st percentile, with 36% of students at or above the 50th percentile.

The trend in reading achievement shown in Table 8 for our subset of schools is also somewhat consistent with our overall reading results (see Table 6). From 2010-11 to 2012-13, these schools do appear to have improved both overall and in the majority of grade areas. However, from 2011-12 to 2012-13, student achievement in most grades area and overall remained stable or declined slightly, though this pattern is similar to what we observed in our summary of achievement for all BIE schools (though we see less evidence of declines in achievement in individual grade areas in our larger population of schools than in this specific subset of schools).

Table 7: BIE Median Percentile Rank and Percentage of Students at the 50th Percentile for Students in Schools with Consistent Testing Programs, 2010-11 to 2012-13, **Spring Math Achievement**

Grade	2010-11			2011-12			2012-13		
	Number of Tests	Median Percentile	% at 50 th Percentile	Number of Tests	Median Percentile	% at 50 th Percentile	Number of Tests	Median Percentile	% at 50 th Percentile
K	855	34 th	33%	976	38 th	40%	1,106	41 st	43%
1 st	1,112	26 th	22%	1,159	35 th	30%	1,222	41 st	36%
2 nd	1,164	25 th	21%	1,194	34 th	26%	1,222	37 th	29%
3 rd	1,222	27 th	24%	1,166	32 nd	29%	1,236	32 nd	29%
4 th	1,177	23 rd	20%	1,198	27 th	25%	1,174	32 nd	32%
5 th	1,225	21 st	20%	1,179	25 th	26%	1,227	27 th	28%
6 th	1,083	22 nd	19%	1,084	30 th	26%	1,098	30 th	29%
7 th	943	24 th	20%	910	29 th	23%	947	29 th	22%
8 th	953	26 th	24%	852	32 nd	30%	916	31 st	25%
9 th	527	30 th	26%	515	24 th	23%	636	35 th	31%
10 th	521	31 st	29%	444	33 rd	30%	595	32 nd	28%
Overall	10,782	25th	23%	10,677	31st	28%	11,379	33rd	31%

Table 8: BIE Median Percentile Rank and Percentage of Students at the 50th Percentile for Students in Schools with Consistent Testing Programs, 2010-11 to 2012-13, **Spring Reading Achievement**

Grade	2010-11			2011-12			2012-13		
	Number of Tests	Median Percentile	% at 50 th Percentile	Number of Tests	Median Percentile	% at 50 th Percentile	Number of Tests	Median Percentile	% at 50 th Percentile
K	883	32 nd	28%	1,005	34 th	33%	1,136	34 th	34%
1 st	1,205	23 rd	23%	1,225	32 nd	28%	1,314	29 th	29%
2 nd	1,214	26 th	21%	1,277	28 th	25%	1,258	26 th	26%
3 rd	1,265	24 th	20%	1,213	26 th	20%	1,297	22 nd	22%
4 th	1,215	20 th	17%	1,257	25 th	18%	1,199	22 nd	22%
5 th	1,266	21 st	15%	1,247	26 th	19%	1,274	26 th	26%
6 th	1,134	20 th	16%	1,158	26 th	19%	1,109	24 th	24%
7 th	951	21 st	19%	951	25 th	20%	959	25 th	25%
8 th	967	24 th	21%	891	31 st	26%	931	24 th	24%
9 th	385	29 th	25%	422	29 th	23%	455	36 th	36%
10 th	434	32 nd	29%	374	34 th	32%	437	36 th	36%
Overall	10,919	24th	20%	11,020	28th	23%	11,369	27th	27%

RESEARCH QUESTION 2: BIE STUDENT GROWTH

BIE STUDENT GROWTH, 2012-13

In the previous section, we provided data on student achievement in the BIE system over the last four years; in this section, we aimed to answer the following research question— *How much growth did BIE students show in 2012-13, and how has BIE student growth changed over the previous four academic years?* Given that we observed some modest but non-trivial improvements in BIE student achievement, we might expect to also see above-average gains made by BIE students from fall to spring, especially in the most recent years.

Recall, we summarized BIE student growth in two different ways. Average CGI scores indicate how much growth BIE students showed relative to their growth projections. A CGI score of 0 indicates students showed gains equivalent to their growth projections, positive CGI scores indicate gains greater than the growth projections, and negative CGI scores reflect growth less than the growth projections. We also computed the percentage of students who met or exceeded their fall-to-spring growth projections, to see if there were improvements in the percentage of students meeting these year-end goals. In general, the percentage of students who meet these growth projections ranges from approximately 50% to 55%.

Tables 9 and 10 show information about BIE student growth in math and reading from the 2012-13 school year. In math, we found that overall and at each grade level, BIE students had actual gains that were greater than their growth projections, and in some grades this difference was quite pronounced. For example, in 4th grade math, BIE student growth was 0.52 standard deviations greater than their growth projections (an average CGI score of 0.52), and in 8th grade math, BIE student growth was 0.45 standard deviations greater than their growth projections (an average CGI score of 0.45).

The percentage of students meeting or exceeding their fall-to-spring growth projections in math also reflects the strong gains made in the overall BIE system. The percentages ranged from 56% in the 7th grade to 67% in the 4th grade, with 62% of students overall meeting or exceeding these projections. These percentages, along with the above-average CGI scores, indicate that BIE students showed strong positive gains in math, which should contribute to improved achievement in subsequent school years.

Consistent with what we observed in our analyses of student achievement, BIE students showed less pronounced gains in reading than they did in math. BIE student growth was at or near the growth projections in all grade areas, and in some cases, BIE gains were less than the growth projections (such as in grades 1-3). These average CGI scores are consistent with the percentages of students who met or exceeded their growth projections, as the majority of these percentages are in the 50%-55% range.

It is important to note that these reading results indicate that BIE students showed growth from fall to spring consistent with what we might expect to observe based on their starting RIT score and grade. In our previous reports, we found that the gains made by BIE students in many grade and subject areas did not meet or surpass these growth projections, so these findings represent progress compared to what we have previously observed. However, because BIE students have below-average achievement in

reading, simply meeting these growth projections will not result in improvements in achievement rankings in reading; achievement will remain relatively consistent from year to year.

Table 9: BIE Avg. CGI Scores and Percentage of Students Meeting Growth Projections, 2012-13, Fall to Spring Math Growth

Grade	Number of Tests	Avg. Fall '12 RIT	Avg. Spring '13 RIT	Avg. Growth	Avg. Growth Projection (Fall to Spring)	Avg. CGI	% of Students Meeting Growth Proj.
K	2,646	136.7	156.3	19.6	17.0	0.32	66%
1 st	2,874	155.8	174.1	18.3	17.2	0.16	60%
2 nd	2,799	169.9	185.6	15.6	14.2	0.22	59%
3 rd	2,850	182.4	195.8	13.4	11.2	0.35	62%
4 th	2,731	192.7	204.1	11.4	8.3	0.52	67%
5 th	2,598	201.2	210.7	9.5	8.0	0.25	59%
6 th	2,476	205.9	214.0	8.1	6.0	0.35	63%
7 th	2,174	211.1	217.1	5.9	4.8	0.18	56%
8 th	2,115	215.7	222.6	6.9	4.0	0.45	64%
9 th	1,722	219.5	223.8	4.2	2.0	0.31	64%
10 th	1,510	221.7	225.9	4.1	2.7	0.18	60%
Overall	26,495	188.4	199.9	11.5	9.5	0.30	62%

Table 10: BIE Avg. CGI Scores and Percentage of Students Meeting Growth Projections, 2012-13, Fall to Spring Reading Growth

Grade	Number of Tests	Avg. Fall '12 RIT	Avg. Spring '13 RIT	Avg. Growth	Avg. Growth Projection (Fall to Spring)	Avg. CGI	% of Students Meeting Growth Proj.
K	2,696	137.3	153.0	15.7	15.5	0.02	54%
1 st	2,872	153.8	169.4	15.6	16.6	-0.12	47%
2 nd	2,741	165.4	179.4	14.0	15.1	-0.14	48%
3 rd	2,833	177.9	188.0	10.1	10.5	-0.06	50%
4 th	2,738	186.6	194.4	7.9	7.8	0.02	54%
5 th	2,592	193.4	200.1	6.7	5.9	0.13	56%
6 th	2,438	198.0	203.8	5.8	4.6	0.20	58%
7 th	2,131	202.3	208.0	5.6	4.0	0.26	60%
8 th	2,098	205.8	210.5	4.7	4.0	0.10	55%
9 th	1,700	210.8	213.9	3.1	2.1	0.14	56%
10 th	1,509	213.3	215.9	2.6	2.0	0.07	55%
Overall	26,348	182.5	191.5	9.1	8.8	0.04	53%

BIE STUDENT GROWTH TRENDS, 2009-10 to 2012-13

For our next set of analyses, we sought to understand how student growth in the BIE system has changed since 2009-10, to see if the positive gains we observed in 2012-13 represented improvements in growth from prior years. This analysis has been broken into two parts. In Tables 11 and 12 we present student growth information for all students in the BIE system over the previous four school years, and in Tables 13 and 14, we show growth information for students in the subset of schools that maintained consistent testing practices from 2010-11 to 2012-13.

The data included in Tables 11 and 12 appear to indicate that, since 2009-10, BIE student growth has improved from fall to spring of each year. These improvements are more pronounced in math, though we do observe positive improvements in reading as well. In math in 2012-13, as we have previously shown, BIE students showed above-average gains at every grade level and overall; if we contrast this with the gains made by BIE students in 2009-10, we see that the majority of grades had average to below-average gains from fall to spring during that school year.

Using kindergarten to illustrate these improvements, in 2009-10, BIE students had an average CGI score of -0.21 (gains 0.21 standard deviations less than their growth projections), with 45% of students meeting or exceeding their fall-to-spring growth projections. In 2012-13, BIE kindergarten students had an average CGI score of 0.32 (gains 0.32 standard deviations greater than their growth projections), with 66% of students meeting or exceeding their growth projections. The gains made in this particular grade area are consistent with the overall trend we observed in math—BIE student growth appears to have improved since 2009-10.

To further illustrate these improvements in math, In Figures 3 and 4, we show how the distribution of math CGI scores for BIE kindergarten students has changed since 2009-10. Figure 3 includes frequency distributions of student CGI scores in 2009-10, and Figure 4 shows these distributions for students in 2012-13. Both figures also include a vertical reference line that demarcates average CGI scores of 0.0; scores to the left of this reference line indicate below-average gains, and scores to the right indicate above-average gains. A comparison between the distributions included in these two figures shows that the majority of CGI scores in 2012-13 are to the right of this reference line compared to what we observe in 2009-10—a greater percentage of kindergarten students made average to above-average gains in 2012-13 than in 2009-10.

BIE student growth also appears to have improved in reading since 2009-10 (see Table 12), though this trend is less apparent than what we observed in math. The majority of grade levels had below-average growth in 2009-10—which resulted in an overall average CGI score of -0.16 and a percentage of students who met or exceeded their growth projections of 47%—but growth in the most recent year was generally average, with an overall average CGI score of 0.04 and 53% of students meeting or exceeding their fall-to-spring growth projections. For students in the 1st-3rd grades, the grade areas in 2012-13 where BIE students still showed below-average growth, it is worth noting that students showed stronger gains from fall to spring than did students in these same grades in 2009-10, where the level of growth was well below the student growth projections. For example, 1st grade students in 2009-10 had an

average CGI score of -0.48, with 33% of these students meeting their growth projections; by 2012-13, 1st graders had an average CGI score of -0.12, with 47% of students meeting their growth projections.

Table 11: BIE Avg. CGI Scores and Percentage of Students Meeting Growth Projections, 2009-10 to 2012-13, Fall to Spring Math Growth

Grade	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.
K	450	-0.21	45%	1,036	-0.17	45%	1,506	0.06	55%	2,646	0.32	66%
1 st	552	-0.34	43%	1,380	-0.29	43%	1,947	-0.10	49%	2,874	0.16	60%
2 nd	1,029	-0.37	39%	1,643	-0.45	35%	2,084	-0.02	50%	2,799	0.22	59%
3 rd	1,031	-0.14	47%	1,830	-0.15	47%	2,125	0.16	56%	2,850	0.35	62%
4 th	1,048	0.10	55%	1,729	0.01	51%	2,077	0.44	64%	2,731	0.52	67%
5 th	997	-0.16	47%	1,746	-0.05	51%	2,017	0.25	60%	2,598	0.25	59%
6 th	981	0.06	52%	1,610	0.18	57%	1,941	0.29	61%	2,476	0.35	63%
7 th	907	0.03	55%	1,437	0.08	55%	1,723	0.34	62%	2,174	0.18	56%
8 th	902	0.27	59%	1,388	0.26	60%	1,678	0.38	63%	2,115	0.45	64%
9 th	641	0.23	59%	1,184	0.01	54%	1,483	0.14	57%	1,722	0.31	64%
10 th	524	-0.05	53%	940	0.00	52%	1,250	0.04	53%	1,510	0.18	60%
Overall	9,062	-0.05	50%	15,923	-0.06	50%	19,831	0.18	57%	26,495	0.30	62%

Table 12: BIE Avg. CGI Scores and Percentage of Students Meeting Growth Projections, 2009-10 to 2012-13, Fall to Spring Reading Growth

Grade	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.
K	453	-0.21	49%	1,042	-0.25	42%	1,576	-0.13	48%	2,696	0.02	54%
1 st	624	-0.48	33%	1,397	-0.35	38%	1,941	-0.19	44%	2,872	-0.12	47%
2 nd	1,029	-0.43	37%	1,573	-0.31	39%	2,093	-0.17	44%	2,741	-0.14	48%
3 rd	1,032	-0.41	39%	1,763	-0.26	44%	2,117	-0.14	47%	2,833	-0.06	50%
4 th	1,019	-0.14	47%	1,691	-0.22	47%	2,090	-0.02	51%	2,738	0.02	54%
5 th	969	-0.07	51%	1,677	-0.03	51%	2,034	0.20	56%	2,592	0.13	56%
6 th	963	0.00	53%	1,601	0.09	54%	1,972	0.15	58%	2,438	0.20	58%
7 th	931	0.01	54%	1,431	-0.08	51%	1,725	0.14	54%	2,131	0.26	60%
8 th	870	-0.06	50%	1,356	0.00	53%	1,698	0.14	56%	2,098	0.10	55%
9 th	644	0.11	58%	1,066	-0.06	51%	1,488	0.13	59%	1,700	0.14	56%
10 th	577	-0.06	51%	918	-0.05	52%	1,249	0.00	53%	1,509	0.07	55%
Overall	9,111	-0.16	47%	15,515	-0.14	47%	19,983	0.01	51%	26,348	0.04	53%

Figure 3: Distribution of BIE Kindergarten Conditional Growth Index (CGI) Scores, 2009-10, Fall to Spring Math Growth

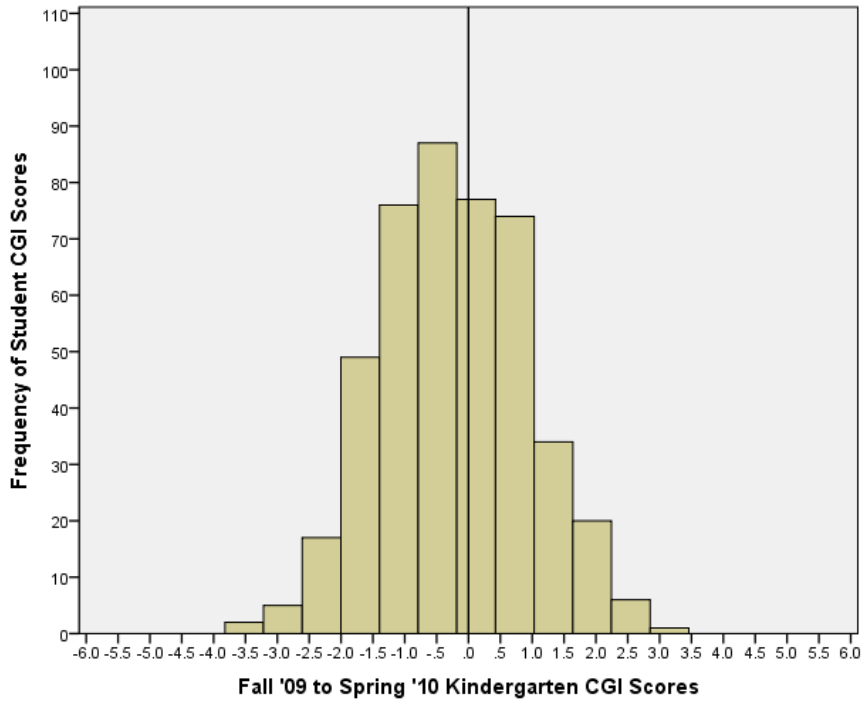
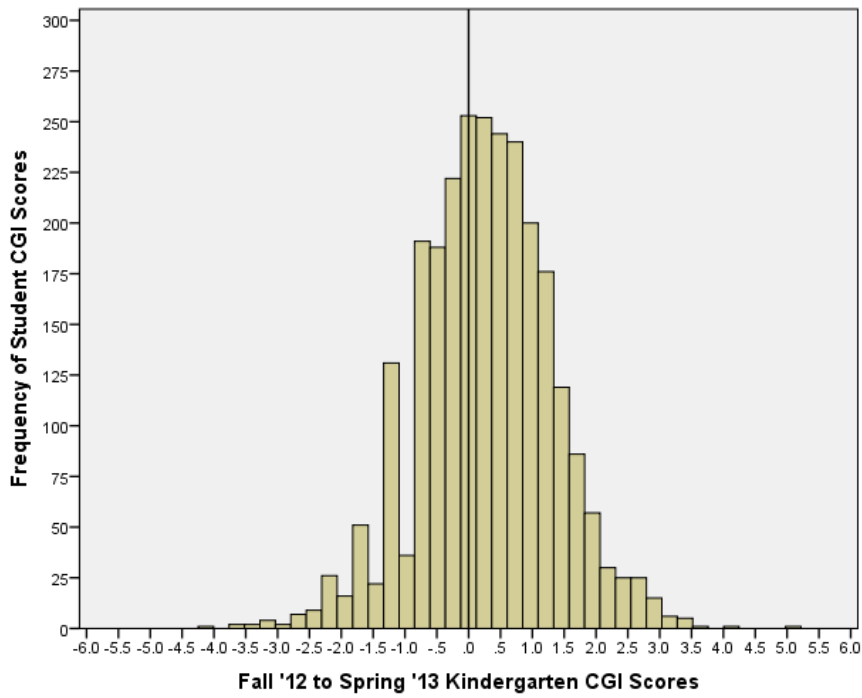


Figure 4: Distribution of BIE Kindergarten Conditional Growth Index (CGI) Scores, 2012-13, Fall to Spring Math Growth



Consistent with our analyses of BIE student achievement, we also reviewed the gains made by students in BIE schools that had three consecutive years of NWEA testing data and tested a similar number of students between 2010-11 and 2012-13. Recall, this subset of schools should allow us to see if the positive improvements we observed in fall-to-spring gains for all students in the BIE system over the last three years were evident in the smaller set of schools with consistent testing programs since 2010-11.

In Table 13, we show BIE student gains in math over the previous three academic years for students in our subset of BIE schools. These results appear to be consistent with the overall results we presented in Table 11; the gains made by students in this subset of schools appear to have improved, especially between 2010-11 and 2011-12. In the two most recent years, we observe average to above-average gains made by students in all grade levels, as well as overall, and many of the grade levels have also shown improvements in 2012-13 compared to 2011-12 (though there are some grade levels where students showed lesser gains in the most recent year compared to 2011-12). Nonetheless, the gains made by BIE students in 2012-13 certainly appear to be an improvement over what we observed for students in these same schools during the 2010-11 school year.

We see similar trends in our review of reading gains made by students in this subset of BIE schools. A comparison of the fall-to-spring gains made by students in 2010-11 and 2012-13 shows that BIE students had notably greater gains in 2012-13 in the majority of grade areas, as well as overall, than what we observed for students in these schools in 2010-11. BIE students in these schools still had gains that were slightly below-average in the lower grades in 2012-13, though this pattern was also evident in our summary of the gains made by all students in the BIE system (see Table 12). We also observed gains in 2012-13 that were fairly consistent with the gains made by students in 2011-12, though these gains did tend to be slightly lower in 2012-13 than in 2011-12.

Table 13: BIE Avg. CGI Scores and Percentage of Students Meeting Growth Projections for Students in Schools with Consistent Testing Programs, 2010-11 to 2012-13, Fall to Spring Math Growth

Grade	2010-11			2011-12			2012-13		
	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.
K	855	-0.12	46%	976	0.20	58%	1,106	0.31	64%
1 st	1,110	-0.24	45%	1,159	0.00	53%	1,219	0.11	57%
2 nd	1,164	-0.43	36%	1,194	0.02	53%	1,222	0.21	60%
3 rd	1,222	-0.12	49%	1,166	0.28	61%	1,236	0.34	63%
4 th	1,177	0.12	54%	1,198	0.58	69%	1,174	0.52	67%
5 th	1,225	0.02	52%	1,179	0.42	65%	1,227	0.33	62%
6 th	1,083	0.21	57%	1,084	0.43	64%	1,098	0.42	66%
7 th	943	0.16	58%	910	0.41	65%	947	0.15	55%
8 th	953	0.31	61%	852	0.51	69%	916	0.35	63%
9 th	527	0.09	55%	515	0.06	54%	636	0.28	62%
10 th	521	0.11	55%	443	0.08	55%	595	0.17	60%
Overall	10,780	-0.01	51%	10,676	0.29	61%	11,376	0.30	62%

Table 14: BIE Avg. CGI Scores and Percentage of Students Meeting Growth Projections for Students in Schools with Consistent Testing Programs, 2010-11 to 2012-13, Fall to Spring Reading Growth

Grade	2010-11			2011-12			2012-13		
	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.
K	883	-0.21	43%	1,005	-0.04	51%	1,136	-0.01	53%
1 st	1,202	-0.31	40%	1,225	-0.08	49%	1,313	-0.09	48%
2 nd	1,214	-0.30	39%	1,277	-0.09	48%	1,258	-0.17	46%
3 rd	1,265	-0.27	43%	1,213	0.00	49%	1,297	-0.09	50%
4 th	1,215	-0.17	48%	1,257	0.12	54%	1,199	0.09	54%
5 th	1,266	0.00	52%	1,247	0.32	60%	1,274	0.24	59%
6 th	1,134	0.21	58%	1,158	0.28	60%	1,109	0.21	58%
7 th	951	0.09	56%	951	0.21	56%	959	0.15	59%
8 th	967	0.05	54%	891	0.23	61%	931	0.06	54%
9 th	385	0.04	54%	422	0.11	56%	455	0.04	54%
10 th	434	-0.03	51%	374	0.07	60%	437	0.18	58%
Overall	10,916	-0.10	48%	11,020	0.10	54%	11,368	0.04	53%

RESEARCH QUESTION 3: PERFORMANCE OF INDIVIDUAL BIE SCHOOLS

For the previous two research questions, we summarized BIE student achievement and growth throughout the BIE system and in a smaller group of BIE schools that consistently used the NWEA assessments over the previous three years. In this set of analyses, we focus on achievement and growth in individual schools to answer the question— *To what extent have achievement and growth in individual BIE schools changed over the previous four academic years, especially for those schools identified as low or high-performing?*

For this particular set of analyses, we focused on three sets of schools. First, we tracked achievement and growth trends in Tier I and Tier III schools; these are schools that were identified as persistently low achieving, and received additional financial support to help drive improvements in student achievement. We also looked at achievement and growth over the prior four years for those schools that had the highest levels of achievement and growth in 2012-13. These sets of analyses should provide useful information to the BIE about the schools where strong improvements have been made, and areas where more support or additional interventions may be needed.

