

National American Indian, Alaskan & Hawaiian *Educational Development Center*

Brief Summary of the Organization's History, Principal Programs, and Accomplishments June 2007

There is a systematic and strategic plan for the National American Indian, Alaskan, and Hawaiian Educational Development Center. It began several years ago with Phase I, that began the initial training in the Early Literacy Learning Framework of kindergarten through third grade staff of about a half of dozen schools in the south central region of Montana. These schools, on the Northern Cheyenne and Crow Indian reservations, volunteered to have their teachers participate in Early Literacy Learning training at the St. Labre campus.

In Phase II, literacy coordinators were trained on the Northern Cheyenne and Crow Indian reservations to support those teachers in participating schools at the St. Labre campus.

In Phase II, math coordinators were trained in the Wind River Indian Reservation in central Wyoming. In both Phase I and Phase II, there was an initial research study conducted to ascertain whether the training provided to existing classroom teachers was enough of a support system, so that they would be successful in the classroom in helping students reach grade level proficiency.

To date, the Center has worked with 8 schools, trained 81 teachers and impacted 1,342 students. The data from these early studies have suggested that students could be provided in-classroom assistance, by regular classroom teachers, supported by

literacy coordinators to help them proceed to grade level performance in reading by the third grade. This was phenomenal in view of the fact that this similar population in years before would have been one to two years delayed by the third grade.

One can readily see the achievement gap in a typical school in a district that has almost entirely American Indian students as it enters the Center literacy professional development program. The state performance has 43% of all students proficient on the state test; but for a district with a high American Indian population it has 5% proficient and at the district, site, and American Indian subgroup levels.

On the advice of Center advisors, several evaluation tools can be used for gauging fidelity to Center practices to determine how well teachers implement the Center training techniques. As these data show, there are modest gains by schools that implement partially and strong gains for schools that implement more fully.

Data summarizes the Phase II pilot efforts. Year 03-04 was the “awareness” year, year 04-05 was the “first implementation” year, and year 05-06 was the second “implementation year.”

Similarly, the math pilots have shown results that are also quite strong. For this subject, the data demonstrate a particularly impressive gain in the first year of full implementation. Schools in the mathematics cohort from the Wind River Indian Reservation show the greatest likelihood of meeting the Adequate Yearly Progress targets of the federal NCLB Act.

One can see the achievement gap even in a district that does rather well on the state testing program. The state performance has 60% of all students proficient on the state test; the district has 55% proficient and above. But for a school with a high minority population, the percent proficiency drops to 23% and only 15% of American Indian students are proficient in mathematics. Of the percentage of the bottom 20% of students that received the Center's intensive intervention program, now score at proficient or above on the district mathematics assessment. *So after Center intervention, the lowest initially performing students score above the total group.*

The strategic plan continues with Phase III where there are two ongoing routes to finding support to expand the pilot to a large-scale effort on behalf of helping young Native students succeed in the classroom. Obviously, this operational plan is a beginning effort to provide professional development programs beyond the initial two phases of the effort where more schools participate in the summer of 2004 and beyond.