While not addressed in this section, we also show in the Appendices at the conclusion of this report the achievement and growth trends for all schools in the BIE system. This information is grouped according to whether a school is BIE-operated or tribally controlled, and by a school's ADD (East, West, and Navajo).

TIER I SCHOOLS, 2009-10 to 2012-13

Tier I schools are those schools identified by a State Education Agency (SEA), including the Bureau of Indian Education, as being in the bottom 5% in achievement among all schools in a state system. Tier I schools are eligible to receive a School Improvement Grant (SIG) under the Elementary and Secondary Education Act (ESEA) Title I, 1003(a) and 1003(g) school improvement program.¹² The SIG program provides additional school improvement funding to help produce significant improvements in student achievement. These additional funds must be used to implement elements of a school turn-around approach to enable the lowest-achieving schools to: 1) substantially raise student achievement, and 2) improve graduation rates.

In Tables 15 and 16, we present data on student achievement for math and reading respectively for those schools that received the Tier I designation. We have bolded and italicized our achievement results for those years in which these schools were actually classified as a Tier I school, but have also included data, when available, from prior years to help track achievement trends over time.

¹² Title I is the major component of the Elementary and Secondary Education Act (ESEA), with the primary aim of improving the academic achievement of disadvantaged students to ensure that all students have a “fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.” For more information on Title I funding, including how it can be used, visit <http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html>

Overall, these Tier I schools have shown noticeable improvements in both subject areas, with a number of individual schools making significant progress in both subjects since 2009-10. For example, in 2009-10, Chi Chil'tah Community School had 9% of its students at or above the 50th percentile in math and 2% in reading; by 2012-13, the school had 51% of its students at or above this threshold in math and 18% in reading. The shift in median percentile rank in this school also reflects these improvements, with a median percentile rank at the 50th percentile in math and 32nd percentile in reading in 2012-13, an increase from the 20th percentile in math and the 8th percentile in reading in 2009-10.

Dibe Yazhi Hablti'n O'lt'a Inc. has also shown similar improvements over the last four years in both subject areas. In math, the school's median percentile rank shifted from the 7th percentile in 2009-10 to the 54th percentile in 2012-13, with an increase from 5% to 56% of students meeting or exceeding their growth projections. Similarly, in reading, the median percentile rank shifted from the 1st percentile to the 34th percentile, with 28% of students meeting or exceeding their growth projections in 2012-13, an increase from 2% in 2009-10.

Table 15: Median Percentile Rank and Percentage of Students at the 50th Percentile in BIE Tier I Schools, 2009-10 to 2012-13, **Spring Math Achievement**

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.
Alamo Navajo School	209	11 th	11%	240	12th	8%	246	23rd	19%	264	19th	17%
Chi Chil'tah Community School	66	20 th	9%	64	22 nd	20%	103	25 th	24%	108	50th	51%
Chief Leschi Schools				460	23 rd	20%	415	24 th	20%	685	36th	37%
Crazy Horse School				168	4 th	5%	180	4 th	3%	123	4th	5%
Dibe Yazhi Hablti'n O'lt'a Inc	57	7 th	5%	95	18th	11%	111	41st	37%	96	54th	56%
Little Wound School							467	15 th	13%	479	18th	16%
Mescalero Apache School				411	19 th	16%	433	24 th	20%	422	23rd	19%
Ojo Encino Day School	129	14 th	6%	145	22nd	14%	155	24 th	17%	151	27 th	21%
Pine Ridge School				319	15 th	8%	355	14 th	9%	505	25th	17%
Shoshone-Bannock SD No. 512				76	14 th	5%	63	13 th	10%	55	15th	7%
Sitting Bull School**												
Standing Rock Schools										596	26th	25%
T'Siya Elem. and Middle School							58	20th	10%	65	28th	29%
Two Eagle River School	40	12 th	18%	*	*	*	42	12 th	12%	36	36th	25%
Yakama Nation Tribal School	64	23 rd	14%	55	20 th	16%	39	18 th	10%	41	24th	20%
Overall	565	13th	10%	2,037	17th	13%	2,667	19th	16%	3,626	26th	24%

Bolded and italicized data indicate the years during which a school was classified as a Tier I school

****Indicates schools in which fewer than 10 students tested***

*****Sitting Bull School was identified as a Tier I school, but did not have NWEA test results during this four-year period***

Table 16: Median Percentile Rank and Percentage of Students at the 50th Percentile in BIE Tier I Schools, 2009-10 to 2012-13, **Spring Reading Achievement**

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.
Alamo Navajo School	200	7 th	6%	240	7th	7%	242	12th	10%	264	11th	9%
Chi Chil'tah Community School	66	8 th	2%	63	15 th	6%	121	22 nd	15%	108	32nd	18%
Chief Leschi Schools				437	27 th	25%	403	28 th	23%	660	38th	37%
Crazy Horse School				84	7 th	5%	183	5 th	5%	119	7th	12%
Dibe Yazhi Hablti'n O'It'a Inc	47	1 st	2%	94	11th	4%	111	23rd	16%	96	34th	28%
Little Wound School							441	17 th	13%	516	19th	15%
Mescalero Apache School				416	23 rd	15%	434	26 th	18%	426	26th	20%
Ojo Encino Day School	125	15 th	10%	143	24th	19%	156	22 nd	9%	150	16 th	10%
Pine Ridge School				391	20 th	16%	383	16 th	13%	517	27th	23%
Shoshone-Bannock SD No. 512				79	23 rd	19%	56	19 th	20%	54	22nd	13%
Sitting Bull School**												
Standing Rock Schools										614	26th	26%
T'Siya Elem. and Middle School							59	15th	15%	65	22nd	17%
Two Eagle River School	45	23 rd	20%	*	*	*	41	23 rd	17%	34	34th	32%
Yakama Nation Tribal School	66	25 th	14%	54	22 nd	17%	40	25 th	15%	36	30th	28%
Overall	549	10th	8%	2,010	20th	16%	2,670	19th	15%	3,659	25th	22%

Bolded and italicized data indicate the years during which a school was classified as a Tier I school

*Indicates schools in which fewer than 10 students tested

**Sitting Bull School was identified as a Tier I school, but did not have NWEA test results during this four-year period

Trends in growth from fall to spring for these Tier I schools (shown in Tables 17 and 18) are consistent with their achievement trends; overall, and within most individual schools, students in these schools have made notable improvements since 2009-10. The two aforementioned schools, Chi Chil'tah Community School and Dibe Yazhi Hablti'n O'It'a Inc., are certainly examples of this positive trend, as both schools—particularly Dibe Yazhi Hablti'n O'It'a Inc.—have shown noticeable improvements over the previous four years. For example, the average CGI scores in 2009-10 for Dibe Yazhi Hablti'n O'It'a Inc. were -0.79 in math and -1.89 in reading; by 2012-13, these average CGI scores had increased to 0.83 in math and 0.86 in reading. In both subjects, students in these schools showed significantly below-average growth in 2009-10, and improved to significantly above-average growth in 2012-13.

Two other schools of particular note are Two Eagle River School and Yakama Nation Tribal School. Students in both of these schools showed below-average fall-to-spring growth in 2009-10 in both math and reading, and by 2012-13, students in these schools had average to above-average growth (see Tables 17 and 18). Two Eagle River School, for example, had an average CGI score in math in 2009-10 of -0.67, with 24% of its students meeting their year-end growth projections. By 2012-13, the average CGI score in this school was 0.76, with 78% of students meeting their growth projections. The trend in this school in reading was similar, as was the trend in Yakama Nation Tribal School, where both the average CGI scores and percentage of students meeting/exceeding their growth projections were below average in both subjects in 2009-10, and were significantly above average in both subjects in 2012-13.

Table 17: Avg. CGI Scores and Percentage of Students Meeting Growth Projections in BIE Tier I Schools, 2009-10 to 2012-13, Fall to Spring Math Growth

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.
Alamo Navajo School	195	-0.14	47%	212	-0.13	44%	234	0.67	63%	250	0.28	63%
Chi Chil'tah Community School	66	0.08	48%	64	0.18	53%	103	0.40	53%	108	1.00	80%
Chief Leschi Schools				397	0.03	54%	387	-0.08	49%	660	0.49	70%
Crazy Horse School				155	-0.66	32%	174	-0.23	48%	115	0.23	58%
Dibe Yazhi Hablti'n O'lt'a Inc	57	-0.79	28%	95	-0.07	52%	111	1.05	81%	96	0.83	73%
Little Wound School							434	0.07	54%	463	0.11	59%
Mescalero Apache School				398	-0.34	38%	420	0.06	53%	405	0.04	55%
Ojo Encino Day School	129	0.12	56%	145	-0.12	50%	155	0.25	62%	151	0.22	58%
Pine Ridge School				240	-0.19	49%	318	-0.20	46%	466	0.22	62%
Shoshone-Bannock SD No. 512				57	0.21	58%	54	0.66	69%	51	0.46	59%
Sitting Bull School**												
Standing Rock Schools										571	0.09	56%
T'Siya Elem. and Middle School							58	-0.28	40%	65	0.49	71%
Two Eagle River School	38	-0.67	24%	*	*	*	28	-0.52	36%	27	0.76	78%
Yakama Nation Tribal School	44	-0.13	39%	34	0.15	53%	24	0.04	54%	30	0.44	67%
Overall	529	-0.15	45%	1,800	-0.17	46%	2,500	0.11	54%	3,458	0.27	62%

Bolded and italicized data indicate the years during which a school was classified as a Tier I school

*Indicates schools in which fewer than 10 students tested

**Sitting Bull School was identified as a Tier I school, but did not have NWEA test results during this four-year period

Table 18: Avg. CGI Scores and Percentage of Students Meeting Growth Projections in BIE Tier I Schools, 2009-10 to 2012-13, Fall to Spring Reading Growth

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.
Alamo Navajo School	184	-0.46	38%	213	-0.07	45%	230	0.07	54%	251	0.35	57%
Chi Chil'tah Community School	66	0.71	70%	63	-0.36	38%	121	0.15	53%	108	0.01	52%
Chief Leschi Schools				370	-0.09	48%	377	-0.30	43%	648	0.37	66%
Crazy Horse School				70	-0.05	49%	176	-0.56	36%	111	0.64	71%
Dibe Yazhi Hablti'n O'lt'a Inc	47	-1.89	11%	93	-0.41	32%	111	0.20	57%	96	0.86	74%
Little Wound School							419	-0.17	46%	487	-0.04	51%
Mescalero Apache School				403	-0.42	38%	421	-0.29	40%	409	0.00	51%
Ojo Encino Day School	125	0.23	56%	143	0.01	56%	156	0.07	54%	150	-0.43	43%
Pine Ridge School				299	-0.07	53%	339	-0.43	39%	478	0.16	57%
Shoshone-Bannock SD No. 512				59	-0.04	58%	48	0.20	54%	50	0.36	68%
Sitting Bull School**												
Standing Rock Schools										589	-0.05	49%
T'Siya Elem. and Middle School							59	-0.25	41%	65	-0.13	48%
Two Eagle River School	42	-0.73	33%	*	*	*	28	-0.23	54%	25	0.09	64%
Yakama Nation Tribal School	46	-0.31	41%	35	0.24	57%	26	0.07	69%	27	0.47	78%
Overall	510	-0.28	44%	1,756	-0.18	46%	2,511	-0.20	45%	3,494	0.14	56%

Bolded and italicized data indicate the years during which a school was classified as a Tier I school

*Indicates schools in which fewer than 10 students tested

**Sitting Bull School was identified as a Tier I school, but did not have NWEA test results during this four-year period

TIER III SCHOOLS, 2009-10 to 2012-13

Schools that are persistently low-achieving can receive one of three Tier designations: Tier I, which we have previously defined, Tier II, or Tier III. A Tier II school is any secondary school that is eligible for, but does not receive Title I funds. The BIE does not have any Tier II schools, because all BIE schools are eligible for and receive Title I funding. A Tier III school is any school that is defined as persistently low-achieving or has a high school graduation rate less than 60%.

In Tables 19 and 20, we provide data on BIE student achievement in Tier III schools, and in Tables 21 and 22, we provide information on student growth in these schools. Similar to our presentation of data for Tier I schools, we have bolded and italicized achievement and growth information during the years in which these schools were actually designated as a Tier III school, and have included data from prior years to allow for a review of how achievement and growth in these schools has changed over time.

Focusing first on overall achievement, we did not observe substantive positive improvements in these schools in either math or reading. A review of data from the previous three years (excluding 2009-10, as there were only two schools that tested on the NWEA assessments during that year) shows no discernible shifts—positive or negative—in median percentile or the percent of students at or above the 50th percentile, though some of this is likely driven by there being only a small subset of Tier III schools to begin with, and the low-achieving American Horse Elementary school receiving the Tier III designation starting in 2011-12 (and thus dampening the overall achievement numbers). However, there were several Tier III schools that showed notable improvements since 2010-11, such as Crystal Boarding School, Lake Valley Navajo School, and the Lummi Tribal School System in math, and Flandreau Indian School in reading. A number of other schools also showed improvements in math and reading, but on a smaller scale than this particular subset of schools.

Student growth in these Tier III schools followed a similar pattern to what we observed with student achievement, though with more noticeable positive trends observed in math. In reading (shown in Table 22), we observe little change in BIE student growth over the past three academic years. There were several individual schools that showed positive improvements since 2010-11, two of which were those schools that showed the most improvements in achievement—Crystal Boarding School and Lake Valley Navajo School. Average CGI scores for Crystal Boarding School in 2010-11 were -0.64 in math and -0.50 in reading; by 2012-13, these average scores had improved to 0.86 and 0.37 respectively. Similarly, average CGI scores at Lake Valley Navajo School in 2010-11 in math and reading were -0.74 and -0.58, and improved to 0.92 and 0.11 by 2012-13. In both schools, the percentage of students who met their year-end growth projections also improved substantially since 2010-11.

Table 19: Median Percentile Rank and Percentage of Students at the 50th Percentile in BIE Tier III Schools, 2009-10 to 2012-13, Spring Math Achievement

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.
American Horse Elem.							208	14th	11%	213	17th	21%
Chemawa Indian School	141	24 th	21%	186	26th	25%	177	27th	23%	188	33rd	30%
Crystal Boarding School				74	12th	3%	100	26th	24%	85	43rd	45%
Flandreau Indian Boarding School				179	23rd	17%	116	26th	21%	95	31st	25%
Lake Valley Navajo School	29	25 th	10%	35	25th	9%	50	31st	28%	43	50th	51%
Lummi Tribal School System				99	25th	24%	102	42nd	43%	101	36th	28%
Ohkay Owingeh Community School				71	36th	44%	74	30th	34%	72	44th	40%
Porcupine Day School				80	11th	4%	83	9th	5%	135	11th	7%
Overall	170	25th	19%	724	22nd	19%	910	24th	22%	932	27th	27%

Bolded and italicized data indicate the years during which a school was classified as a Tier III school

Table 20: Median Percentile Rank and Percentage of Students at the 50th Percentile in BIE Tier III Schools, 2009-10 to 2012-13, Spring Reading Achievement

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.
American Horse Elem.							208	10th	6%	208	12th	10%
Chemawa Indian School	141	23 rd	12%	198	35th	33%	173	30th	24%	177	41st	34%
Crystal Boarding School				72	16th	11%	98	28th	15%	84	26th	18%
Flandreau Indian Boarding School				179	30th	25%	116	39th	35%	93	48th	46%
Lake Valley Navajo School	29	24 th	14%	35	23rd	6%	49	32nd	18%	43	31st	19%
Lummi Tribal School System				97	15th	21%	103	17th	14%	100	22nd	16%
Ohkay Owingeh Community School				71	38th	35%	74	33rd	31%	72	45th	42%
Porcupine Day School				67	8th	4%	95	6th	1%	135	10th	5%
Overall	170	23rd	12%	719	27th	23%	916	22nd	17%	912	25th	22%

Bolded and italicized data indicate the years during which a school was classified as a Tier III school

Table 21: Avg. CGI Scores and Percentage of Students Meeting Growth Projections in BIE Tier III Schools, 2009-10 to 2012-13, Fall to Spring Math Growth

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.
American Horse Elem.							208	-0.28	42%	213	0.27	61%
Chemawa Indian School	62	0.44	65%	103	0.20	61%	119	0.43	70%	124	0.66	73%
Crystal Boarding School				74	-0.64	42%	100	0.34	66%	85	0.86	75%
Flandreau Indian Boarding School				94	0.00	57%	75	-0.16	47%	58	0.33	62%
Lake Valley Navajo School	29	-0.41	55%	35	-0.74	31%	50	0.18	54%	43	0.92	77%
Lummi Tribal School System				99	0.31	60%	102	0.58	72%	101	0.35	65%
Ohkay Owingeh Community School				71	-0.13	48%	74	-0.11	51%	72	-0.16	56%
Porcupine Day School				80	-0.74	31%	83	-0.72	27%	135	-0.71	36%
Overall	91	0.17	62%	556	-0.16	50%	811	0.02	53%	831	0.24	61%

Bolded and italicized data indicate the years during which a school was classified as a Tier III school

Table 22: Avg. CGI Scores and Percentage of Students Meeting Growth Projections in BIE Tier III Schools, 2009-10 to 2012-13, Fall to Spring Reading Growth

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.
American Horse Elem.							208	-0.78	30%	208	-0.06	50%
Chemawa Indian School	60	0.15	52%	107	0.43	66%	115	-0.05	58%	118	0.31	65%
Crystal Boarding School				72	-0.50	32%	98	-0.08	47%	84	0.37	67%
Flandreau Indian Boarding School				91	0.02	55%	75	0.17	56%	57	0.18	61%
Lake Valley Navajo School	29	-0.78	24%	35	-0.58	37%	49	0.34	59%	43	0.11	56%
Lummi Tribal School System				97	0.14	58%	103	-0.15	46%	100	-0.10	52%
Ohkay Owingeh Community School				71	-0.19	39%	74	-0.19	38%	72	-0.10	51%
Porcupine Day School				67	-0.80	30%	95	-0.99	22%	135	-0.08	49%
Overall	89	-0.15	43%	540	-0.11	48%	817	-0.33	42%	817	0.05	55%

Bolded and italicized data indicate the years during which a school was classified as a Tier III school

TOP-PERFORMING SCHOOLS, 2009-10 to 2012-13

In this final section, we focus on the top-performing schools in the BIE system during the 2012-13 school year. The purpose here is to highlight those BIE schools with the highest levels of student achievement and growth, and see if these schools have shown improvements with their students over the last four years. We identified the top-performing schools by ranking all schools within our sample, separately by math and reading, according to their median percentile rank or average CGI score in 2012-13. As a result, we have identified the fifteen top-performing schools in math achievement, reading achievement, math growth, and reading growth, and present information about these schools in Tables 23 through 26 respectively.

Of the highest achieving schools, there was significant overlap between high-achieving schools in math (Table 23) compared to reading (Table 24). In total, eight schools appear in the top fifteen on both the math and reading achievement lists: Nenahnezad Community School, JKL Bahweting Anishnabe School, Navajo Preparatory School, Jones Academy, Tuba City Boarding School, Isleta Elementary, Indian Island School, and San Ildefonso Day School.

In math, the majority of the fifteen schools have shown improvements in achievement over the past four years. The top performing school in 2012-13, Nenahnezad Community School, had a median percentile rank at the 47th percentile in 2009-10, with 49% of students at or above the 50th percentile; both of these metrics would be consistent with average student achievement. However, by 2012-13, the school had a median percentile rank at the 66th percentile, with 73% of its students at or above the 50th percentile. This represents a real shift in the achievement level for students in this particular school, and is present as well for the majority of schools on this list. All of the schools on this top-fifteen list had slightly below-average to above-average levels of achievement in the most recent year.

The top-achieving school in reading was JKL Bahweting Anishnabe School, which had a median percentile rank at the 62nd percentile, with 65% of students at or above the 50th percentile. This school was also quite high-achieving in math, with a median percentile rank also at the 62nd percentile and 71% of students at or above the 50th percentile. One school of particular note—Flandreau Indian Boarding School—went from having below-average achievement in reading in 2010-11 (30th percentile), to average achievement in 2012-13 (48th percentile). In total, the majority of schools showed improvements over the past four years, though to a lesser degree than what we observed in math. It is also worth noting that of the top-fifteen schools in reading achievement, only three schools had median percentile ranks above the 50th percentile, meaning that the majority of top-achieving schools in reading in the BIE system had average to below-average achievement levels in 2012-13.

Table 23: Top 15 BIE Schools in 2012-13 by Median Percentile Rank, Spring Math Achievement

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.
Nenahnezad Community School	138	47 th	49%	141	53 rd	57%	156	58 th	63%	151	66 th	73%
JKL Bahweting Anishnabe School										456	62 nd	71%
Navajo Preparatory School	172	59 th	65%	163	65 th	71%				175	62 nd	70%
Jones Academy										45	57 th	62%
Moencopi Day School										187	56 th	60%
Tuba City Boarding School							65	11 th	11%	1,140	55 th	58%
Dibe Yazhi Hablti'n O'lt'a Inc	57	7 th	5%	95	18 th	11%	111	41 st	37%	96	54 th	56%
Isleta Elem.	143	35 th	34%	122	51 st	54%	187	53 rd	59%	182	54 th	55%
Indian Island School	47	38 th	32%	68	53 rd	57%	68	54 th	60%	65	53 rd	58%
San Ildefonso Day School							28	35 th	39%	32	50 th	53%
Chi Chil'tah Community School	66	20 th	9%	64	22 nd	20%	103	25 th	24%	108	50 th	51%
Lake Valley Navajo School	29	25 th	10%	35	25 th	9%	50	31 st	28%	43	50 th	51%
Aneth Community School	137	32 nd	26%	145	39 th	32%	146	57 th	58%	134	49 th	49%
Red Rock Day School	194	32 nd	31%	191	44 th	42%	175	42 nd	41%	174	47 th	48%
Atsa' Biya' a'zh Community School				212	34 th	31%	167	44 th	43%	203	47 th	48%

Table 24: Top 15 BIE Schools in 2012-13 by Median Percentile Rank, Spring Reading Achievement

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.
JKL Bahweting Anishnabe School										458	62 nd	65%
Navajo Preparatory School	173	58 th	68%	109	59 th	68%				153	58 th	67%
Indian Island School	47	43 rd	43%	51	54 th	53%	58	57 th	69%	66	52 nd	52%
Flandreau Indian Boarding School				179	30 th	25%	116	39 th	35%	93	48 th	46%
Santa Clara Day School				87	33 rd	32%	104	32 nd	31 st	122	47 th	46%
Jones Academy										44	47 th	45%
Isleta Elem.	143	42 nd	43%	122	48 th	46%	187	49 th	50%	183	46 th	47%
Nenahnezad Community School	141	32 nd	28%	142	39 th	36%	157	46 th	46%	152	46 th	41%
Ohkay Owingeh Community School				71	38 th	35%	74	33 rd	31%	72	45 th	42%
Santa Fe Indian School	422	38 th	34%	428	45 th	45%	467	49 th	49%	484	45 th	42%
Tuba City Boarding School							69	4 th	6%	1,125	44 th	42%
San Ildefonso Day School							29	39 th	31%	32	44 th	41%
Coeur d'Alene Tribal School							79	34 th	24%	78	43 rd	44%
Taos Day School				126	41 st	34%	126	43 rd	39%	126	41 st	40%
Hannahville Indian School	141	32 nd	26%	126	32 nd	28%	129	30 th	27%	128	41 st	39%

In Tables 25 and 26, we present math and reading student growth information for the fifteen schools with the top average CGI scores in 2012-13. These data show that there were eight schools that appear on both the top math and reading growth lists: Riverside Indian School, Enemy Swim Day School, Tuba City Boarding School, Nenahnezad Community School, John F. Kennedy Day School, Seba Dalkai Boarding School, Beclabito Day School, and Dibe Yazhi Hablti'n O'It'a Inc. Nenahnezad Community School and Tuba City Boarding School were also included among the top fifteen achieving schools in both math and reading, with Nenahnezad Community School ranked as the top achieving school in math in the BIE system (of those schools that participated in NWEA testing).

The two schools that appear at the top of both the math and reading growth lists—Riverside Indian School and Enemy Swim Day School—both had well above-average growth in 2012-13. In math, both of these schools had average CGI scores of 1.40 or greater, which means that students in these schools had gains that were 1.4 standard deviations (or greater) than their growth projections, and over 80% of students in these schools met or exceeded their math fall-to-spring growth projections. These schools also performed exceptionally well in reading, with average CGI scores of nearly 1.0, and over 75% of students who met or exceeded their growth projections. Further, not only did these schools have strong gains in 2012-13, but they also showed considerable improvements in students gains compared to data from 2011-12. Enemy Swim Day School, for example, had below-average gains in reading in 2011-12, but improved to be one of the top growth schools throughout the BIE system.

The overall group of schools with the top math growth made tremendous gains in 2012-13, as students in these schools had gains equal to or greater than 0.72 standard deviations above their growth projections, and no fewer than 73% of students who met or surpassed their year-long growth projections. And, for many of these schools, the gains made in 2012-13 were substantive improvements over the gains made by students in prior years. Some examples of schools in which students made notable improvements include Pueblo Pintado Community School, Chi Chil'tah Community School, and Lake Valley Navajo School; students in these schools had average CGI scores that were approximately 1.0 standard deviation units greater in 2012-13 than the average student gains made in 2009-10. The impact these improvements in student growth had on student achievement can be found in Table A1 in Appendix A—all of these schools have shown notable increases in student achievement in math over the previous four school years.

The gains made by students in the top reading growth schools were also well above average, with students in these schools showing gains equal to or greater than 0.41 standard deviations above their growth projections, with no fewer than 62% of students meeting or exceeded these projections in these schools. Nearly all of the schools have improved since 2009-10, with three schools in particular—Dibe Yazhi Hablti'n O'It'a Inc., Sanostee Day School, and Yakama Nation Tribal School—showing below-average gains in 2009-10 to substantially above-average gains by 2012-13. Recall, students at Dibe Yazhi Hablti'n O'It'a Inc., which was included in our Tier I school discussion, had an average CGI score of -1.89, and 11% of its students met their growth projections; by 2012-13, students had an average CGI score of 0.86, and 74% of the school's students met their growth projections. These schools have also shown significant improvements in student achievement as a result of these strong fall-to-spring gains; reading achievement data for these three schools (and all other schools) can be found in Tables A2 and B2.

Table 25: Top 15 BIE Schools in 2012-13 by Average CGI Score, Fall to Spring Math Growth

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.
Riverside Indian School							244	0.76	69%	240	1.65	82%
Enemy Swim Day School							65	0.08	55%	116	1.40	86%
Pueblo Pintado Community School	205	0.36	65%	189	-0.05	50%	218	0.80	74%	225	1.35	88%
Tuba City Boarding School							65	-0.60	42%	1,140	1.29	86%
Nenahnezad Community School	138	0.89	75%	141	0.98	82%	156	0.99	82%	151	1.15	81%
Chi Chil'tah Community School	66	0.08	48%	64	0.18	53%	103	0.40	53%	108	1.00	80%
Lake Valley Navajo School	29	-0.41	55%	35	-0.74	31%	50	0.18	54%	43	0.92	77%
John F. Kennedy Day School										183	0.90	83%
Seba Dalkai Boarding School							80	0.32	55%	105	0.89	75%
Beclabito Day School	72	0.43	64%	73	0.14	59%	70	0.48	69%	50	0.88	80%
Crystal Boarding School				74	-0.64	42%	100	0.34	66%	85	0.86	75%
Dibe Yazhi Hablti'n O'lt'a Inc.	57	-0.79	28%	95	-0.07	52%	111	1.05	81%	96	0.83	73%
Turtle Mountain Community Elem.	432	-0.01	52%	567	0.03	53%	597	0.20	59%	633	0.80	78%
Two Eagle River School	38	-0.67	24%	*	*	*	28	-0.52	36%	27	0.76	78%
Tohaali' Community School	124	0.03	52%	124	0.71	73%	131	1.10	75%	135	0.72	76%

Table 26: Top 15 BIE Schools in 2012-13 by Average CGI Score, Fall to Spring Reading Growth

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.
Riverside Indian School							245	0.48	66%	236	0.99	75%
Enemy Swim Day School							65	-0.24	42%	117	0.90	79%
Noli School										61	0.87	66%
Dibe Yazhi Hablti'n O'lt'a Inc	47	-1.89	11%	93	-0.40	32%	111	0.20	57%	96	0.86	74%
Sanostee Day School	41	-0.31	46%	38	-0.40	39%	39	1.19	79%	52	0.75	62%
Tuba City Boarding School							69	-0.78	28%	1,125	0.72	73%
Santa Clara Day School				87	-0.30	41%	104	0.04	56%	122	0.68	76%
Nenahnezad Community School	141	0.74	74%	142	0.64	71%	157	0.65	73%	152	0.68	70%
Crazy Horse School				70	-0.10	49%	176	-0.56	36%	111	0.64	71%
John F. Kennedy Day School										184	0.62	71%
Seba Dalkai Boarding School							77	0.54	69%	100	0.61	67%
Yakama Nation Tribal School	46	-0.31	41%	35	0.24	57%	26	0.07	69%	27	0.47	78%
Jones Academy										44	0.45	70%
San Ildefonso Day School							29	0.07	59%	32	0.43	72%
Beclabito Day School	75	0.23	56%	73	0.20	52%	69	0.23	58%	51	0.41	75%

DISCUSSION

CONCLUSIONS

In this report, we sought to understand if students in the BIE system have shown improvements in achievement and growth over the past four academic years, and the extent to which student performance in individual BIE schools has improved over that same time period. Our results suggest that BIE students have made positive strides in both achievement and growth.

Focusing first on the broader BIE system, we found that BIE student achievement in both math and reading was below-average at all grade levels in 2012-13. However, a review of longitudinal data from 2009-10 forward for students throughout the BIE system, as well as for students in our subset of BIE schools with consistent testing programs since 2010-11, showed that BIE student achievement appears to have improved, most notably in math and for students in lower grades. So, while student achievement still trails that of other students across the United States as of 2012-13, it is a positive sign that student achievement in most grades and subject areas seems to be trending upward (or remaining stable) from prior years.

Further, the improvements we observe in BIE student achievement are likely a direct result of the positive fall-to-spring gains made by BIE students, most notably in 2012-13. In 2009-10, BIE students had below-average to average fall-to-spring gains in nearly all grade and subject areas. In 2012-13 however, BIE students had average to above-average gains in most grade and subject areas. This pattern was particularly pronounced in math, where the majority of students at each grade level had gains that were equal to or greater than their growth projections, ranging from 56% of students meeting or exceeding these growth projections in the 7th grade, to 67% of students in 4th grade. The gains made in reading were less pronounced than what we observed in math; however, BIE students do still appear to have shown improvements in reading gains compared to prior years.

These gains are important to highlight for two reasons. First, our focus on BIE student growth shows the impact that strong, positive gains over an extended period of time can have on student achievement. Second, and perhaps more importantly, if BIE students were simply meeting the fall-to-spring growth projections, the types of improvements in student achievement sought by the BIE would not be realized, especially given the already low (but improving) level of student achievement observed through the BIE system. To raise the overall achievement level of BIE students, continued emphasis needs to be placed on ensuring that students are not only meeting these growth projections, but exceeding them. Thus, the fact that BIE students have demonstrated gains that, on average, tend to exceed their growth projections should result in increased student achievement in subsequent years.

The trends we observed in BIE student achievement and growth in the broader BIE system and in our subset of BIE schools are encouraging, and should provide a more nuanced view of student performance in the BIE system beyond simply reviewing BIE student achievement and growth during the 2012-13 school year. And when we look to identify reasons why BIE student performance has improved throughout the system, the trends we observe in individual BIE schools offer some indication of the

increased emphasis that appears to have been placed on positively affecting student achievement and growth.

For instance, among those schools identified as persistently low-achieving (Tier I and Tier III schools), we found several examples of schools with noticeably positive improvements in student achievement and/or growth since 2009-10. Dibe Yazhi Hablti'n O'lt'a Inc. and Chi Chil'tah Community School in particular stood out for their improvements in student achievement and growth in both subject areas. In 2009-10, both schools had well below-average levels of achievement; Dibe Yazhi Hablti'n O'lt'a Inc., for example, had median percentile ranks at the 7th and 1st percentile in math and reading respectively, and Chi Chil'tah Community School had a median percentile rank in math at the 20th percentile and the 8th percentile in reading. Both of these schools improved significantly by 2012-13, with median percentile ranks in math and reading at the 54th and 34th percentile for Dibe Yazhi Hablti'n O'lt'a Inc., and at the 50th and 32nd percentile for Chi Chil'tah Community School.

These improvements in student achievement were likely a direct result of the strong gains made by students in these schools from fall to spring each year. Compared to their growth projections, students at Dibe Yazhi Hablti'n O'lt'a Inc. in 2009-10 had gains that were 0.79 standard deviations *below* their growth projections in math and 1.89 standard deviations *below* their projections in reading. However, by 2012-13, students in this school had gains that were 0.83 standard deviations *greater* than the growth projections in math, and 0.86 standard deviations *greater* in reading. This trend was also apparent in math for students at Chi Chil'tah Community School. The improvements made in these two schools—and many others—show that while it is important to focus on improvements in student achievement, it is also critical to attend to the improvements that students make from fall to spring of each year.

In addition to tracking achievement and growth trends for persistently low-achieving schools, we also identified the fifteen schools within the BIE system with the highest achievement and growth performance in math and reading during the 2012-13 school year. These lists allowed us to see if students in these schools consistently demonstrated high levels of achievement or growth over the previous four years, or if students in these schools made improvements since 2009-10 consistent with what we observed in the broader BIE system.

In 2012-13, the top fifteen math achievement schools all had slightly below-average to above-average achievement, with median percentile ranks that ranged from the 47th percentile (Atsa' Biya' a'zh Community School) to the 66th percentile (Nenahnezad Community School). The top fifteen reading achievement schools had slightly lower overall achievement levels, with median percentile ranks that ranged from the 41st percentile (Hannahville Indian School) to the 62nd percentile (JKL Bahweting Anishnabe School), with only three of the top fifteen schools with median percentile ranks at or above the 50th percentile. The majority of the top achieving schools in both math and reading also made notable improvements in student achievement since 2009-10.

The top growth schools in both math and reading made significant fall-to-spring gains during the 2012-13 school year. In math, the top schools had average CGI scores that ranged from 0.72 (Tohaali'

Community School) to 1.65 (Riverside Indian School); Riverside Indian School's average CGI score indicates that students in this school made gains that were 1.65 standard deviations greater than their growth projections, which represents tremendous progress over the course of the year. Average CGI scores in the top fifteen reading schools ranged from 0.41 (Beclabito Day School) to 0.99 (Riverside Indian School). Riverside Indian School had the largest fall-to-spring gains in 2012-13 in both subject areas, and like the majority of the other schools in the top fifteen in both subjects, had stronger gains in the most recent year than in years prior.

In our summary of the top achievement and growth schools, one school in particular, Nenahnezad Community School, stood out for its performance in 2012-13, as well as for the improvements students in this school have made since 2009-10. Nenahnezad Community School appeared on all four top fifteen lists, with median percentile ranks in 2012-13 at the 66th percentile in math and the 46th percentile in reading, and with average CGI scores of 1.15 and 0.68 in math and reading respectively. We also observed sustained improvements in achievement for students in this school across the previous four years. This school is just one example among many that made consistent improvements in student achievement and growth over the last four school years.

RECOMMENDATIONS

The improvements we observed in achievement and growth for students throughout the BIE system and in the subset of schools with consistent testing programs are certainly encouraging, as are the improvements made by a number of individual BIE schools. However, despite the positive trends that emerged from this report, it is important to acknowledge that BIE student achievement continues to be below average in all grade and subject areas, and a sustained effort needs to be made to monitor and positively affect BIE student achievement in subsequent years.

To help sustain the positive trends we observed in student achievement and growth, we offer the following recommendations for the Bureau of Indian Education:

1. **Work to Maintain Consistent Testing Practices:** It is evident from these analyses that there were a number of students within the BIE system for whom achievement or growth could not be measured. This may be because these students dropped out of school, transferred to another school that did not utilize MAP testing, or simply were not present on the day of testing. Regardless of the reason, many students were left unaccounted for in these analyses, limiting our ability to say for certain whether these results are representative of actual BIE student achievement and growth had all students throughout the system tested at both terms. Thus, to more accurately measure BIE student achievement and growth, we would recommend that the BIE continue to track and identify those students who leave their schools or the BIE system, and work to ensure that all students who do not leave actually participate in both fall and spring testing.
2. **Review Current Strategies for Raising BIE Student Achievement and Growth in Reading:** A trend that emerged throughout our analyses is that BIE students continue to demonstrate lower

levels of achievement in reading than in math. Further, the fall-to-spring gains made by BIE students in reading also tended to be average or below-average in the majority of grade levels during the 2012-13 school year, especially when we focused on our subset of schools with consistent testing programs. Given this, it may be prudent for BIE educators, leaders, and policymakers to review current interventions and strategies currently being used to impact student performance in reading, to see if some of the successes demonstrated in math can be translated into improvements in this subject area as well.

3. **Build on the Successes of Individual Schools:** While BIE student achievement is still below where it needs to be, there are many indications that progress is being made, especially within individual BIE schools. Whatever the reason for these improvements—be it more attention to student testing data, regular participation in professional development trainings, increased educator collaboration, etc.—these are the types of successes that can potentially serve as models for other schools, to see if these positive trends we observe in these schools are replicable in other BIE schools throughout the system.

While the results of this report do not show major improvements in student achievement and growth, we did observe incremental improvements in both math and reading across most grades and within a number of individual schools. *These trends certainly represent a step in the right direction.* We hope that these findings provide the BIE with useful data to help inform future decisions about the educational needs of all BIE students.

Appendix A – Achievement and Growth Trends, BIE Operated Schools

ACHIEVEMENT TRENDS—BIE OPERATED SCHOOLS, 2009-10 to 2012-13

Table A1: Median Percentile Rank and Percentage of Students at the 50th Percentile in BIE Operated Schools, 2009-10 to 2012-13, **Spring Math Achievement**

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.
Aneth Community School	137	32 nd	26%	145	39 th	32%	146	57 th	58%	134	49 th	49%
Baca-Dlo'ay Azhi Community School				298	27 th	27%	221	34 th	34%	290	31 st	25%
Beclabito Day School	72	44 th	43%	73	44 th	38%	70	37 th	34%	50	45 th	48%
Bread Springs Day School	19	41 st	42%	98	35 th	34%	97	34 th	27%	98	41 st	35%
Chemawa Indian School	141	24 th	21%	186	26 th	25%	177	27 th	23%	188	33 rd	30%
Chi Chil'tah Community School	66	20 th	9%	64	22 nd	20%	103	25 th	24%	108	50 th	51%
Cottonwood Day School	117	13 th	10%	165	16 th	12%	175	16 th	10%	211	25 th	18%
Cove Day School	33	32 nd	24%	34	85 th	94%	24	37 th	33%	25	35 th	20%
Crystal Boarding School				74	12 th	3%	100	26 th	24%	85	43 rd	45%
Dennehotso Boarding School				143	21 st	20%	149	30 th	28%	147	44 th	44%
Dunseith Day School				17	16 th	6%	95	15 th	11%	186	22 nd	18%
First Mesa Elem.							95	25 th	22%	71	29 th	24%
Flandreau Indian Boarding School				179	23 rd	17%	116	26 th	21%	95	31 st	25%
Havasupai Elem.										39	3 rd	3%
Hunters Point Boarding School				58	11 th	3%	70	15 th	7%	151	24 th	19%
Isleta Elem.	143	35 th	34%	122	51 st	54%	187	53 rd	59%	182	54 th	55%
Jeheez'z'a Academy Inc.	188	20 th	13%	106	16 th	8%	104	24 th	23%	108	32 nd	21%
Jemez Day School	88	41 st	37%	133	41 st	41%	132	44 th	42%	139	39 th	36%
John F. Kennedy Day School										183	36 th	34%
Kaibeto Boarding School				224	16 th	10%	148	29 th	20%	209	32 nd	27%
Kayenta Community School				304	23 rd	17%	315	25 th	24%	304	32 nd	28%
Keams Canyon Elem.							59	20 th	8%	77	17 th	5%
Lake Valley Navajo School	29	25 th	10%	35	25 th	9%	50	31 st	28%	43	50 th	51%
Many Farms High	105	32 nd	34%	88	26 th	26%	290	35 th	30%	265	42 nd	38%
Mariano Lake Community School	139	11 th	4%	177	19 th	15%	170	26 th	22%	177	46 th	46%
Nenahnezad Community School	138	47 th	49%	141	53 rd	57%	156	58 th	63%	151	66 th	73%
Ojibwa Indian School	204	38 th	34%	244	39 th	36%	243	38 th	37%	226	38 th	36%
Ojo Encino Day School	129	14 th	6%	145	22 nd	14%	155	24 th	17%	151	27 th	21%
Pine Ridge School				319	15 th	8%	355	14 th	9%	505	25 th	17%
Pine Springs Day School							84	22 nd	24%	81	27 th	27%

Pueblo Pintado Community School	205	32 nd	22%	189	32 nd	28%	218	44 th	41%	225	45 th	42%
Red Rock Day School	194	32 nd	31%	191	44 th	42%	175	42 nd	41%	174	47 th	48%
Riverside Indian School							286	22 nd	18%	280	32 nd	24%
Rocky Ridge Boarding School				109	21 st	13%	111	31 st	22%	107	28 th	18%
San Felipe Pueblo Elem.				393	23 rd	16%	379	32 nd	24%	382	27 th	21%
San Ildefonso Day School							28	35 th	39%	32	50 th	53%
Sanostee Day School	41	22 nd	10%	38	32 nd	26%	39	53 rd	56%	51	32 nd	33%
San Simon School										207	18 th	18%
Santa Clara Day School				88	39 th	39%	105	39 th	35%	127	44 th	45%
Santa Rosa Boarding School										163	17 th	15%
Santa Rosa Ranch School										44	11 th	7%
Seba Dalkai Boarding School							80	27 th	16%	105	34 th	28%
Sherman Indian High				223	21 st	12%	131	24 th	19%	206	32 nd	27%
Sky City Community School							203	35 th	31%	178	41 st	42%
Taos Day School				126	33 rd	31%	126	31 st	30%	127	34 th	30%
Te Tsu Geh Oweenge Day School				10	19 th	20%	*	*	*	10	20 th	30%
T'iis Nazbas Community School	167	35 th	37%	131	35 th	32%	133	44 th	41%	140	42 nd	43%
T'iists'oozi'bi'olta	353	25 th	20%	353	30 th	26%	383	36 th	33%	387	42 nd	42%
Tohaali' Community School	124	21 st	21%	125	34 th	33%	131	41 st	35%	135	35 th	34%
Tohono O'odham High							61	12 th	8%	32	22 nd	28%
Tonalea Day School				163	19 th	12%	162	32 nd	32%	178	36 th	28%
Tse'ii'ahi' Community School	45	37 th	40%	48	32 nd	31%	47	49 th	45%	91	37 th	38%
T'Siya Elem. and Middle School							58	20 th	10%	65	28 th	29%
Tuba City Boarding School							65	11 th	11%	1,140	55 th	58%
Turtle Mountain Community Elem.	432	31 st	32%	567	32 nd	29%	597	35 th	32%	633	46 th	46%
Turtle Mountain Community Middle	273	29 th	25%	291	30 th	23%	309	32 nd	21%	309	28 th	25%
Turtle Mountain High	213	29 th	25%	293	35 th	29%	313	29 th	30%	317	35 th	30%
Wingate Elem.	464	22 nd	17%	469	23 rd	19%	459	29 th	24%	400	27 th	23%
Wingate High	370	30 th	27%	409	32 nd	29%	352	37 th	32%	313	40 th	40%
Overall	4,629	28th	25%	7,788	27th	24%	9,040	31st	28%	11,237	37th	35%

*Indicates schools in which fewer than 10 students tested

Table A2: Median Percentile Rank and Percentage of Students at the 50th Percentile in BIE Operated Schools, 2009-10 to 2012-13, Spring Reading Achievement

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.
Aneth Community School	134	22 nd	19%	144	27 th	28%	147	36 th	33%	133	38 th	32%
Baca-Dlo'ay Azhi Community School				296	20 th	15%	221	25 th	17%	291	24 th	20%
Beclabito Day School	75	29 th	32%	73	36 th	38%	69	27 th	26%	51	34 th	33%
Bread Springs Day School	19	31 st	26%	91	28 th	30%	95	32 nd	31%	97	23 rd	26%
Chemawa Indian School	141	23 rd	12%	198	35 th	33%	173	30 th	24%	177	41 st	34%
Chi Chil'tah Community School	66	8 th	2%	63	15 th	6%	121	22 nd	15%	108	32 nd	18%
Cottonwood Day School	139	11 th	4%	172	15 th	5%	176	13 th	6%	211	13 th	8%
Cove Day School	35	26 th	11%	34	84 th	85%	26	37 th	38%	25	39 th	32%
Crystal Boarding School				72	16 th	11%	98	28 th	15%	84	26 th	18%
Dennehotso Boarding School				143	23 rd	19%	150	29 th	24%	154	33 rd	25%
Dunseith Day School				*	*	*	87	10 th	6%	180	18 th	22%
First Mesa Elem.							95	22 nd	18%	69	22 nd	14%
Flandreau Indian Boarding School				179	30 th	25%	116	39 th	35%	93	48 th	46%
Havasupai Elem.										33	1 st	3%
Hunters Point Boarding School				54	5 th	2%	69	10 th	7%	152	19 th	11%
Isleta Elem.	143	42 nd	43%	122	48 th	46%	187	49 th	50%	183	46 th	47%
Jeehdeez'a Academy Inc.	186	10 th	4%	111	11 th	3%	92	16 th	12%	100	22 nd	10%
Jemez Day School	86	28 th	16%	131	38 th	30%	131	43 rd	37%	138	35 th	29%
John F. Kennedy Day School										184	29 th	25%
Kaibeto Boarding School				228	17 th	10%	150	27 th	13%	212	21 st	14%
Kayenta Community School				306	18 th	12%	315	18 th	13%	297	21 st	16%
Keams Canyon Elem.							59	22 nd	24%	80	19 th	14%
Lake Valley Navajo School	29	24 th	14%	35	23 rd	6%	49	32 nd	18%	43	31 st	19%
Many Farms High	107	38 th	31%	90	23 rd	28%	284	34 th	30%	265	30 th	25%
Mariano Lake Community School	156	11 th	2%	178	12 th	6%	172	20 th	9%	176	27 th	17%
Nenahnezad Community School	141	32 nd	28%	142	39 th	36%	157	46 th	46%	152	46 th	41%
Ojibwa Indian School	198	27 th	22%	249	33 rd	28%	247	35 th	34%	232	32 nd	29%
Ojo Encino Day School	125	15 th	10%	143	24 th	19%	156	22 nd	9%	150	16 th	10%
Pine Ridge School				391	20 th	16%	383	16 th	13%	517	27 th	23%

Pine Springs Day School							84	25 th	18%	62	32 nd	27%
Pueblo Pintado Community School	199	17 th	10%	197	13 th	12%	218	27 th	24%	224	25 th	19%
Red Rock Day School	192	28 th	26%	190	41 st	38%	174	40 th	37%	175	38 th	29%
Riverside Indian School							286	27 th	23%	278	30 th	21%
Rocky Ridge Boarding School				102	18 th	14%	110	23 rd	12%	107	22 nd	13%
San Felipe Pueblo Elem.				393	22 nd	23%	379	35 th	29%	378	26 th	24%
San Ildefonso Day School							29	39 th	31%	32	44 th	41%
Sanostee Day School	41	12 th	5%	38	20 th	11%	39	54 th	56%	52	30 th	27%
San Simon School										197	17 th	17%
Santa Clara Day School				87	33 rd	32%	104	32 nd	31%	122	47 th	46%
Santa Rosa Boarding School										159	18 th	14%
Santa Rosa Ranch School										48	9 th	6%
Seba Dalkai Boarding School							77	29 th	19%	100	35 th	22%
Sherman Indian High				217	24 th	19%	155	29 th	27%	194	36 th	31%
Sky City Community School							206	36 th	34%	192	34 th	29%
Taos Day School				126	41 st	34%	126	43 rd	39%	126	41 st	40%
Te Tsu Geh Oweenge Day School				10	30 th	20%	*	*	*	10	37 th	40%
T'iis Nazbas Community School	167	27 th	23%	131	34 th	34%	132	36 th	30%	140	34 th	30%
T'iists'oozi'bi'olta	354	15 th	12%	356	22 nd	17%	382	26 th	20%	389	31 st	28%
Tohaali' Community School	126	20 th	17%	129	24 th	27%	132	33 rd	30%	135	22 nd	19%
Tohono O'odham High							60	26 th	13%	34	37 th	32%
Tonalea Day School				167	17 th	10%	167	26 th	23%	175	24 th	15%
Tse'ii'ahi' Community School	47	49 th	49%	48	29 th	23%	47	43 rd	34%	89	34 th	27%
T'Siya Elem. and Middle School							59	15 th	15%	65	22 nd	17%
Tuba City Boarding School							69	4 th	6%	1,125	44 th	42%
Turtle Mountain Community Elem.	436	44 th	42%	566	42 nd	40%	595	45 th	42%	633	38 th	37%
Turtle Mountain Community Middle	275	38 th	30%	282	35 th	34%	309	40 th	36%	307	32 nd	30%
Turtle Mountain High	273	32 nd	34%	217	30 th	33%	330	32 nd	29%	314	40 th	39%
Wingate Elem.	467	20 th	12%	468	22 nd	14%	460	30 th	21%	398	26 th	17%
Wingate High	367	26 th	22%	419	27 th	18%	350	34 th	29%	314	37 th	29%
Overall	4,724	24th	21%	7,789	26th	22%	9,107	30th	26%	11,161	31st	27%

*Indicates schools in which fewer than 10 students tested

GROWTH TRENDS—BIE OPERATED SCHOOLS, 2009-10 to 2012-13

Table A3: Avg. CGI Scores and Percentage of Students Meeting Growth Projections in BIE Operated Schools, 2009-10 to 2012-13, Fall to Spring Math Growth

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.
Aneth Community School	137	0.48	68%	145	0.09	54%	146	1.25	83%	134	0.67	69%
Baca-Dlo'ay Azhi Community School				298	0.05	52%	221	0.66	71%	290	0.35	60%
Beclabito Day School	72	0.43	64%	73	0.14	59%	70	0.48	69%	50	0.88	80%
Bread Springs Day School	19	0.31	58%	98	0.10	54%	97	-0.40	36%	98	0.46	66%
Chemawa Indian School	62	0.44	65%	103	0.20	61%	119	0.43	70%	124	0.66	73%
Chi Chil'tah Community School	66	0.08	48%	64	0.18	53%	103	0.40	53%	108	1.00	80%
Cottonwood Day School	117	0.04	56%	165	-0.34	44%	175	-0.41	42%	211	0.06	54%
Cove Day School	33	0.02	67%	34	2.93	97%	24	0.26	67%	25	0.11	44%
Crystal Boarding School				74	-0.64	42%	100	0.34	66%	85	0.86	75%
Dennehotsso Boarding School				142	0.42	63%	149	0.61	70%	147	0.43	69%
Dunseith Day School				17	-0.43	47%	95	-0.04	45%	186	0.01	52%
First Mesa Elem.							95	-0.56	37%	71	-0.11	49%
Flandreau Indian Boarding School				94	0.00	57%	75	-0.16	47%	58	0.33	62%
Havasupai Elem.										39	-0.71	33%
Hunters Point Boarding School				58	-1.10	26%	70	0.00	53%	150	0.11	57%
Isleta Elem.	143	0.16	57%	122	0.60	66%	187	0.27	63%	182	0.63	76%
Jeehdeez'a Academy Inc.	188	-0.12	48%	106	-0.29	38%	104	0.00	55%	108	0.09	59%
Jemez Day School	88	-0.51	33%	133	-0.25	45%	132	0.37	60%	139	0.45	68%
John F. Kennedy Day School										183	0.90	83%
Kaibeto Boarding School				224	0.49	65%	148	0.83	72%	209	0.43	66%
Kayenta Community School				304	0.46	66%	315	0.54	70%	304	0.53	71%
Keams Canyon Elem.							59	-0.50	29%	77	-0.09	51%
Lake Valley Navajo School	29	-0.41	55%	35	-0.74	31%	50	0.18	54%	43	0.92	77%
Many Farms High	93	0.54	71%	69	0.20	68%	213	0.22	57%	197	0.67	73%
Mariano Lake Community School	139	-0.43	35%	177	0.04	54%	170	0.74	74%	177	0.47	65%
Nenahnezad Community School	138	0.89	75%	141	0.98	82%	156	0.99	82%	151	1.15	81%

Ojibwa Indian School	204	-0.10	50%	244	0.24	62%	243	0.18	60%	226	0.00	54%
Ojo Encino Day School	129	0.12	56%	145	-0.12	50%	155	0.25	62%	151	0.22	58%
Pine Ridge School				240	-0.19	49%	318	-0.20	46%	466	0.22	62%
Pine Springs Day School							84	0.47	68%	81	0.27	62%
Pueblo Pintado Community School	205	0.36	65%	189	-0.05	50%	218	0.80	74%	225	1.35	88%
Red Rock Day School	194	0.57	68%	191	1.08	79%	175	0.43	67%	174	0.48	67%
Riverside Indian School							244	0.76	69%	240	1.65	82%
Rocky Ridge Boarding School				109	0.29	54%	111	0.58	68%	107	0.16	60%
San Felipe Pueblo Elem.				393	-0.57	33%	379	0.12	58%	382	-0.05	51%
San Ildefonso Day School							28	0.33	61%	32	0.64	94%
Sanostee Day School	41	0.39	56%	38	0.34	63%	39	1.47	82%	51	0.57	71%
San Simon School										207	0.15	57%
Santa Clara Day School				88	-0.09	52%	104	0.30	63%	127	0.60	72%
Santa Rosa Boarding School										163	-0.19	46%
Santa Rosa Ranch School										44	-0.68	34%
Seba Dalkai Boarding School							80	0.32	55%	105	0.89	75%
Sherman Indian High				118	-0.32	36%	91	0.15	56%	147	0.21	61%
Sky City Community School							203	0.11	53%	178	0.24	65%
Taos Day School				126	0.56	73%	126	-0.07	52%	127	0.35	66%
Te Tsu Geh Oweenge Day School				10	0.35	70%	*	*	*	10	-0.80	30%
T'iis Nazbas Community School	167	0.79	72%	131	0.20	54%	133	0.62	70%	140	0.65	69%
T'iists'oozi'bi'olta	353	-0.12	48%	353	-0.36	42%	383	0.23	61%	387	0.44	67%
Tohaali' Community School	124	0.03	52%	124	0.71	73%	131	1.10	75%	135	0.72	76%
Tohono O'odham High							52	-0.17	40%	19	-0.21	53%
Tonalea Day School				163	0.45	63%	162	0.83	78%	178	0.23	57%
Tse'ii'ahi' Community School	45	0.10	47%	48	-0.06	44%	47	0.57	74%	91	0.28	64%
T'Siya Elem. and Middle School							58	-0.28	40%	65	0.49	71%
Tuba City Boarding School							65	-0.60	42%	1,140	1.29	86%
Turtle Mountain Community Elem.	432	-0.01	52%	567	0.03	53%	597	0.20	59%	633	0.80	78%
Turtle Mountain Community Middle	273	0.25	61%	291	0.09	57%	309	0.14	57%	309	0.24	62%
Turtle Mountain High	158	-0.13	51%	182	0.09	57%	227	-0.22	43%	226	0.32	66%
Wingate Elem.	464	-0.20	45%	469	0.05	52%	459	0.29	60%	400	0.15	54%
Wingate High	211	0.11	56%	249	0.10	57%	255	0.14	58%	207	0.21	62%
Overall	4,324	0.11	55%	7,144	0.09	55%	8,552	0.30	61%	10,719	0.52	68%

*Indicates schools in which fewer than 10 students tested

Table A4: Avg. CGI Scores and Percentage of Students Meeting Growth Projections in BIE Operated Schools, 2009-10 to 2012-13, Fall to Spring Reading Growth

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.
Aneth Community School	134	0.28	61%	144	0.10	56%	147	0.64	66%	133	0.34	62%
Baca-Dlo'ay Azhi Community School				296	-0.35	38%	221	0.51	65%	291	0.03	52%
Beclabito Day School	75	0.23	56%	73	0.20	52%	69	0.23	58%	51	0.41	75%
Bread Springs Day School	19	-0.45	42%	91	0.15	54%	95	-0.25	38%	97	-0.09	49%
Chemawa Indian School	60	0.15	52%	107	0.43	66%	115	-0.05	58%	118	0.31	65%
Chi Chil'tah Community School	66	0.71	70%	63	-0.36	38%	121	0.15	53%	108	0.01	52%
Cottonwood Day School	139	-0.30	42%	172	-0.72	30%	176	-0.71	28%	211	-0.09	47%
Cove Day School	35	-0.29	43%	34	2.87	94%	26	-0.10	50%	25	0.01	44%
Crystal Boarding School				72	-0.50	32%	98	-0.08	47%	84	0.37	67%
Dennehotso Boarding School				143	0.47	66%	150	0.19	58%	154	0.23	58%
Dunseith Day School				*	*	*	87	-0.03	47%	180	-0.21	44%
First Mesa Elem.							95	-0.70	31%	69	-0.30	45%
Flandreau Indian Boarding School				91	0.02	55%	75	0.17	56%	57	0.18	61%
Havasupai Elem.										33	-0.72	36%
Hunters Point Boarding School				54	-1.10	22%	69	0.00	51%	152	-0.24	43%
Isleta Elem.	143	-0.10	49%	122	-0.13	48%	187	0.06	53%	183	0.01	50%
Jeehdeez'a Academy Inc.	186	-0.69	28%	111	-0.72	31%	92	0.05	53%	100	-0.25	42%
Jemez Day School	86	-0.69	30%	131	-0.14	47%	131	0.48	66%	138	0.33	63%
John F. Kennedy Day School										184	0.62	71%
Kaibeto Boarding School				228	0.04	56%	150	0.93	71%	212	-0.14	46%
Kayenta Community School				306	0.06	54%	315	-0.05	51%	297	0.11	57%
Keams Canyon Elem.							59	-0.73	25%	80	-0.36	43%
Lake Valley Navajo School	29	-0.78	24%	35	-0.58	37%	49	0.34	59%	43	0.11	56%
Many Farms High	95	0.37	72%	71	-0.13	45%	211	0.09	52%	196	0.01	51%
Mariano Lake Community School	156	-0.30	39%	178	-0.45	39%	172	0.42	67%	176	0.18	56%
Nenahnezad Community School	141	0.74	74%	142	0.64	71%	157	0.65	73%	152	0.68	70%
Ojibwa Indian School	198	-0.44	43%	249	-0.22	45%	247	0.05	53%	232	-0.12	50%

Ojo Encino Day School	125	0.23	56%	143	0.01	56%	156	0.07	54%	150	-0.43	43%
Pine Ridge School				299	-0.07	53%	339	-0.43	39%	478	0.16	57%
Pine Springs Day School							84	-0.26	46%	62	-0.27	42%
Pueblo Pintado Community School	199	-0.12	48%	197	-0.56	34%	218	0.44	65%	224	0.27	56%
Red Rock Day School	192	0.45	68%	190	0.94	77%	174	0.25	60%	175	0.39	63%
Riverside Indian School							245	0.48	66%	236	0.99	75%
Rocky Ridge Boarding School				102	0.39	58%	110	0.21	56%	107	0.02	51%
San Felipe Pueblo Elem.				393	-0.41	39%	379	0.24	58%	378	-0.37	40%
San Ildefonso Day School							29	0.07	59%	32	0.43	72%
Sanostee Day School	41	-0.31	46%	38	-0.39	39%	39	1.19	79%	52	0.75	62%
San Simon School										197	-0.27	47%
Santa Clara Day School				87	-0.29	41%	104	0.04	56%	122	0.68	76%
Santa Rosa Boarding School										159	-0.39	42%
Santa Rosa Ranch School										48	-1.02	21%
Seba Dalkai Boarding School							77	0.54	69%	100	0.61	67%
Sherman Indian High				115	-0.39	37%	104	-0.03	57%	140	-0.05	46%
Sky City Community School							206	-0.03	47%	192	-0.04	51%
Taos Day School				126	0.40	63%	126	0.28	60%	126	0.06	57%
Te Tsu Geh Oweenge Day School				10	-0.62	30%	*	*	*	10	0.08	70%
T'iis Nazbas Community School	167	0.36	56%	131	0.29	60%	132	0.34	61%	140	0.33	60%
T'iists'oozi'bi'olta	354	-0.33	39%	356	-0.26	44%	382	-0.01	50%	389	0.00	55%
Tohaali' Community School	126	0.33	60%	129	0.47	62%	132	0.49	67%	135	0.30	60%
Tohono O'odham High							51	-0.71	33%	21	0.28	52%
Tonalea Day School				167	0.16	50%	167	0.37	63%	175	0.02	54%
Tse'ii'ahi' Community School	47	0.50	72%	48	-0.36	40%	47	0.22	62%	89	0.13	55%
T'Siya Elem. and Middle School							59	-0.25	41%	65	-0.13	48%
Tuba City Boarding School							69	-0.78	28%	1,125	0.72	73%
Turtle Mountain Community Elem.	436	-0.03	50%	566	0.14	55%	595	0.22	57%	633	0.24	62%
Turtle Mountain Community Middle	275	0.24	60%	282	0.15	60%	309	0.16	57%	307	-0.11	51%
Turtle Mountain High	188	-0.25	44%	135	-0.07	49%	244	-0.41	42%	231	0.13	57%
Wingate Elem.	467	-0.19	45%	468	-0.19	48%	460	0.34	62%	398	0.02	50%
Wingate High	207	0.26	65%	258	-0.10	50%	254	0.39	68%	207	0.12	57%
Overall	4,386	-0.03	51%	7,154	-0.05	50%	8,608	0.14	55%	10,659	0.15	56%

*Indicates schools in which fewer than 10 students tested

Appendix B – Achievement and Growth Trends, Tribally Controlled Schools

ACHIEVEMENT TRENDS—TRIBALLY CONTROLLED SCHOOLS, 2009-10 to 2012-13

Table B1: Median Percentile Rank and Percentage of Students at the 50th Percentile in Tribally Controlled Schools, 2009-10 to 2012-13, **Spring**

Math Achievement

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.
Alamo Navajo School	209	11 th	11%	240	12 th	8%	246	23 rd	19%	264	19 th	17%
American Horse Elem.							208	14 th	11%	213	17 th	21%
Atsa' Biya' a'zh Community School				212	34 th	31%	167	44 th	43%	203	47 th	48%
Beatrice Rafferty School	80	27 th	29%	99	31 st	21%	104	36 th	36%	109	34 th	27%
Black Mesa Community School				17	2 nd	0%	26	22 nd	8%	36	31 st	31%
Bug-O-Nay-Ge-Shig School	189	20 th	14%	35	13 th	9%	134	21 st	15%	139	23 rd	19%
Casa Blanca Community School										160	22 nd	14%
Cheyenne-Eagle Butte School				104	26 th	23%	186	30 th	24%	859	29 th	26%
Chief Leschi Schools				460	23 rd	20%	415	24 th	20%	685	36 th	37%
Chilchinbeto Community School	72	21 st	13%	91	23 rd	20%	101	18 th	10%	104	20 th	13%
Ch'ooshgai Community School	268	7 th	5%	285	10 th	10%	197	14 th	13%	321	24 th	24%
Circle of Life School				78	21 st	10%	62	20 th	6%	75	12 th	7%
Circle of Nations School	77	22 nd	17%				83	26 th	16%	65	16 th	12%
Coeur d'Alene Tribal School							79	35 th	33%	78	47 th	44%
Crazy Horse School				168	4 th	5%	180	4 th	3%	123	4 th	5%
Dibe Yazhi Hablti'n O'It'a Inc	57	7 th	5%	95	18 th	11%	111	41 st	37%	96	54 th	56%
Dilcon Community School							150	28 th	29%	101	34 th	31%
Dishchii'bikoh Community School				313	27 th	22%	237	34 th	25%	345	37 th	29%
Duckwater Shoshone Elem.										*	*	*
Dzilth-Na-O-Dith-Hle Community School				180	18 th	8%	168	29 th	23%	169	39 th	36%
Enemy Swim Day School							65	41 st	37%	116	44 th	46%
Fond Du Lac Ojibwe School				139	28 th	22%	123	34 th	34%	161	34 th	34%
Gila Crossing Community School	292	16 th	15%	340	19 th	15%	356	26 th	26%	408	24 th	22%
Greasewood Springs Community School	106	22 nd	15%	152	19 th	9%	157	17 th	12%	157	14 th	10%
Greyhills Academy High	77	24 th	22%	85	21 st	20%	195	32 nd	28%	215	29 th	30%
Hanaa'dli Community School										17	44 th	47%

Hannahville Indian School	137	29 th	23%	127	29 th	25%	138	29 th	31%	137	42 nd	39%
Hotevilla Bacavi Community School										97	30 th	24%
Indian Island School	47	38 th	32%	68	53 rd	57%	68	54 th	60%	65	53 rd	58%
Indian Township School							90	46 th	44%	110	38 th	40%
JKL Bahweting Anishnabe School										456	62 nd	71%
Jones Academy										45	57 th	62%
Kickapoo Nation School	59	24 th	25%	44	20 th	16%	44	14 th	11%	22	16 th	27%
Kin Dah Lichi'i Olta				183	24 th	22%	186	35 th	27%	200	37 th	32%
Lac Courte Oreilles Ojibwe School										198	35 th	30%
Laguna Elem.				232	33 rd	35%	212	34 th	34%	207	37 th	37%
Laguna Middle				136	27 th	22%	120	30 th	28%	91	30 th	29%
Leupp Schools Inc.	144	17 th	13%	158	17 th	11%	132	25 th	22%	135	31 st	26%
Little Singer Community School				49	13 th	6%	83	17 th	12%	70	16 th	14%
Little Wound School							467	15 th	13%	479	18 th	16%
Lukachukai Community School	223	14 th	9%	234	14 th	9%	336	15 th	11%	336	14 th	11%
Lummi High				18	11 th	6%	37	18 th	24%	35	26 th	20%
Lummi Tribal School System				99	25 th	24%	102	42 nd	43%	101	36 th	28%
Mandaree Day School	154	14 th	11%	148	17 th	16%	147	23 rd	20%	151	20 th	18%
Many Farms Community School	214	19 th	7%	159	19 th	8%	224	17 th	8%	268	22 nd	13%
Marty Indian School				34	6 th	0%	158	15 th	9%	169	21 st	19%
Menominee Tribal School	106	32 nd	25%	126	24 th	17%	162	30 th	20%	171	29 th	28%
Mescalero Apache School				411	19 th	16%	433	24 th	20%	422	23 rd	19%
Meskwaki Settlement School	178	26 th	24%	188	26 th	21%	204	32 nd	20%	224	27 th	21%
Moencopi Day School										187	56 th	60%
Muckleshoot Tribal School				161	12 th	7%	237	13 th	11%	245	13 th	11%
Naa Tsis'Aan Community School	48	22 nd	12%				96	22 nd	17%	113	25 th	24%
Na' Neelzhiin Ji'Olta Inc.	124	15 th	14%	144	27 th	22%	150	35 th	31%	175	32 nd	36%
Navajo Preparatory School	172	59 th	65%	163	65 th	71%				175	62 nd	70%
Nay-Ah-Shing School	58	28 th	26%	86	23 rd	31%	144	26 th	26%	126	26 th	29%
Nazlini Community School							90	14 th	8%	111	17 th	15%
Noli School										68	12 th	12%
Northern Cheyenne Tribal School				115	9 th	4%	148	14 th	10%	168	11 th	5%
Ohkay Owingeh Community School				71	36 th	44%	74	30 th	34%	72	44 th	40%
Oneida Nation School	247	31 st	28%	250	29 th	29%	265	28 th	25%	331	30 th	27%
Paschal Sherman Indian School	57	14 th	12%	71	24 th	24%	80	23 rd	24%	124	22 nd	19%
Pine Hill Schools				249	14 th	8%	217	14 th	10%	224	13 th	8%
Porcupine Day School				80	11 th	4%	83	9 th	5%	135	11 th	7%

Pyramid Lake High	50	29 th	22%	49	35 th	31%	41	29 th	24%	31	32 nd	23%
Quileute Tribal School	25	12 th	4%	*	*	*	33	29 th	21%	41	19 th	20%
Rock Creek Grant School							29	4 th	3%	43	3 rd	2%
Rock Point Community School				338	18 th	14%	287	18 th	17%	316	23 rd	16%
Rough Rock Community School	139	9 th	7%	186	10 th	8%	232	9 th	6%	242	19 th	17%
Santa Fe Indian School	402	36 th	28%	427	42 nd	39%	478	44 th	42%	484	40 th	36%
Shiprock Northwest High										150	26 th	22%
Shonto Preparatory School	225	29 th	26%	248	24 th	17%	244	29 th	23%	330	36 th	33%
Shoshone-Bannock SD No. 512				76	14 th	5%	63	13 th	10%	55	15 th	7%
Standing Rock Schools										596	26 th	25%
St. Francis Indian School										249	10 th	9%
St. Stephens Indian School	108	23 rd	18%	111	25 th	17%	159	24 th	23%	113	30 th	22%
Takini School				56	14 th	5%	109	20 th	12%	116	17 th	11%
Tate Topa Tribal School	312	17 th	14%	313	15 th	7%	266	13 th	6%	382	11 th	5%
Theodore Jamerson Elem.	103	41 st	34%	88	32 nd	28%	114	34 th	32%	107	37 th	32%
Theodore Roosevelt School							55	4 th	2%	66	12 th	6%
Tiospaye Topa School							104	33 rd	30%	106	27 th	26%
Tiospa Zina Tribal School										331	22 nd	18%
To'hajiilee Day School				172	9 th	5%	270	26 th	22%	246	35 th	38%
Twin Buttes Day School	34	37 th	29%	34	40 th	41%	31	29 th	23%	36	34 th	25%
Two Eagle River School	40	12 th	18%	*	*	*	42	12 th	12%	36	36 th	25%
Wa He Lut Indian School				82	10 th	10%	73	13 th	5%	63	9 th	8%
White Shield School	76	18 th	16%	93	19 th	17%	87	20 th	17%	88	21 st	11%
Wide Ruins Community School							76	21 st	13%	74	18 th	19%
Yakama Nation Tribal School	64	23 rd	14%	55	20 th	16%	39	18 th	10%	41	24 th	20%
Overall	4,973	22nd	19%	9,231	21st	18%	11,509	24th	21%	16,013	27th	26%

*Indicates schools in which fewer than 10 students tested

Table B2: Median Percentile Rank and Percentage of Students at the 50th Percentile in Tribally Controlled Schools, 2009-10 to 2012-13, Spring Reading Achievement

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.
Alamo Navajo School	200	7 th	6%	240	7 th	7%	242	12 th	10%	264	11 th	9%
American Horse Elem.							208	10 th	6%	208	12 th	10%
Atsa' Biya' a'zh Community School				205	29 th	21%	191	34 th	27%	203	28 th	28%
Beatrice Rafferty School	79	29 th	29%	98	37 th	37%	105	43 rd	38%	109	38 th	36%
Black Mesa Community School				22	3 rd	0%	28	16 th	4%	38	23 rd	21%
Bug-O-Nay-Ge-Shig School	191	19 th	19%	161	21 st	21%	168	19 th	14%	142	19 th	10%
Casa Blanca Community School										171	23 rd	13%
Cheyenne-Eagle Butte School							187	41 st	36%	889	26 th	21%
Chief Leschi Schools				437	27 th	25%	403	28 th	23%	660	38 th	37%
Chilchinbeto Community School	73	14 th	5%	93	18 th	8%	101	12 th	6%	108	15 th	10%
Ch'ooshgai Community School	265	8 th	7%	276	13 th	10%	293	12 th	13%	322	19 th	10%
Circle of Life School				35	22 nd	29%	58	23 rd	10%	76	18 th	12%
Circle of Nations School	77	22 nd	18%				83	22 nd	14%	65	14 th	14%
Coeur d'Alene Tribal School							79	34 th	24%	78	43 rd	44%
Crazy Horse School				84	7 th	5%	183	5 th	5%	119	7 th	12%
Dibe Yazhi Hablti'n O'lt'a Inc	47	1 st	2%	94	11 th	4%	111	23 rd	16%	96	34 th	28%
Dilcon Community School							153	24 th	17%	100	30 th	20%
Dishchii'bikoh Community School				316	22 nd	14%	239	26 th	17%	332	24 th	18%
Duckwater Shoshone Elem.										*	*	*
Dzilth-Na-O-Dith-Hle Community School				185	15 th	7%	169	25 th	12%	169	20 th	14%
Enemy Swim Day School							65	33 rd	28%	117	34 th	38%
Fond Du Lac Ojibwe School				62	30 th	29%	131	28 th	30%	157	28 th	25%
Gila Crossing Community School	296	19 th	17%	352	19 th	15%	362	24 th	20%	407	20 th	17%
Greasewood Springs Community School	132	23 rd	14%	151	24 th	13%	161	18 th	12%	128	16 th	9%
Greyhills Academy High	66	25 th	23%	83	23 rd	18%	188	28 th	24%	210	30 th	30%
Hanaa'dli Community School										19	18 th	11%
Hannahville Indian School	141	32 nd	26%	126	32 nd	28%	129	30 th	27%	128	41 st	39%
Hotevilla Bacavi Community School										98	29 th	18%
Indian Island School	47	43 rd	43%	51	54 th	53%	58	57 th	69%	66	52 nd	52%
Indian Township School							94	45 th	47%	109	38 th	34%
JKL Bahweting Anishnabe School										458	62 nd	65%

Jones Academy										44	47 th	45%
Kickapoo Nation School	62	31 st	31%	41	22 nd	12%	43	22 nd	12%	17	13 th	12%
Kin Dah Lichi'i Olta				184	22 nd	14%	187	24 th	15%	180	23 rd	16%
Lac Courte Oreilles Ojibwe School										199	40 th	37%
Laguna Elem.				233	29 th	25%	213	34 th	32%	210	35 th	32%
Laguna Middle				137	18 th	23%	120	31 st	23%	91	28 th	20%
Leupp Schools Inc.	146	14 th	12%	155	12 th	11%	132	22 nd	20%	135	24 th	20%
Little Singer Community School				50	6 th	2%	84	16 th	10%	68	14 th	10%
Little Wound School							441	17 th	13%	516	19 th	15%
Lukachukai Community School	250	12 th	5%	244	16 th	10%	339	13 th	7%	336	15 th	10%
Lummi High				41	14 th	15%	33	16 th	21%	33	11 th	15%
Lummi Tribal School System				97	15 th	21%	103	17 th	14%	100	22 nd	16%
Mandaree Day School	160	30 th	21%	145	33 rd	25%	152	36 th	36%	153	32 nd	33%
Many Farms Community School	202	16 th	9%	55	22 nd	16%	226	16 th	10%	266	20 th	11%
Marty Indian School				42	6 th	5%	151	8 th	7%	173	12 th	10%
Menominee Tribal School	121	33 rd	26%	129	25 th	17%	158	26 th	24%	172	29 th	27%
Mescalero Apache School				416	23 rd	15%	434	26 th	18%	426	26 th	20%
Meskwaki Settlement School	179	38 th	34%	190	35 th	28%	204	40 th	35%	216	41 st	38%
Moencopi Day School										188	41 st	36%
Muckleshoot Tribal School				166	15 th	11%	240	18 th	13%	257	12 th	10%
Naa Tsis'Aan Community School	51	13 th	2%				100	18 th	15%	113	21 st	17%
Na' Neelzhiin Ji'Olta Inc.	132	17 th	16%	145	21 st	14%	152	24 th	17%	175	17 th	14%
Navajo Preparatory School	173	58 th	68%	109	59 th	68%				153	58 th	67%
Nay-Ah-Shing School	70	26 th	19%	86	25 th	26%	132	26 th	26%	115	28 th	25%
Nazlini Community School							85	13 th	9%	110	17 th	15%
Noli School										76	18 th	20%
Northern Cheyenne Tribal School				118	11 th	6%	147	19 th	19%	169	11 th	5%
Ohkay Owingeh Community School				71	38 th	35%	74	33 rd	31%	72	45 th	42%
Oneida Nation School	230	33 rd	26%	241	36 th	33%	268	38 th	31%	345	37 th	33%
Paschal Sherman Indian School							15	9 th	13%	125	18 th	14%
Pine Hill Schools				248	15 th	13%	214	20 th	14%	225	17 th	9%
Porcupine Day School				67	8 th	4%	95	6 th	1%	135	10 th	5%
Pyramid Lake High	55	31 st	20%	51	40 th	37%	41	43 rd	46%	17	32 nd	29%
Quileute Tribal School	24	15 th	4%				34	23 rd	12%	38	13 th	13%
Rock Creek Grant School							37	3 rd	0%	40	4 th	3%
Rock Point Community School				331	21 st	16%	284	14 th	13%	315	16 th	12%
Rough Rock Community School	118	9 th	4%	184	12 th	7%	259	12 th	9%	246	11 th	8%

Santa Fe Indian School	422	38 th	34%	428	45 th	45%	467	49 th	49%	484	45 th	42%
Shiprock Northwest High										124	29 th	21%
Shonto Preparatory School	220	31 st	22%	239	26 th	20%	243	20 th	14%	328	26 th	23%
Shoshone-Bannock SD No. 512				79	23 rd	19%	56	19 th	20%	54	22 nd	13%
Standing Rock Schools										614	26 th	26%
St. Francis Indian School										229	5 th	10%
St. Stephens Indian School	123	16 th	7%	106	21 st	12%	154	22 nd	16%	111	23 rd	12%
Takini School				87	16 th	11%	111	23 rd	14%	108	18 th	12%
Tate Topa Tribal School	294	22 nd	17%	322	18 th	11%	287	20 th	11%	367	17 th	14%
Theodore Jamerson Elem.	104	36 th	35%	89	30 th	30%	114	35 th	29%	104	35 th	30%
Theodore Roosevelt School							58	7 th	5%	59	5 th	2%
Tiospaye Topa School							103	32 nd	30%	103	25 th	15%
Tiospa Zina Tribal School										317	16 th	11%
To'hajiilee Day School				168	11 th	4%	270	25 th	24%	244	24 th	26%
Twin Buttes Day School	34	48 th	47%	36	39 th	39%	30	29 th	17%	32	26 th	22%
Two Eagle River School	45	23 rd	20%	*	*	*	41	23 rd	17%	34	34 th	32%
Wa He Lut Indian School				52	13 th	12%	68	14 th	10%	62	9 th	11%
White Shield School	73	15 th	16%	87	27 th	18%	89	32 nd	26%	87	31 st	30%
Wide Ruins Community School							76	18 th	14%	83	18 th	13%
Yakama Nation Tribal School	66	25 th	14%	54	22 nd	17%	40	25 th	15%	36	30 th	28%
Overall	4,968	23rd	20%	8,803	22nd	19%	11,593	23rd	19%	15,883	25th	22%

*Indicates schools in which fewer than 10 students tested

GROWTH TRENDS—TRIBALLY CONTROLLED SCHOOLS, 2009-10 to 2012-13

Table B3: Avg. CGI Scores and Percentage of Students Meeting Growth Projections in Tribally Controlled Schools, 2009-10 to 2012-13, Fall to Spring Math Growth

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.
Alamo Navajo School	195	-0.14	47%	212	-0.13	44%	234	0.67	63%	250	0.28	63%
American Horse Elem.							208	-0.28	42%	213	0.27	61%
Atsa' Biya' a'zh Community School				212	-0.21	48%	167	0.41	63%	202	0.45	64%
Beatrice Rafferty School	80	-0.11	51%	99	-0.48	34%	104	0.27	58%	109	0.03	55%
Black Mesa Community School				17	-1.50	18%	26	0.23	54%	36	-0.12	47%
Bug-O-Nay-Ge-Shig School	179	0.22	58%	26	-0.29	50%	126	0.01	50%	133	0.49	62%
Casa Blanca Community School										160	0.06	51%
Cheyenne-Eagle Butte School				104	-0.61	35%	135	0.31	67%	808	0.12	57%
Chief Leschi Schools				397	0.03	54%	387	-0.08	49%	660	0.49	70%
Chilchinbeto Community School	72	0.09	50%	91	0.08	49%	101	-0.79	32%	104	0.23	59%
Ch'ooshgai Community School	268	-1.09	19%	285	-0.54	39%	197	0.07	55%	319	0.40	67%
Circle of Life School				74	-0.45	42%	60	-0.42	40%	72	-0.75	32%
Circle of Nations School	77	0.45	60%				83	1.01	65%	65	0.42	51%
Coeur d'Alene Tribal School							79	0.47	66%	78	0.45	76%
Crazy Horse School				155	-0.66	32%	174	-0.23	48%	115	0.23	58%
Dibe Yazhi Hablti'n O'lt'a Inc	57	-0.79	28%	95	-0.07	52%	111	1.05	81%	96	0.83	73%
Dilcon Community School							150	0.50	67%	101	0.19	59%
Dishchii'bikoh Community School				298	-0.17	41%	237	-0.36	38%	333	0.00	54%
Duckwater Shoshone Elem.										*	*	*
Dzilth-Na-O-Dith-Hle Community School				180	-0.14	46%	168	0.56	72%	169	0.68	70%
Enemy Swim Day School							65	0.08	55%	116	1.40	86%
Fond Du Lac Ojibwe School				119	-0.40	39%	121	0.25	63%	155	0.30	56%
Gila Crossing Community School	292	-0.52	33%	340	-0.40	40%	356	0.17	58%	408	-0.02	52%
Greasewood Springs Community School	106	-0.41	34%	152	-0.36	36%	157	-0.70	30%	157	-0.30	45%
Greyhills Academy High	64	-0.01	50%	84	-0.02	55%	168	0.43	62%	168	0.02	57%
Hanaa'dli Community School										17	0.50	59%
Hannahville Indian School	130	0.17	56%	122	0.00	44%	131	-0.06	50%	131	0.50	69%

Hotevilla Bacavi Community School										97	-0.67	28%
Indian Island School	47	-0.25	40%	68	0.12	56%	68	0.44	65%	65	0.04	60%
Indian Township School							90	1.00	84%	110	0.06	51%
JKL Bahweting Anishnabe School										456	0.38	66%
Jones Academy										45	0.55	69%
Kickapoo Nation School	45	-0.40	38%	34	0.31	53%	43	-0.42	42%	20	-0.20	45%
Kin Dah Lichi'i Olta				183	-0.75	31%	186	0.39	63%	200	-0.02	52%
Lac Courte Oreilles Ojibwe School										187	0.34	63%
Laguna Elem.				232	0.03	47%	212	0.62	75%	207	0.21	60%
Laguna Middle				136	0.25	58%	120	0.36	67%	91	0.03	54%
Leupp Schools Inc.	125	-0.35	41%	138	-0.30	45%	126	0.29	65%	125	0.43	66%
Little Singer Community School				49	-0.67	29%	83	-0.07	43%	70	-0.38	40%
Little Wound School							434	0.07	54%	463	0.11	59%
Lukachukai Community School	223	-0.76	28%	234	-0.93	27%	336	-0.71	29%	336	0.42	63%
Lummi High				18	0.12	39%	37	-0.32	43%	35	0.22	66%
Lummi Tribal School System				99	0.31	60%	102	0.58	72%	101	0.35	65%
Mandaree Day School	143	0.08	58%	142	0.37	63%	144	0.34	62%	149	0.23	60%
Many Farms Community School	214	-0.29	40%	159	-0.07	49%	224	-0.17	48%	268	-0.22	46%
Marty Indian School				34	0.27	53%	153	-0.57	39%	157	0.21	58%
Menominee Tribal School	106	0.31	65%	126	-0.28	40%	162	0.30	60%	171	0.25	62%
Mescalero Apache School				398	-0.34	38%	420	0.06	53%	405	0.04	55%
Meskwaki Settlement School	168	-0.33	40%	166	-0.27	43%	191	0.41	69%	213	0.03	57%
Moencopi Day School										187	0.16	60%
Muckleshoot Tribal School				142	-0.02	53%	225	-0.33	41%	232	-0.32	44%
Naa Tsis'Aan Community School	48	0.24	67%				96	0.23	48%	113	0.58	73%
Na' Neelzhiin Ji'Olta Inc.	123	0.05	57%	144	0.08	55%	149	0.89	79%	175	0.52	69%
Navajo Preparatory School	98	-0.08	48%	96	0.21	64%				125	-0.07	53%
Nay-Ah-Shing School	58	-0.44	34%	86	-0.40	43%	140	0.21	62%	124	0.64	71%
Nazlini Community School							90	-0.21	42%	111	-0.54	37%
Noli School										53	0.52	70%
Northern Cheyenne Tribal School				106	-0.47	40%	138	0.18	50%	162	-0.39	40%
Ohkay Owingeh Community School				71	-0.13	48%	74	-0.11	51%	72	-0.16	56%
Oneida Nation School	232	-0.21	47%	234	-0.24	44%	249	-0.06	51%	311	0.03	54%
Paschal Sherman Indian School	57	0.11	65%	71	0.62	69%	80	0.21	56%	124	0.37	65%
Pine Hill Schools				214	-0.02	50%	203	-0.06	55%	213	-0.54	33%
Porcupine Day School				80	-0.74	31%	83	-0.72	27%	135	-0.71	36%
Pyramid Lake High	40	-0.23	50%	30	0.66	77%	35	0.04	60%	15	-0.30	40%

Quileute Tribal School	25	-0.74	32%	*	*	*	32	0.51	78%	38	-0.23	50%
Rock Creek Grant School							29	-0.42	45%	43	-0.83	23%
Rock Point Community School				292	0.31	59%	268	-0.02	51%	298	0.05	53%
Rough Rock Community School	138	-0.79	32%	149	-0.39	42%	208	-0.46	36%	228	0.46	71%
Santa Fe Indian School	303	0.14	57%	340	0.44	67%	390	0.25	64%	392	0.26	63%
Shiprock Northwest High										137	-0.15	53%
Shonto Preparatory School	225	0.07	55%	248	-0.02	53%	244	0.50	66%	321	0.65	73%
Shoshone-Bannock SD No. 512				57	0.21	58%	54	0.66	69%	51	0.46	59%
Standing Rock Schools										571	0.09	56%
St. Francis Indian School										249	-0.74	30%
St. Stephens Indian School	105	-0.20	44%	104	-0.04	46%	153	0.07	54%	110	0.08	56%
Takini School				56	-0.04	52%	102	-0.14	50%	107	0.04	54%
Tate Topa Tribal School	312	-0.18	46%	313	-0.31	43%	266	-0.21	42%	382	-0.16	46%
Theodore Jamerson Elem.	103	0.96	83%	88	0.48	67%	114	0.36	61%	107	0.48	71%
Theodore Roosevelt School							55	-0.64	33%	66	-0.23	59%
Tiospaye Topa School							97	0.54	68%	103	0.01	55%
Tiospa Zina Tribal School										330	0.15	58%
To'hajiilee Day School				161	-0.82	29%	255	0.87	75%	226	0.59	70%
Twin Buttes Day School	34	0.12	59%	34	-0.23	41%	31	0.07	45%	36	0.38	58%
Two Eagle River School	38	-0.67	24%	*	*	*	28	-0.52	36%	27	0.76	78%
Wa He Lut Indian School				82	-0.65	24%	73	-0.34	49%	63	0.49	59%
White Shield School	73	0.63	66%	89	-0.28	47%	81	-0.07	42%	84	-0.13	54%
Wide Ruins Community School							76	-0.34	42%	74	0.04	51%
Yakama Nation Tribal School	44	-0.13	39%	34	0.15	53%	24	0.04	54%	30	0.44	67%
Overall	4,647	-0.19	46%	8,604	-0.18	46%	11,018	0.10	55%	15,380	0.15	58%

*Indicates schools in which fewer than 10 students tested

Table B4: Avg. CGI Scores and Percentage of Students Meeting Growth Projections in Tribally Controlled Schools, 2009-10 to 2012-13, Fall to Spring Reading Growth

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.
Alamo Navajo School	184	-0.46	38%	213	-0.07	45%	230	0.07	54%	251	0.35	57%
American Horse Elem.							208	-0.78	30%	208	-0.06	50%
Atsa' Biya' a'zh Community School				205	-0.23	48%	191	0.02	52%	203	-0.08	48%
Beatrice Rafferty School	79	-0.62	34%	98	-0.21	47%	105	0.15	54%	109	0.35	64%
Black Mesa Community School				22	-1.34	14%	28	-0.17	43%	38	0.25	53%
Bug-O-Nay-Ge-Shig School	178	0.14	56%	152	0.17	51%	158	-0.33	49%	134	0.14	60%
Casa Blanca Community School										171	-0.26	44%
Cheyenne-Eagle Butte School							136	0.18	62%	839	-0.02	51%
Chief Leschi Schools				370	-0.09	48%	377	-0.30	43%	648	0.37	66%
Chilchinbeto Community School	73	0.02	51%	93	-0.32	38%	101	-1.06	23%	108	-0.11	50%
Ch'ooshgai Community School	265	-0.99	26%	276	-0.44	42%	293	-0.11	48%	321	-0.02	50%
Circle of Life School				31	0.15	58%	56	-0.28	45%	73	-0.24	49%
Circle of Nations School	77	0.31	60%				83	0.85	71%	65	0.27	54%
Coeur d'Alene Tribal School							79	0.10	53%	78	0.24	56%
Crazy Horse School				70	-0.05	49%	176	-0.56	36%	111	0.64	71%
Dibe Yazhi Hablti'n O'It'a Inc	47	-1.89	11%	93	-0.41	32%	111	0.20	57%	96	0.86	74%
Dilcon Community School							153	-0.27	44%	100	-0.14	44%
Dishchii'bikoh Community School				301	-0.32	41%	239	-0.21	43%	320	-0.33	37%
Duckwater Shoshone Elem.										*	*	*
Dzilth-Na-O-Dith-Hle Community School				185	-0.34	44%	169	-0.07	50%	169	-0.11	53%
Enemy Swim Day School							65	-0.24	42%	117	0.90	79%
Fond Du Lac Ojibwe School				45	-0.79	36%	125	-0.15	46%	152	-0.01	50%
Gila Crossing Community School	296	-0.56	33%	350	-0.28	43%	362	-0.08	48%	407	-0.18	47%
Greasewood Springs Community School	132	-0.61	35%	151	-0.02	53%	161	-0.59	36%	128	-0.50	40%
Greyhills Academy High	57	-0.33	46%	83	-0.69	28%	163	0.18	61%	164	-0.19	48%
Hanaa'dli Community School										19	-0.84	11%
Hannahville Indian School	134	0.04	49%	121	-0.11	55%	123	-0.10	47%	122	0.27	61%
Hotevilla Bacavi Community School										98	-1.18	20%
Indian Island School	47	-0.28	43%	51	0.11	61%	58	0.46	74%	66	0.04	62%

Indian Township School							94	0.11	57%	109	-0.33	42%
JKL Bahweting Anishnabe School										458	0.19	58%
Jones Academy										44	0.45	70%
Kickapoo Nation School	48	-0.73	38%	34	-0.33	50%	42	0.11	52%	16	-0.77	25%
Kin Dah Lichi'i Olta				184	-0.46	35%	187	-0.14	49%	180	-0.33	46%
Lac Courte Oreilles Ojibwe School										188	0.26	58%
Laguna Elem.				233	-0.29	39%	213	0.34	62%	210	-0.05	50%
Laguna Middle				137	-0.39	39%	120	0.60	65%	91	-0.03	52%
Leupp Schools Inc.	128	-0.46	41%	135	-0.67	36%	126	0.24	56%	125	0.24	58%
Little Singer Community School				50	-0.75	36%	84	-0.30	43%	68	-0.33	47%
Little Wound School							419	-0.17	46%	487	-0.04	51%
Lukachukai Community School	250	-0.80	30%	244	-0.65	35%	339	-0.75	25%	336	-0.06	50%
Lummi High				41	-0.39	39%	33	0.01	58%	33	-0.53	39%
Lummi Tribal School System				97	0.14	58%	103	-0.15	46%	100	-0.10	52%
Mandaree Day School	148	0.50	72%	137	0.56	67%	149	0.34	67%	152	0.37	64%
Many Farms Community School	202	-0.80	30%	55	-0.19	44%	226	-0.46	38%	266	-0.06	45%
Marty Indian School				42	0.01	52%	148	-0.17	50%	161	-0.37	41%
Menominee Tribal School	121	0.15	55%	129	-0.09	48%	158	0.27	56%	172	0.05	55%
Mescalero Apache School				403	-0.42	38%	421	-0.29	40%	409	0.00	51%
Meskwaki Settlement School	169	-0.23	41%	168	-0.14	45%	191	-0.05	51%	206	0.00	57%
Moencopi Day School										188	-0.24	44%
Muckleshoot Tribal School				147	-0.35	46%	228	-0.26	43%	245	-0.52	41%
Naa Tsis'Aan Community School	51	-0.23	51%				100	0.24	55%	113	0.33	66%
Na' Neelzhiin Ji'Olta Inc.	132	0.02	50%	145	-0.12	45%	152	0.50	66%	175	-0.06	51%
Navajo Preparatory School	99	0.03	60%	69	0.10	51%				113	-0.23	44%
Nay-Ah-Shing School	67	-0.50	31%	85	-0.33	39%	132	0.02	53%	115	0.15	61%
Nazlini Community School							85	-0.68	24%	110	-0.37	38%
Noli School										61	0.87	66%
Northern Cheyenne Tribal School				109	-0.70	32%	138	0.41	59%	165	-0.79	27%
Ohkay Owingeh Community School				71	-0.19	39%	74	-0.19	38%	72	-0.10	51%
Oneida Nation School	214	-0.04	48%	225	-0.03	56%	251	0.07	54%	326	0.01	52%
Paschal Sherman Indian School							15	-0.24	47%	125	-0.03	48%
Pine Hill Schools				215	-0.19	45%	201	0.11	53%	214	-0.37	38%
Porcupine Day School				67	-0.80	30%	95	-0.99	22%	135	-0.08	49%
Pyramid Lake High	44	-0.17	50%	32	0.28	56%	35	0.18	63%	16	-0.15	44%
Quileute Tribal School	23	-0.47	43%				33	0.33	58%	36	-0.65	36%
Rock Creek Grant School							37	-0.77	22%	40	-0.84	35%

Rock Point Community School				283	0.31	59%	267	-0.20	45%	297	0.02	52%
Rough Rock Community School	117	-0.70	26%	143	-0.24	45%	229	-0.64	34%	225	-0.46	40%
Santa Fe Indian School	327	0.13	58%	332	0.26	60%	380	0.29	61%	393	0.27	61%
Shiprock Northwest High										116	0.25	60%
Shonto Preparatory School	220	-0.13	50%	239	0.09	55%	243	-0.49	36%	319	0.01	54%
Shoshone-Bannock SD No. 512				59	-0.04	58%	48	0.20	54%	50	0.36	68%
Standing Rock Schools										589	-0.05	49%
St. Francis Indian School										229	-0.84	32%
St. Stephens Indian School	117	-0.31	40%	101	-0.44	38%	147	-0.22	47%	108	-0.10	53%
Takini School				87	-0.48	33%	103	-0.13	50%	99	-0.15	47%
Tate Topa Tribal School	294	-0.29	43%	322	-0.36	40%	287	0.11	57%	367	0.07	51%
Theodore Jamerson Elem.	104	0.40	67%	89	0.01	60%	114	0.10	53%	104	0.24	63%
Theodore Roosevelt School							58	-0.02	53%	59	-0.52	32%
Tiospaye Topa School							96	0.40	66%	100	0.05	53%
Tiospa Zina Tribal School										317	-0.13	45%
To'hajiilee Day School				158	-0.81	26%	254	0.98	72%	226	0.08	58%
Twin Buttes Day School	34	-0.03	53%	36	-0.21	44%	30	-0.25	47%	32	-0.21	50%
Two Eagle River School	42	-0.73	33%	*	*	*	28	-0.23	54%	25	0.09	64%
Wa He Lut Indian School				52	-0.64	35%	68	-0.29	43%	62	0.13	50%
White Shield School	70	0.15	51%	83	-0.32	42%	83	0.28	59%	82	0.28	63%
Wide Ruins Community School							76	-0.40	36%	83	-0.46	36%
Yakama Nation Tribal School	46	-0.31	41%	35	0.24	57%	26	0.07	69%	27	0.47	78%
Overall	4,636	-0.29	44%	8,191	-0.22	45%	11,116	-0.09	49%	15,292	-0.03	51%

*Indicates schools in which fewer than 10 students tested

Appendix C – Achievement and Growth Trends, ADD East Schools

ACHIEVEMENT TRENDS—ADD EAST SCHOOLS, 2009-10 to 2012-13

Table C1: Median Percentile Rank and Percentage of Students at the 50th Percentile in ADD East Schools, 2009-10 to 2012-13, Spring Math Achievement

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.
American Horse Elem.							208	14 th	11%	213	17 th	21%
Beatrice Rafferty School	80	27 th	29%	99	31 st	21%	104	36 th	36%	109	34 th	27%
Bug-O-Nay-Ge-Shig School	189	20 th	14%	35	13 th	9%	134	21 st	15%	139	23 rd	19%
Cheyenne-Eagle Butte School				104	26 th	23%	186	30 th	24%	859	29 th	26%
Circle of Life School				78	21 st	10%	62	20 th	6%	75	12 th	7%
Circle of Nations School	77	22 nd	17%				83	26 th	16%	65	16 th	12%
Crazy Horse School				168	4 th	5%	180	4 th	3%	123	4 th	5%
Dunseith Day School				17	16 th	6%	95	15 th	11%	186	22 nd	18%
Enemy Swim Day School							65	41 st	37%	116	44 th	46%
Flandreau Indian Boarding School				179	23 rd	17%	116	26 th	21%	95	31 st	25%
Fond Du Lac Ojibwe School				139	28 th	22%	123	34 th	34%	161	34 th	34%
Hannahville Indian School	137	29 th	23%	127	29 th	25%	138	29 th	31%	137	42 nd	39%
Indian Island School	47	38 th	32%	68	53 rd	57%	68	54 th	60%	65	53 rd	58%
Indian Township School							90	46 th	44%	110	38 th	40%
JKL Bahweting Anishnabe School										456	62 nd	71%
Jones Academy										45	57 th	62%
Kickapoo Nation School	59	24 th	25%	44	20 th	16%	44	14 th	11%	22	16 th	27%
Lac Courte Oreilles Ojibwe School										198	35 th	30%
Little Wound School							467	15 th	13%	479	18 th	16%
Mandaree Day School	154	14 th	11%	148	17 th	16%	147	23 rd	20%	151	20 th	18%
Marty Indian School				34	6 th	0%	158	15 th	9%	169	21 st	19%
Menominee Tribal School	106	32 nd	25%	126	24 th	17%	162	30 th	20%	171	29 th	28%
Meskwaki Settlement School	178	26 th	24%	188	26 th	21%	204	32 nd	20%	224	27 th	21%
Nay-Ah-Shing School	58	28 th	26%	86	23 rd	31%	144	26 th	26%	126	26 th	29%
Ojibwa Indian School	204	38 th	34%	244	39 th	36%	243	38 th	37%	226	38 th	36%
Oneida Nation School	247	31 st	28%	250	29 th	29%	265	28 th	25%	331	30 th	27%
Pine Ridge School				319	15 th	8%	355	14 th	9%	505	25 th	17%
Porcupine Day School				80	11 th	4%	83	9 th	5%	135	11 th	7%
Riverside Indian School							286	22 nd	18%	280	32 nd	24%
Rock Creek Grant School							29	4 th	3%	43	3 rd	2%

Standing Rock Schools									596	26 th	25%	
St. Francis Indian School									249	10 th	9%	
Takini School				56	14 th	5%	109	20 th	12%	116	17 th	11%
Tate Topa Tribal School	312	17 th	14%	313	15 th	7%	266	13 th	6%	382	11 th	5%
Theodore Jamerson Elem.	103	41 st	34%	88	32 nd	28%	114	34 th	32%	107	37 th	32%
Tiospaye Topa School									104	33 rd	30%	
Tiospa Zina Tribal School										106	27 th	26%
Turtle Mountain Community Elem.	432	31 st	32%	567	32 nd	29%	597	35 th	32%	633	46 th	46%
Turtle Mountain Community Middle	273	29 th	25%	291	30 th	23%	309	32 nd	21%	309	28 th	25%
Turtle Mountain High	213	29 th	25%	293	35 th	29%	313	29 th	30%	317	35 th	30%
Twin Buttes Day School	34	37 th	29%	34	40 th	41%	31	29 th	23%	36	34 th	25%
White Shield School	76	18 th	16%	93	19 th	17%	87	20 th	17%	88	21 st	11%
Overall	2,979	27th	24%	4,268	24th	21%	6,169	24th	21%	9,284	27th	27%

Table C2: Median Percentile Rank and Percentage of Students at the 50th Percentile in ADD East Schools, 2009-10 to 2012-13, Spring Reading Achievement

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.
American Horse Elem.							208	10 th	6%	208	12 th	10%
Beatrice Rafferty School	79	29 th	29%	98	37 th	37%	105	43 rd	38%	109	38 th	36%
Bug-O-Nay-Ge-Shig School	191	19 th	19%	161	21 st	21%	168	19 th	14%	142	19 th	10%
Cheyenne-Eagle Butte School							187	41 st	36%	889	26 th	21%
Circle of Life School				35	22 nd	29%	58	23 rd	10%	76	18 th	12%
Circle of Nations School	77	22 nd	18%				83	22 nd	14%	65	14 th	14%
Crazy Horse School				84	7 th	5%	183	5 th	5%	119	7 th	12%
Dunseith Day School				*	*	*	87	10 th	6%	180	18 th	22%
Enemy Swim Day School							65	33 rd	28%	117	34 th	38%
Flandreau Indian Boarding School				179	30 th	25%	116	39 th	35%	93	48 th	46%
Fond Du Lac Ojibwe School				62	30 th	29%	131	28 th	30%	157	28 th	25%
Hannahville Indian School	141	32 nd	26%	126	32 nd	28%	129	30 th	27%	128	41 st	39%
Indian Island School	47	43 rd	43%	51	54 th	53%	58	57 th	69%	66	52 nd	52%
Indian Township School							94	45 th	47%	109	38 th	34%
JKL Bahweting Anishnabe School										458	62 nd	65%
Jones Academy										44	47 th	45%
Kickapoo Nation School	62	31 st	31%	41	22 nd	12%	43	22 nd	12%	17	13 th	12%
Lac Courte Oreilles Ojibwe School										199	40 th	37%
Little Wound School							441	17 th	13%	516	19 th	15%
Mandaree Day School	160	30 th	21%	145	33 rd	25%	152	36 th	36%	153	32 nd	33%
Marty Indian School				42	6 th	5%	151	8 th	7%	173	12 th	10%
Menominee Tribal School	121	33 rd	26%	129	25 th	17%	158	26 th	24%	172	29 th	27%
Meskwaki Settlement School	179	38 th	34%	190	35 th	28%	204	40 th	35%	216	41 st	38%
Nay-Ah-Shing School	70	26 th	19%	86	25 th	26%	132	26 th	26%	115	28 th	25%
Ojibwa Indian School	198	27 th	22%	249	33 rd	28%	247	35 th	34%	232	32 nd	29%
Oneida Nation School	230	33 rd	26%	241	36 th	33%	268	38 th	31%	345	37 th	33%
Pine Ridge School				391	20 th	16%	383	16 th	13%	517	27 th	23%
Porcupine Day School				67	8 th	4%	95	6 th	1%	135	10 th	5%
Riverside Indian School							286	27 th	23%	278	30 th	21%
Rock Creek Grant School							37	3 rd	0%	40	4 th	3%
Standing Rock Schools										614	26 th	26%
St. Francis Indian School										229	5 th	10%
Takini School				87	16 th	11%	111	23 rd	14%	108	18 th	12%
Tate Topa Tribal School	294	22 nd	17%	322	18 th	11%	287	20 th	11%	367	17 th	14%
Theodore Jamerson Elem.	104	36 th	35%	89	30 th	30%	114	35 th	29%	104	35 th	30%
Tiospaye Topa School							103	32 nd	30%	103	25 th	15%

Tiospa Zina Tribal School										317	16 th	11%
Turtle Mountain Community Elem.	436	44 th	42%	566	42 nd	40%	595	45 th	42%	633	38 th	37%
Turtle Mountain Community Middle	275	38 th	30%	282	35 th	34%	309	40 th	36%	307	32 nd	30%
Turtle Mountain High	273	32 nd	34%	217	30 th	33%	330	32 nd	29%	314	40 th	39%
Twin Buttes Day School	34	48 th	47%	36	39 th	39%	30	29 th	17%	32	26 th	22%
White Shield School	73	15 th	16%	87	27 th	18%	89	32 nd	26%	87	31 st	30%
Overall	3,044	32nd	28%	4,064	29th	26%	6,237	27th	25%	9,283	28th	26%

*Indicates schools in which fewer than 10 students tested

GROWTH TRENDS—ADD EAST SCHOOLS, 2009-10 to 2012-13

Table C3: Avg. CGI Scores and Percentage of Students Meeting Growth Projections in ADD East Schools, 2009-10 to 2012-13, Fall to Spring Math Growth

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.
American Horse Elem.							208	-0.28	42%	213	0.27	61%
Beatrice Rafferty School	80	-0.11	51%	99	-0.48	34%	104	0.27	58%	109	0.03	55%
Bug-O-Nay-Ge-Shig School	179	0.22	58%	26	-0.29	50%	126	0.01	50%	133	0.49	62%
Cheyenne-Eagle Butte School				104	-0.61	35%	135	0.31	67%	808	0.12	57%
Circle of Life School				74	-0.45	42%	60	-0.42	40%	72	-0.75	32%
Circle of Nations School	77	0.45	60%				83	1.01	65%	65	0.42	51%
Crazy Horse School				155	-0.66	32%	174	-0.23	48%	115	0.23	58%
Dunseith Day School				17	-0.43	47%	95	-0.04	45%	186	0.01	52%
Enemy Swim Day School							65	0.08	55%	116	1.40	86%
Flandreau Indian Boarding School				94	0.00	57%	75	-0.16	47%	58	0.33	62%
Fond Du Lac Ojibwe School				119	-0.40	39%	121	0.25	63%	155	0.30	56%
Hannahville Indian School	130	0.17	56%	122	0.00	44%	131	-0.06	50%	131	0.50	69%
Indian Island School	47	-0.25	40%	68	0.12	56%	68	0.44	65%	65	0.04	60%
Indian Township School							90	1.00	84%	110	0.06	51%
JKL Bahweting Anishnabe School										456	0.38	66%
Jones Academy										45	0.55	69%
Kickapoo Nation School	45	-0.40	38%	34	0.31	53%	43	-0.42	42%	20	-0.20	45%
Lac Courte Oreilles Ojibwe School										187	0.34	63%
Little Wound School							434	0.07	54%	463	0.11	59%
Mandaree Day School	143	0.08	58%	142	0.37	63%	144	0.34	62%	149	0.23	60%
Marty Indian School				34	0.27	53%	153	-0.57	39%	157	0.21	58%
Menominee Tribal School	106	0.31	65%	126	-0.28	40%	162	0.30	60%	171	0.25	62%
Meskwaki Settlement School	168	-0.33	40%	166	-0.27	43%	191	0.41	69%	213	0.03	57%
Nay-Ah-Shing School	58	-0.44	34%	86	-0.40	43%	140	0.21	62%	124	0.64	71%
Ojibwa Indian School	204	-0.10	50%	244	0.24	62%	243	0.18	60%	226	0.00	54%
Oneida Nation School	232	-0.21	47%	234	-0.24	44%	249	-0.06	51%	311	0.03	54%
Pine Ridge School				240	-0.19	49%	318	-0.20	46%	466	0.22	62%
Porcupine Day School				80	-0.74	31%	83	-0.72	27%	135	-0.71	36%
Riverside Indian School							244	0.76	69%	240	1.65	82%
Rock Creek Grant School							29	-0.42	45%	43	-0.83	23%

Standing Rock Schools									571	0.09	56%	
St. Francis Indian School									249	-0.74	30%	
Takini School				56	-0.04	52%	102	-0.14	50%	107	0.04	54%
Tate Topa Tribal School	312	-0.18	46%	313	-0.31	43%	266	-0.21	42%	382	-0.16	46%
Theodore Jamerson Elem.	103	0.96	83%	88	0.48	67%	114	0.36	61%	107	0.48	71%
Tiospaye Topa School							97	0.54	68%	103	0.01	55%
Tiospa Zina Tribal School										330	0.15	58%
Turtle Mountain Community Elem.	432	-0.01	52%	567	0.03	53%	597	0.20	59%	633	0.80	78%
Turtle Mountain Community Middle	273	0.25	61%	291	0.09	57%	309	0.14	57%	309	0.24	62%
Turtle Mountain High	158	-0.13	51%	182	0.09	57%	227	-0.22	43%	226	0.32	66%
Twin Buttes Day School	34	0.12	59%	34	-0.23	41%	31	0.07	45%	36	0.38	58%
White Shield School	73	0.63	66%	89	-0.28	47%	81	-0.07	42%	84	-0.13	54%
Overall	2,854	0.03	53%	3,884	-0.12	49%	5,792	0.09	54%	8,879	0.22	59%

Table C4: Avg. CGI Scores and Percentage of Students Meeting Growth Projections in ADD East Schools, 2009-10 to 2012-13, Fall to Spring Reading Growth

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.
American Horse Elem.							208	-0.78	30%	208	-0.06	50%
Beatrice Rafferty School	79	-0.62	34%	98	-0.21	47%	105	0.15	54%	109	0.35	64%
Bug-O-Nay-Ge-Shig School	178	0.14	56%	152	0.17	51%	158	-0.33	49%	134	0.14	60%
Cheyenne-Eagle Butte School							136	0.18	62%	839	-0.02	51%
Circle of Life School				31	0.15	58%	56	-0.28	45%	73	-0.24	49%
Circle of Nations School	77	0.31	60%				83	0.85	71%	65	0.27	54%
Crazy Horse School				70	-0.05	49%	176	-0.56	36%	111	0.64	71%
Dunseith Day School				*	*	*	87	-0.03	47%	180	-0.21	44%
Enemy Swim Day School							65	-0.24	42%	117	0.90	79%
Flandreau Indian Boarding School				91	0.02	55%	75	0.17	56%	57	0.18	61%
Fond Du Lac Ojibwe School				45	-0.79	36%	125	-0.15	46%	152	-0.01	50%
Hannahville Indian School	134	0.04	49%	121	-0.11	55%	123	-0.10	47%	122	0.27	61%
Indian Island School	47	-0.28	43%	51	0.11	61%	58	0.46	74%	66	0.04	62%
Indian Township School							94	0.11	57%	109	-0.33	42%
JKL Bahweting Anishnabe School										458	0.19	58%
Jones Academy										44	0.45	70%
Kickapoo Nation School	48	-0.73	38%	34	-0.33	50%	42	0.11	52%	16	-0.77	25%
Lac Courte Oreilles Ojibwe School										188	0.26	58%
Little Wound School							419	-0.17	46%	487	-0.04	51%
Mandaree Day School	148	0.50	72%	137	0.56	67%	149	0.34	67%	152	0.37	64%
Marty Indian School				42	0.01	52%	148	-0.17	50%	161	-0.37	41%
Menominee Tribal School	121	0.15	55%	129	-0.09	48%	158	0.27	56%	172	0.05	55%
Meskwaki Settlement School	169	-0.23	41%	168	-0.14	45%	191	-0.05	51%	206	0.00	57%
Nay-Ah-Shing School	67	-0.50	31%	85	-0.33	39%	132	0.02	53%	115	0.15	61%
Ojibwa Indian School	198	-0.44	43%	249	-0.22	45%	247	0.05	53%	232	-0.12	50%
Oneida Nation School	214	-0.04	48%	225	-0.03	56%	251	0.07	54%	326	0.01	52%
Pine Ridge School				299	-0.07	53%	339	-0.43	39%	478	0.16	57%
Porcupine Day School				67	-0.80	30%	95	-0.99	22%	135	-0.08	49%
Riverside Indian School							245	0.48	66%	236	0.99	75%
Rock Creek Grant School							37	-0.77	22%	40	-0.84	35%
Standing Rock Schools										589	-0.05	49%
St. Francis Indian School										229	-0.84	32%
Takini School				87	-0.48	33%	103	-0.13	50%	99	-0.15	47%

Tate Topa Tribal School	294	-0.29	43%	322	-0.36	40%	287	0.11	57%	367	0.07	51%
Theodore Jamerson Elem.	104	0.40	67%	89	0.01	60%	114	0.10	53%	104	0.24	63%
Tiospaye Topa School							96	0.40	66%	100	0.05	53%
Tiospa Zina Tribal School										317	-0.13	45%
Turtle Mountain Community Elem.	436	-0.03	50%	566	0.14	55%	595	0.22	57%	633	0.24	62%
Turtle Mountain Community Middle	275	0.24	60%	282	0.15	60%	309	0.16	57%	307	-0.11	51%
Turtle Mountain High	188	-0.25	44%	135	-0.07	49%	244	-0.41	42%	231	0.13	57%
Twin Buttes Day School	34	-0.03	53%	36	-0.21	44%	30	-0.25	47%	32	-0.21	50%
White Shield School	70	0.15	51%	83	-0.32	42%	83	0.28	59%	82	0.28	63%
Overall	2,881	-0.05	50%	3,695	-0.07	50%	5,863	-0.03	51%	8,878	0.06	54%

*Indicates schools in which fewer than 10 students tested

Appendix D – Achievement and Growth Trends, ADD West Schools

ACHIEVEMENT TRENDS—ADD WEST SCHOOLS, 2009-10 to 2012-13

Table D1: Median Percentile Rank and Percentage of Students at the 50th Percentile in ADD West Schools, 2009-10 to 2012-13, Spring Math Achievement

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.
Casa Blanca Community School										160	22 nd	14%
Chemawa Indian School	141	24 th	21%	186	26 th	25%	177	27 th	23%	188	33 rd	30%
Chief Leschi Schools				460	23 rd	20%	415	24 th	20%	685	36 th	37%
Coeur d’Alene Tribal School							79	35 th	33%	78	47 th	44%
Dishchii’bikoh Community School				313	27 th	22%	237	34 th	25%	345	37 th	29%
Duckwater Shoshone Elem.										*	*	*
First Mesa Elem.							95	25 th	22%	71	29 th	24%
Gila Crossing Community School	292	16 th	15%	340	19 th	15%	356	26 th	26%	408	24 th	22%
Havasupai Elem.										39	3 rd	3%
Hotevilla Bacavi Community School										97	30 th	24%
Isleta Elem.	143	35 th	34%	122	51 st	54%	187	53 rd	59%	182	54 th	55%
Jemez Day School	88	41 st	37%	133	41 st	41%	132	44 th	42%	139	39 th	36%
John F. Kennedy Day School										183	36 th	34%
Keams Canyon Elem.							59	20 th	8%	77	17 th	5%
Laguna Elem.				232	33 rd	35%	212	34 th	34%	207	37 th	37%
Laguna Middle				136	27 th	22%	120	30 th	28%	91	30 th	29%
Lummi High				18	11 th	6%	37	18 th	24%	35	26 th	20%
Lummi Tribal School System				99	25 th	24%	102	42 nd	43%	101	36 th	28%
Mescalero Apache School				411	19 th	16%	433	24 th	20%	422	23 rd	19%
Moencopi Day School										187	56 th	60%
Muckleshoot Tribal School				161	12 th	7%	237	13 th	11%	245	13 th	11%
Noli School										68	12 th	12%
Northern Cheyenne Tribal School				115	9 th	4%	148	14 th	10%	168	11 th	5%
Ohkay Owingeh Community School				71	36 th	44%	74	30 th	34%	72	44 th	40%
Paschal Sherman Indian School	57	14 th	12%	71	24 th	24%	80	23 rd	24%	124	22 nd	19%
Pine Hill Schools				249	14 th	8%	217	14 th	10%	224	13 th	8%
Pyramid Lake High	50	29 th	22%	49	35 th	31%	41	29 th	24%	31	32 nd	23%
Quileute Tribal School	25	12 th	4%	*	*	*	33	29 th	21%	41	19 th	20%
San Felipe Pueblo Elem.				393	23 rd	16%	379	32 nd	24%	382	27 th	21%
San Ildefonso Day School							28	35 th	39%	32	50 th	53%

San Simon School									207	18 th	18%	
Santa Clara Day School				88	39 th	39%	105	39 th	35%	127	44 th	45%
Santa Fe Indian School	402	36 th	28%	427	42 nd	39%	478	44 th	42%	484	40 th	36%
Santa Rosa Boarding School										163	17 th	15%
Santa Rosa Ranch School										44	11 th	7%
Sherman Indian High				223	21 st	12%	131	24 th	19%	206	32 nd	27%
Shoshone-Bannock SD No. 512				76	14 th	5%	63	13 th	10%	55	15 th	7%
Sky City Community School							203	35 th	31%	178	41 st	42%
St. Stephens Indian School	108	23 rd	18%	111	25 th	17%	159	24 th	23%	113	30 th	22%
Taos Day School				126	33 rd	31%	126	31 st	30%	127	34 th	30%
Te Tsu Geh Oweenge Day School				10	19 th	20%	*	*	*	10	20 th	30%
Theodore Roosevelt School							55	4 th	2%	66	12 th	6%
Tohono O'odham High							61	12 th	8%	32	22 nd	28%
T'Siya Elem. and Middle School							58	20 th	10%	65	28 th	29%
Two Eagle River School	40	12 th	18%	*	*	*	42	12 th	12%	36	36 th	25%
Wa He Lut Indian School				82	10 th	10%	73	13 th	5%	63	9 th	8%
Yakama Nation Tribal School	64	23 rd	14%	55	20 th	16%	39	18 th	10%	41	24 th	20%
Overall	1,410	27th	23%	4,763	24th	22%	5,475	27th	26%	7,108	29th	27%

*Indicates schools in which fewer than 10 students tested

Table D2: Median Percentile Rank and Percentage of Students at the 50th Percentile in ADD West Schools, 2009-10 to 2012-13, Spring Reading Achievement

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.
Casa Blanca Community School										171	23 rd	13%
Chemawa Indian School	141	23 rd	12%	198	35 th	33%	173	30 th	24%	177	41 st	34%
Chief Leschi Schools				437	27 th	25%	403	28 th	23%	660	38 th	37%
Coeur d'Alene Tribal School							79	34 th	24%	78	43 rd	44%
Dishchii'bikoh Community School				316	22 nd	14%	239	26 th	17%	332	24 th	18%
Duckwater Shonshone Elem.										*	*	*
First Mesa Elem.							95	22 nd	18%	69	22 nd	14%
Gila Crossing Community School	296	19 th	17%	352	19 th	15%	362	24 th	20%	407	20 th	17%
Havasupai Elem.										33	1 st	3%
Hotevilla Bacavi Community School										98	29 th	18%
Isleta Elem.	143	42 nd	43%	122	48 th	46%	187	49 th	50%	183	46 th	47%
Jemez Day School	86	28 th	16%	131	38 th	30%	131	43 rd	37%	138	35 th	29%
John F. Kennedy Day School										184	29 th	25%
Keams Canyon Elem.							59	22 nd	24%	80	19 th	14%
Laguna Elem.				233	29 th	25%	213	34 th	32%	210	35 th	32%
Laguna Middle				137	18 th	23%	120	31 st	23%	91	28 th	20%
Lummi Tribal School System				97	15 th	21%	103	17 th	14%	100	22 nd	16%
Lummi High				41	14 th	15%	33	16 th	21%	33	11 th	15%
Mescalero Apache School				416	23 rd	15%	434	26 th	18%	426	26 th	20%
Moencopi Day School										188	41 st	36%
Muckleshoot Tribal School				166	15 th	11%	240	18 th	13%	257	12 th	10%
Noli School										76	18 th	20%
Northern Cheyenne Tribal School				118	11 th	6%	147	19 th	19%	169	11 th	5%
Ohkay Owingeh Community School				71	38 th	35%	74	33 rd	31%	72	45 th	42%
Paschal Sherman Indian School							15	9 th	13%	125	18 th	14%
Pine Hill Schools				248	15 th	13%	214	20 th	14%	225	17 th	9%
Pyramid Lake High	55	31 st	20%	51	40 th	37%	41	43 rd	46%	17	32 nd	29%
Quileute Tribal School	24	15 th	4%				34	23 rd	12%	38	13 th	13%
San Felipe Pueblo Elem.				393	22 nd	23%	379	35 th	29%	378	26 th	24%
San Ildefonso Day School							29	39 th	31%	32	44 th	41%
San Simon School										197	17 th	17%
Santa Clara Day School				87	33 rd	32%	104	32 nd	31%	122	47 th	46%
Santa Fe Indian School	422	38 th	34%	428	45 th	45%	467	49 th	49%	484	45 th	42%
Santa Rosa Boarding School										159	18 th	14%
Santa Rosa Ranch School										48	9 th	6%
Sherman Indian High School				217	24 th	19%	155	29 th	27%	194	36 th	31%

Shoshone-Bannock SD No. 512				79	23 rd	19%	56	19 th	20%	54	22 nd	13%
Sky City Community School							206	36 th	34%	192	34 th	29%
St. Stephens Indian School	123	16 th	7%	106	21 st	12%	154	22 nd	16%	111	23 rd	12%
Taos Day School				126	41 st	34%	126	43 rd	39%	126	41 st	40%
Te Tsu Geh Oweenge Day School				10	30 th	20%	*	*	*	10	37 th	40%
Theodore Roosevelt School							58	7 th	5%	59	5 th	2%
Tohono O'odham High							60	26 th	13%	34	37 th	32%
T'Siya Elem. and Middle School							59	15 th	15%	65	22 nd	17%
Two Eagle River School	45	23 rd	20%	*	*	*	41	23 rd	17%	34	34 th	32%
Wa He Lut Indian School				52	13 th	12%	68	14 th	10%	62	9 th	11%
Yakama Nation Tribal School	66	25 th	14%	54	22 nd	17%	40	25 th	15%	36	30 th	28%
Overall	1,401	28th	23%	4,695	26th	23%	5,402	29th	26%	7,042	28th	25%

*Indicates schools in which fewer than 10 students tested

GROWTH TRENDS—ADD WEST SCHOOLS, 2009-10 to 2012-13

Table D3: Avg. CGI Scores and Percentage of Students Meeting Growth Projections in ADD West Schools, 2009-10 to 2012-13, Fall to Spring
Math Growth

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.
Casa Blanca Community School										160	0.06	51%
Chemawa Indian School	62	0.44	65%	103	0.20	61%	119	0.43	70%	124	0.66	73%
Chief Leschi Schools				397	0.03	54%	387	-0.08	49%	660	0.49	70%
Coeur d’Alene Tribal School							79	0.47	66%	78	0.45	76%
Dishchii’bikoh Community School				298	-0.17	41%	237	-0.36	38%	333	0.00	54%
Duckwater Shoshone Elem.										*	*	*
First Mesa Elem.							95	-0.56	37%	71	-0.11	49%
Gila Crossing Community School	292	-0.52	33%	340	-0.40	40%	356	0.17	58%	408	-0.02	52%
Havasupai Elem.										39	-0.71	33%
Hotevilla Bacavi Community School										97	-0.67	28%
Isleta Elem.	143	0.16	57%	122	0.60	66%	187	0.27	63%	182	0.63	76%
Jemez Day School	88	-0.51	33%	133	-0.25	45%	132	0.37	60%	139	0.45	68%
John F. Kennedy Day School										183	0.90	83%
Keams Canyon Elem.							59	-0.50	29%	77	-0.09	51%
Laguna Elem.				232	0.03	47%	212	0.62	75%	207	0.21	60%
Laguna Middle				136	0.25	58%	120	0.36	67%	91	0.03	54%
Lummi Tribal School System				99	0.31	60%	102	0.58	72%	101	0.35	65%
Lummi High				18	0.12	39%	37	-0.32	43%	35	0.22	66%
Mescalero Apache School				398	-0.34	38%	420	0.06	53%	405	0.04	55%
Moencopi Day School										187	0.16	60%
Muckleshoot Tribal School				142	-0.02	53%	225	-0.33	41%	232	-0.32	44%
Noli School										53	0.52	70%
Northern Cheyenne Tribal School				106	-0.47	40%	138	0.18	50%	162	-0.39	40%
Ohkay Owingeh Community School				71	-0.13	48%	74	-0.11	51%	72	-0.16	56%
Paschal Sherman Indian School	57	0.11	65%	71	0.62	69%	80	0.21	56%	124	0.37	65%
Pine Hill Schools				214	-0.02	50%	203	-0.06	55%	213	-0.54	33%
Pyramid Lake High	40	-0.23	50%	30	0.66	77%	35	0.04	60%	15	-0.30	40%
Quileute Tribal School	25	-0.74	32%	*	*	*	32	0.51	78%	38	-0.23	50%
San Felipe Pueblo Elem.				393	-0.57	33%	379	0.12	58%	382	-0.05	51%
San Ildefonso Day School							28	0.33	61%	32	0.64	94%

San Simon School										207	0.15	57%
Santa Clara Day School				88	-0.09	52%	104	0.30	63%	127	0.60	72%
Santa Fe Indian School	303	0.14	57%	340	0.44	67%	390	0.25	64%	392	0.26	63%
Santa Rosa Boarding School										163	-0.19	46%
Santa Rosa Ranch School										44	-0.68	34%
Sherman Indian High				118	-0.32	36%	91	0.15	56%	147	0.21	61%
Shoshone-Bannock SD No. 512				57	0.21	58%	54	0.66	69%	51	0.46	59%
Sky City Community School							203	0.11	53%	178	0.24	65%
St. Stephens Indian School	105	-0.20	44%	104	-0.04	46%	153	0.07	54%	110	0.08	56%
Taos Day School				126	0.56	73%	126	-0.07	52%	127	0.35	66%
Te Tsu Geh Oweenge Day School				10	0.35	70%	*	*	*	10	-0.80	30%
Theodore Roosevelt School							55	-0.64	33%	66	-0.23	59%
Tohono O'odham High							52	-0.17	40%	19	-0.21	53%
T'Siya Elem. and Middle School							58	-0.28	40%	65	0.49	71%
Two Eagle River School	38	-0.67	24%	*	*	*	28	-0.52	36%	27	0.76	78%
Wa He Lut Indian School				82	-0.65	24%	73	-0.34	49%	63	0.49	59%
Yakama Nation Tribal School	44	-0.13	39%	34	0.15	53%	24	0.04	54%	30	0.44	67%
Overall	1,197	-0.15	47%	4,267	-0.06	49%	5,151	0.08	55%	6,735	0.14	58%

*Indicates schools in which fewer than 10 students tested

Table D4: Avg. CGI Scores and Percentage of Students Meeting Growth Projections in ADD West Schools, 2009-10 to 2012-13, Fall to Spring Reading Growth

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.
Casa Blanca Community School										171	-0.26	44%
Chemawa Indian School	60	0.15	52%	107	0.43	66%	115	-0.05	58%	118	0.31	65%
Chief Leschi Schools				370	-0.09	48%	377	-0.30	43%	648	0.37	66%
Coeur d'Alene Tribal School							79	0.10	53%	78	0.24	56%
Dishchii'bikoh Community School				301	-0.32	41%	239	-0.21	43%	320	-0.33	37%
Duckwater Shoshone Elem.										*	*	*
First Mesa Elem.							95	-0.70	31%	69	-0.30	45%
Gila Crossing Community School	296	-0.56	33%	350	-0.28	43%	362	-0.08	48%	407	-0.18	47%
Havasupai Elem.										33	-0.72	36%
Hotevilla Bacavi Community School										98	-1.18	20%
Isleta Elem.	143	-0.10	49%	122	-0.13	48%	187	0.06	53%	183	0.01	50%
Jemez Day School	86	-0.69	30%	131	-0.14	47%	131	0.48	66%	138	0.33	63%
John F. Kennedy Day School										184	0.62	71%
Keams Canyon Elem.							59	-0.73	25%	80	-0.36	43%
Laguna Elem.				233	-0.29	39%	213	0.34	62%	210	-0.05	50%
Laguna Middle				137	-0.39	39%	120	0.60	65%	91	-0.03	52%
Lummi Tribal School System				97	0.14	58%	103	-0.15	46%	100	-0.10	52%
Lummi High				41	-0.39	39%	33	0.01	58%	33	-0.53	39%
Mescalero Apache School				403	-0.42	38%	421	-0.29	40%	409	0.00	51%
Moencopi Day School										188	-0.24	44%
Muckleshoot Tribal School				147	-0.35	46%	228	-0.26	43%	245	-0.52	41%
Noli School										61	0.87	66%
Northern Cheyenne Tribal School				109	-0.70	32%	138	0.41	59%	165	-0.79	27%
Ohkay Owingeh Community School				71	-0.19	39%	74	-0.19	38%	72	-0.10	51%
Paschal Sherman Indian School							15	-0.24	47%	125	-0.03	48%
Pine Hill Schools				215	-0.19	45%	201	0.11	53%	214	-0.37	38%
Pyramid Lake High	44	-0.17	50%	32	0.28	56%	35	0.18	63%	16	-0.15	44%
Quileute Tribal School	23	-0.47	43%				33	0.33	58%	36	-0.65	36%
San Felipe Pueblo Elem.				393	-0.41	39%	379	0.24	58%	378	-0.37	40%
San Ildefonso Day School							29	0.07	59%	32	0.43	72%
San Simon School										197	-0.27	47%
Santa Clara Day School				87	-0.29	41%	104	0.04	56%	122	0.68	76%
Santa Fe Indian School	327	0.13	58%	332	0.26	60%	380	0.29	61%	393	0.27	61%

Santa Rosa Boarding School									159	-0.39	42%	
Santa Rosa Ranch School									48	-1.02	21%	
Sherman Indian High School				115	-0.39	37%	104	-0.03	57%	140	-0.05	46%
Shoshone-Bannock SD No. 512				59	-0.04	58%	48	0.20	54%	50	0.36	68%
Sky City Community School							206	-0.03	47%	192	-0.04	51%
St. Stephens Indian School	117	-0.31	40%	101	-0.44	38%	147	-0.22	47%	108	-0.10	53%
Taos Day School				126	0.40	63%	126	0.28	60%	126	0.06	57%
Te Tsu Geh Oweenge Day School				10	-0.62	30%	*	*	*	10	0.08	70%
Theodore Roosevelt School							58	-0.02	53%	59	-0.52	32%
Tohono O'odham High							51	-0.71	33%	21	0.28	52%
T'Siya Elem. and Middle School							59	-0.25	41%	65	-0.13	48%
Two Eagle River School	42	-0.73	33%	*	*	*	28	-0.23	54%	25	0.09	64%
Wa He Lut Indian School				52	-0.64	35%	68	-0.29	43%	62	0.13	50%
Yakama Nation Tribal School	46	-0.31	41%	35	0.24	57%	26	0.07	69%	27	0.47	78%
Overall	1,184	-0.24	45%	4,184	-0.21	45%	5,075	-0.01	51%	6,714	-0.07	50%

*Indicates schools in which fewer than 10 students tested

Appendix E – Achievement and Growth Trends, ADD Navajo Schools

ACHIEVEMENT TRENDS—ADD NAVAJO SCHOOLS, 2009-10 to 2012-13

Table E1: Median Percentile Rank and Percentage of Students at the 50th Percentile in ADD Navajo Schools, 2009-10 to 2012-13, Spring Math Achievement

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.
Alamo Navajo School	209	11 th	11%	240	12 th	8%	246	23 rd	19%	264	19 th	17%
Aneth Community School	137	32 nd	26%	145	39 th	32%	146	57 th	58%	134	49 th	49%
Atsa' Biya' a'zh Community School				212	34 th	31%	167	44 th	43%	203	47 th	48%
Baca-Dlo'ay Azhi Community School				298	27 th	27%	221	34 th	34%	290	31 st	25%
Beclabito Day School	72	44 th	43%	73	44 th	38%	70	37 th	34%	50	45 th	48%
Black Mesa Community School				17	2 nd	0%	26	22 nd	8%	36	31 st	31%
Bread Springs Day School	19	41 st	42%	98	35 th	34%	97	34 th	27%	98	41 st	35%
Chi Chil'tah Community School	66	20 th	9%	64	22 nd	20%	103	25 th	24%	108	50 th	51%
Chilchinbeto Community School	72	21 st	13%	91	23 rd	20%	101	18 th	10%	104	20 th	13%
Ch'ooshgai Community School	268	7 th	5%	285	10 th	10%	197	14 th	13%	321	24 th	24%
Cottonwood Day School	117	13 th	10%	165	16 th	12%	175	16 th	10%	211	25 th	18%
Cove Day School	33	32 nd	24%	34	85 th	94%	24	37 th	33%	25	35 th	20%
Crystal Boarding School				74	12 th	3%	100	26 th	24%	85	43 rd	45%
Dennehotso Boarding School				143	21 st	20%	149	30 th	28%	147	44 th	44%
Dibe Yazhi Hablti'n O'lt'a Inc	57	7 th	5%	95	18 th	11%	111	41 st	37%	96	54 th	56%
Dilcon Community School							150	28 th	29%	101	34 th	31%
Dzilth-Na-O-Dith-Hle Community School				180	18 th	8%	168	29 th	23%	169	39 th	36%
Greasewood Springs Community School	106	22 nd	15%	152	19 th	9%	157	17 th	12%	157	14 th	10%
Greyhills Academy High	77	24 th	22%	85	21 st	20%	195	32 nd	28%	215	29 th	30%
Hanaa'dli Community School							17	44 th	47%			
Hunters Point Boarding School				58	11 th	3%	70	15 th	7%	151	24 th	19%
Jeehdeez'a Academy Inc.	188	20 th	13%	106	16 th	8%	104	24 th	23%	108	32 nd	21%
Kaibeto Boarding School				224	16 th	10%	148	29 th	20%	209	32 nd	27%
Kayenta Community School				304	23 rd	17%	315	25 th	24%	304	32 nd	28%
Kin Dah Lichi'i Olta				183	24 th	22%	186	35 th	27%	200	37 th	32%
Lake Valley Navajo School	29	25 th	10%	35	25 th	9%	50	31 st	28%	43	50 th	51%
Leupp Schools Inc.	144	17 th	13%	158	17 th	11%	132	25 th	22%	135	31 st	26%
Little Singer Community School				49	13 th	6%	83	17 th	12%	70	16 th	14%
Lukachukai Community School	223	14 th	9%	234	14 th	9%	336	15 th	11%	336	14 th	11%
Many Farms Community School	214	19 th	7%	159	19 th	8%	224	17 th	8%	268	22 nd	13%

Many Farms High	105	32 nd	34%	88	26 th	26%	290	35 th	30%	265	42 nd	38%
Mariano Lake Community School	139	11 th	4%	177	19 th	15%	170	26 th	22%	177	46 th	46%
Naa Tsis'Aan Community School	48	22 nd	12%				96	22 nd	17%	113	25 th	24%
Na' Neelzhiin Ji'Olta Inc.	124	15 th	14%	144	27 th	22%	150	35 th	31%	175	32 nd	36%
Navajo Preparatory School	172	59 th	65%	163	65 th	71%				175	62 nd	70%
Nazlini Community School							90	14 th	8%	111	17 th	15%
Nenahnezad Community School	138	47 th	49%	141	53 rd	57%	156	58 th	63%	151	66 th	73%
Ojo Encino Day School	129	14 th	6%	145	22 nd	14%	155	24 th	17%	151	27 th	21%
Pine Springs Day School							84	22 nd	24%	81	27 th	27%
Pueblo Pintado Community School	205	32 nd	22%	189	32 nd	28%	218	44 th	41%	225	45 th	42%
Red Rock Day School	194	32 nd	31%	191	44 th	42%	175	42 nd	41%	174	47 th	48%
Rock Point Community School				338	18 th	14%	287	18 th	17%	316	23 rd	16%
Rocky Ridge Boarding School				109	21 st	13%	111	31 st	22%	107	28 th	18%
Rough Rock Community School	139	9 th	7%	186	10 th	8%	232	9 th	6%	242	19 th	17%
Sanostee Day School	41	22 nd	10%	38	32 nd	26%	39	53 rd	56%	51	32 nd	33%
Seba Dalkai Boarding School							80	27 th	16%	105	34 th	28%
Shiprock Northwest High										150	26 th	22%
Shonto Preparatory School	225	29 th	26%	248	24 th	17%	244	29 th	23%	330	36 th	33%
T'iis Nazbas Community School	167	35 th	37%	131	35 th	32%	133	44 th	41%	140	42 nd	43%
T'iists'oozi'bi'olta	353	25 th	20%	353	30 th	26%	383	36 th	33%	387	42 nd	42%
Tohaali' Community School	124	21 st	21%	125	34 th	33%	131	41 st	35%	135	35 th	34%
To'hajiilee Day School				172	9 th	5%	270	26 th	22%	246	35 th	38%
Tonalea Day School				163	19 th	12%	162	32 nd	32%	178	36 th	28%
Tse'ii'ahi' Community School	45	37 th	40%	48	32 nd	31%	47	49 th	45%	91	37 th	38%
Tuba City Boarding School							65	11 th	11%	1,140	55 th	58%
Wide Ruins Community School							76	21 st	13%	74	18 th	19%
Wingate Elem.	464	22 nd	17%	469	23 rd	19%	459	29 th	24%	400	27 th	23%
Wingate High	370	30 th	27%	409	32 nd	29%	352	37 th	32%	313	40 th	40%
Overall	5,213	23rd	20%	7,988	23rd	20%	8,906	28th	25%	10,858	35th	34%

Table E2: Median Percentile Rank and Percentage of Students at the 50th Percentile in ADD Navajo Schools, 2009-10 to 2012-13, Spring Reading Achievement

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.	Number of Tests	Median Perc.	% at 50 th Perc.
Alamo Navajo School	200	7 th	6%	240	7 th	7%	242	12 th	10%	264	11 th	9%
Aneth Community School	134	22 nd	19%	144	27 th	28%	147	36 th	33%	133	38 th	32%
Atsa' Biya' a'zh Community School				205	29 th	21%	191	34 th	27%	203	28 th	28%
Baca-Dlo'ay Azhi Community School				296	20 th	15%	221	25 th	17%	291	24 th	20%
Beclabito Day School	75	29 th	32%	73	36 th	38%	69	27 th	26%	51	34 th	33%
Black Mesa Community School				22	3 rd	0%	28	16 th	4%	38	23 rd	21%
Bread Springs Day School	19	31 st	26%	91	28 th	30%	95	32 nd	31%	97	23 rd	26%
Chi Chil'tah Community School	66	8 th	2%	63	15 th	6%	121	22 nd	15%	108	32 nd	18%
Chilchinbeto Community School	73	14 th	5%	93	18 th	8%	101	12 th	6%	108	15 th	10%
Ch'ooshgai Community School	265	8 th	7%	276	13 th	10%	293	12 th	13%	322	19 th	10%
Cottonwood Day School	139	11 th	4%	172	15 th	5%	176	13 th	6%	211	13 th	8%
Cove Day School	35	26 th	11%	34	84 th	85%	26	37 th	38%	25	39 th	32%
Crystal Boarding School				72	16 th	11%	98	28 th	15%	84	26 th	18%
Dennehotso Boarding School				143	23 rd	19%	150	29 th	24%	154	33 rd	25%
Dibe Yazhi Hablti'n O'lt'a Inc	47	1 st	2%	94	11 th	4%	111	23 rd	16%	96	34 th	28%
Dilcon Community School							153	24 th	17%	100	30 th	20%
Dzilth-Na-O-Dith-Hle Community School				185	15 th	7%	169	25 th	12%	169	20 th	14%
Greasewood Springs Community School	132	23 rd	14%	151	24 th	13%	161	18 th	12%	128	16 th	9%
Greyhills Academy High	66	25 th	23%	83	23 rd	18%	188	28 th	24%	210	30 th	30%
Hanaa'dli Community School										19	18 th	11%
Hunters Point Boarding School				54	5 th	2%	69	10 th	7%	152	19 th	11%
Jeehdeez'a Academy Inc.	186	10 th	4%	111	11 th	3%	92	16 th	12%	100	22 nd	10%
Kaibeto Boarding School				228	17 th	10%	150	27 th	13%	212	21 st	14%
Kayenta Community School				306	18 th	12%	315	18 th	13%	297	21 st	16%
Kin Dah Lichi'i Olta				184	22 nd	14%	187	24 th	15%	180	23 rd	16%
Lake Valley Navajo School	29	24 th	14%	35	23 rd	6%	49	32 nd	18%	43	31 st	19%
Leupp Schools Inc.	146	14 th	12%	155	12 th	11%	132	22 nd	20%	135	24 th	20%
Little Singer Community School				50	6 th	2%	84	16 th	10%	68	14 th	10%
Lukachukai Community School	250	12 th	5%	244	16 th	10%	339	13 th	7%	336	15 th	10%
Many Farms Community School	202	16 th	9%	55	22 nd	16%	226	16 th	10%	266	20 th	11%
Many Farms High	107	38 th	31%	90	23 rd	28%	284	34 th	30%	265	30 th	25%
Mariano Lake Community School	156	11 th	2%	178	12 th	6%	172	20 th	9%	176	27 th	17%
Naa Tsis'Aan Community School	51	13 th	2%				100	18 th	15%	113	21 st	17%
Na' Neelzhiin Ji'Olta Inc.	132	17 th	16%	145	21 st	14%	152	24 th	17%	175	17 th	14%
Navajo Preparatory School	173	58 th	68%	109	59 th	68%				153	58 th	67%
Nazlini Community School							85	13 th	9%	110	17 th	15%

Nenahnezad Community School	141	32 nd	28%	142	39 th	36%	157	46 th	46%	152	46 th	41%
Ojo Encino Day School	125	15 th	10%	143	24 th	19%	156	22 nd	9%	150	16 th	10%
Pine Springs Day School							84	25 th	18%	62	32 nd	27%
Pueblo Pintado Community School	199	17 th	10%	197	13 th	12%	218	27 th	24%	224	25 th	19%
Red Rock Day School	192	28 th	26%	190	41 st	38%	174	40 th	37%	175	38 th	29%
Rock Point Community School				331	21 st	16%	284	14 th	13%	315	16 th	12%
Rocky Ridge Boarding School				102	18 th	14%	110	23 rd	12%	107	22 nd	13%
Rough Rock Community School	118	9 th	4%	184	12 th	7%	259	12 th	9%	246	11 th	8%
Sanostee Day School	41	12 th	5%	38	20 th	11%	39	54 th	56%	52	30 th	27%
Seba Dalkai Boarding School							77	29 th	19%	100	35 th	22%
Shiprock Northwest High										124	29 th	21%
Shonto Preparatory School	220	31 st	22%	239	26 th	20%	243	20 th	14%	328	26 th	23%
T'iis Nazbas Community School	167	27 th	23%	131	34 th	34%	132	36 th	30%	140	34 th	30%
T'iists'oozi'bi'olta	354	15 th	12%	356	22 nd	17%	382	26 th	20%	389	31 st	28%
Tohaali' Community School	126	20 th	17%	129	24 th	27%	132	33 rd	30%	135	22 nd	19%
To'hajiilee Day School				168	11 th	4%	270	25 th	24%	244	24 th	26%
Tonalea Day School				167	17 th	10%	167	26 th	23%	175	24 th	15%
Tse'ii'ahi' Community School	47	49 th	49%	48	29 th	23%	47	43 rd	34%	89	34 th	27%
Tuba City Boarding School							69	4 th	6%	1,125	44 th	42%
Wide Ruins Community School							76	18 th	14%	83	18 th	13%
Wingate Elem.	467	20 th	12%	468	22 nd	14%	460	30 th	21%	398	26 th	17%
Wingate High	367	26 th	22%	419	27 th	18%	350	34 th	29%	314	37 th	29%
Overall	5,247	19th	15%	7,833	20th	16%	9,062	23rd	18%	10,719	26th	22%

GROWTH TRENDS—ADD NAVAJO SCHOOLS, 2009-10 to 2012-13

Table E3: Avg. CGI Scores and Percentage of Students Meeting Growth Projections in ADD Navajo Schools, 2009-10 to 2012-13, Fall to Spring Math Growth

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.
Alamo Navajo School	195	-0.14	47%	212	-0.13	44%	234	0.67	63%	250	0.28	63%
Aneth Community School	137	0.48	68%	145	0.09	54%	146	1.25	83%	134	0.67	69%
Atsa' Biya' a'zh Community School				212	-0.21	48%	167	0.41	63%	202	0.45	64%
Baca-Dlo'ay Azhi Community School				298	0.05	52%	221	0.66	71%	290	0.35	60%
Beclabito Day School	72	0.43	64%	73	0.14	59%	70	0.48	69%	50	0.88	80%
Black Mesa Community School				17	-1.50	18%	26	0.23	54%	36	-0.12	47%
Bread Springs Day School	19	0.31	58%	98	0.10	54%	97	-0.40	36%	98	0.46	66%
Chi Chil'tah Community School	66	0.08	48%	64	0.18	53%	103	0.40	53%	108	1.00	80%
Chilchinbeto Community School	72	0.09	50%	91	0.08	49%	101	-0.79	32%	104	0.23	59%
Ch'ooshgai Community School	268	-1.09	19%	285	-0.54	39%	197	0.07	55%	319	0.40	67%
Cottonwood Day School	117	0.04	56%	165	-0.34	44%	175	-0.41	42%	211	0.06	54%
Cove Day School	33	0.02	67%	34	2.93	97%	24	0.26	67%	25	0.11	44%
Crystal Boarding School				74	-0.64	42%	100	0.34	66%	85	0.86	75%
Dennehotso Boarding School				142	0.42	63%	149	0.61	70%	147	0.43	69%
Dibe Yazhi Hablti'n O'It'a Inc	57	-0.79	28%	95	-0.07	52%	111	1.05	81%	96	0.83	73%
Dilcon Community School							150	0.50	67%	101	0.19	59%
Dzilth-Na-O-Dith-Hle Community School				180	-0.14	46%	168	0.56	72%	169	0.68	70%
Greasewood Springs Community School	106	-0.41	34%	152	-0.36	36%	157	-0.70	30%	157	-0.30	45%
Greyhills Academy High	64	-0.01	50%	84	-0.02	55%	168	0.43	62%	168	0.02	57%
Hanaa'dli Community School										17	0.50	59%
Hunters Point Boarding School				58	-1.10	26%	70	0.00	53%	150	0.11	57%
Jeehdeez'a Academy Inc.	188	-0.12	48%	106	-0.29	38%	104	0.00	55%	108	0.09	59%
Kaibeto Boarding School				224	0.49	65%	148	0.83	72%	209	0.43	66%
Kayenta Community School				304	0.46	66%	315	0.54	70%	304	0.53	71%
Kin Dah Lichi'i Olta				183	-0.75	31%	186	0.39	63%	200	-0.02	52%
Lake Valley Navajo School	29	-0.41	55%	35	-0.74	31%	50	0.18	54%	43	0.92	77%
Leupp Schools Inc.	125	-0.35	41%	138	-0.30	45%	126	0.29	65%	125	0.43	66%
Little Singer Community School				49	-0.67	29%	83	-0.07	43%	70	-0.38	40%
Lukachukai Community School	223	-0.76	28%	234	-0.93	27%	336	-0.71	29%	336	0.42	63%
Many Farms Community School	214	-0.29	40%	159	-0.07	49%	224	-0.17	48%	268	-0.22	46%

Many Farms High	93	0.54	71%	69	0.20	68%	213	0.22	57%	197	0.67	73%
Mariano Lake Community School	139	-0.43	35%	177	0.04	54%	170	0.74	74%	177	0.47	65%
Naa Tsis'Aan Community School	48	0.24	67%				96	0.23	48%	113	0.58	73%
Na' Neelzhiin Ji'Olta Inc.	123	0.05	57%	144	0.08	55%	149	0.89	79%	175	0.52	69%
Navajo Preparatory School	98	-0.08	48%	96	0.21	64%				125	-0.07	53%
Nazlini Community School							90	-0.21	42%	111	-0.54	37%
Nenahnezad Community School	138	0.89	75%	141	0.98	82%	156	0.99	82%	151	1.15	81%
Ojo Encino Day School	129	0.12	56%	145	-0.12	50%	155	0.25	62%	151	0.22	58%
Pine Springs Day School							84	0.47	68%	81	0.27	62%
Pueblo Pintado Community School	205	0.36	65%	189	-0.05	50%	218	0.80	74%	225	1.35	88%
Red Rock Day School	194	0.57	68%	191	1.08	79%	175	0.43	67%	174	0.48	67%
Rock Point Community School				292	0.31	59%	268	-0.02	51%	298	0.05	53%
Rocky Ridge Boarding School				109	0.29	54%	111	0.58	68%	107	0.16	60%
Rough Rock Community School	138	-0.79	32%	149	-0.39	42%	208	-0.46	36%	228	0.46	71%
Sanostee Day School	41	0.39	56%	38	0.34	63%	39	1.47	82%	51	0.57	71%
Seba Dalkai Boarding School							80	0.32	55%	105	0.89	75%
Shiprock Northwest High										137	-0.15	53%
Shonto Preparatory School	225	0.07	55%	248	-0.02	53%	244	0.50	66%	321	0.65	73%
T'iis Nazbas Community School	167	0.79	72%	131	0.20	54%	133	0.62	70%	140	0.65	69%
T'iists'oozi'bi'olta	353	-0.12	48%	353	-0.36	42%	383	0.23	61%	387	0.44	67%
Tohaali' Community School	124	0.03	52%	124	0.71	73%	131	1.10	75%	135	0.72	76%
To'hajiilee Day School				161	-0.82	29%	255	0.87	75%	226	0.59	70%
Tonalea Day School				163	0.45	63%	162	0.83	78%	178	0.23	57%
Tse'ii'ahi' Community School	45	0.10	47%	48	-0.06	44%	47	0.57	74%	91	0.28	64%
Tuba City Boarding School							65	-0.60	42%	1,140	1.29	86%
Wide Ruins Community School							76	-0.34	42%	74	0.04	51%
Wingate Elem.	464	-0.20	45%	469	0.05	52%	459	0.29	60%	400	0.15	54%
Wingate High	211	0.11	56%	249	0.10	57%	255	0.14	58%	207	0.21	62%
Overall	4,920	-0.06	49%	7,597	-0.01	51%	8,628	0.31	61%	10,485	0.47	66%

Table E4: Avg. CGI Scores and Percentage of Students Meeting Growth Projections in ADD Navajo Schools, 2009-10 to 2012-13, Fall to Spring Reading Growth

School	2009-10			2010-11			2011-12			2012-13		
	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.	Number of Tests	Avg. CGI	% of Students Meeting Growth Proj.
Alamo Navajo School	184	-0.46	38%	213	-0.07	45%	230	0.07	54%	251	0.35	57%
Aneth Community School	134	0.28	61%	144	0.10	56%	147	0.64	66%	133	0.34	62%
Atsa' Biya' a'zh Community School				205	-0.23	48%	191	0.02	52%	203	-0.08	48%
Baca-Dlo'ay Azhi Community School				296	-0.35	38%	221	0.51	65%	291	-0.03	52%
Beclabito Day School	75	0.23	56%	73	0.20	52%	69	0.23	58%	51	0.41	75%
Black Mesa Community School				22	-1.34	14%	28	-0.17	43%	38	0.25	53%
Bread Springs Day School	19	-0.45	42%	91	0.15	54%	95	-0.25	38%	97	-0.09	49%
Chi Chil'tah Community School	66	0.71	70%	63	-0.36	38%	121	0.15	53%	108	0.01	52%
Chilchinbeto Community School	73	0.02	51%	93	-0.32	38%	101	-1.06	23%	108	-0.11	50%
Ch'ooshgai Community School	265	-0.99	26%	276	-0.44	42%	293	-0.11	48%	321	-0.02	50%
Cottonwood Day School	139	-0.30	42%	172	-0.72	30%	176	-0.71	28%	211	-0.09	47%
Cove Day School	35	-0.29	43%	34	2.87	94%	26	-0.10	50%	25	0.01	44%
Crystal Boarding School				72	-0.50	32%	98	-0.08	47%	84	0.37	67%
Dennehotso Boarding School				143	0.47	66%	150	0.19	58%	154	0.23	58%
Dibe Yazhi Hablti'n O'lt'a Inc	47	-1.89	11%	93	-0.41	32%	111	0.20	57%	96	0.86	74%
Dilcon Community School							153	-0.27	44%	100	-0.14	44%
Dzilth-Na-O-Dith-Hle Community School				185	-0.34	44%	169	-0.07	50%	169	-0.11	53%
Greasewood Springs Community School	132	-0.61	35%	151	-0.02	53%	161	-0.59	36%	128	-0.50	40%
Greyhills Academy High	57	-0.33	46%	83	-0.69	28%	163	0.18	61%	164	-0.19	48%
Hanaa'dli Community School										19	-0.84	11%
Hunters Point Boarding School				54	-1.10	22%	69	0.00	51%	152	-0.24	43%
Jeehdeez'a Academy Inc.	186	-0.69	28%	111	-0.72	31%	92	0.05	53%	100	-0.25	42%
Kaibeto Boarding School				228	0.04	56%	150	0.93	71%	212	-0.14	46%
Kayenta Community School				306	0.06	54%	315	-0.05	51%	297	0.11	57%
Kin Dah Lichi'i Olta				184	-0.46	35%	187	-0.14	49%	180	-0.33	46%
Lake Valley Navajo School	29	-0.78	24%	35	-0.58	37%	49	0.34	59%	43	0.11	56%
Leupp Schools Inc.	128	-0.46	41%	135	-0.67	36%	126	0.24	56%	125	0.24	58%
Little Singer Community School				50	-0.75	36%	84	-0.30	43%	68	-0.33	47%
Lukachukai Community School	250	-0.80	30%	244	-0.65	35%	339	-0.75	25%	336	-0.06	50%
Many Farms Community School	202	-0.80	30%	55	-0.19	44%	226	-0.46	38%	266	-0.06	45%
Many Farms High	95	0.37	72%	71	-0.13	45%	211	0.09	52%	196	0.01	51%
Mariano Lake Community School	156	-0.30	39%	178	-0.45	39%	172	0.42	67%	176	0.18	56%
Naa Tsis'Aan Community School	51	-0.23	51%				100	0.24	55%	113	0.33	66%

Na' Neelzhiin Ji'Olta Inc.	132	0.02	50%	145	-0.12	45%	152	0.50	66%	175	-0.06	51%
Navajo Preparatory School	99	0.03	60%	69	0.10	51%				113	-0.23	44%
Nazlini Community School							85	-0.68	24%	110	-0.37	38%
Nenahnezad Community School	141	0.74	74%	142	0.64	71%	157	0.65	73%	152	0.68	70%
Ojo Encino Day School	125	0.23	56%	143	0.01	56%	156	0.07	54%	150	-0.43	43%
Pine Springs Day School							84	-0.26	46%	62	-0.27	42%
Pueblo Pintado Community School	199	-0.12	48%	197	-0.56	34%	218	0.44	65%	224	0.27	56%
Red Rock Day School	192	0.45	68%	190	0.94	77%	174	0.25	60%	175	0.39	63%
Rock Point Community School				283	0.31	59%	267	-0.20	45%	297	0.02	52%
Rocky Ridge Boarding School				102	0.39	58%	110	0.21	56%	107	0.02	51%
Rough Rock Community School	117	-0.70	26%	143	-0.24	45%	229	-0.64	34%	225	-0.46	40%
Sanostee Day School	41	-0.31	46%	38	-0.39	39%	39	1.19	79%	52	0.75	62%
Seba Dalkai Boarding School							77	0.54	69%	100	0.61	67%
Shiprock Northwest High										116	0.25	60%
Shonto Preparatory School	220	-0.13	50%	239	0.09	55%	243	-0.49	36%	319	0.01	54%
T'iis Nazbas Community School	167	0.36	56%	131	0.29	60%	132	0.34	61%	140	0.33	60%
T'iists'oozi'bi'olta	354	-0.33	39%	356	-0.26	44%	382	-0.01	50%	389	0.00	55%
Tohaali' Community School	126	0.33	60%	129	0.47	62%	132	0.49	67%	135	0.30	60%
To'hajiilee Day School				158	-0.81	26%	254	0.98	72%	226	0.08	58%
Tonalea Day School				167	0.16	50%	167	0.37	63%	175	0.02	54%
Tse'ii'ahi' Community School	47	0.50	72%	48	-0.36	40%	47	0.22	62%	89	0.13	55%
Tuba City Boarding School							69	-0.78	28%	1,125	0.72	73%
Wide Ruins Community School							76	-0.40	36%	83	-0.46	36%
Wingate Elem.	467	-0.19	45%	468	-0.19	48%	460	0.34	62%	398	0.02	50%
Wingate High	207	0.26	65%	258	-0.10	50%	254	0.39	68%	207	0.12	57%
Overall	4,957	-0.21	46%	7,466	-0.14	47%	8,787	0.05	52%	10,359	0.11	55%