

The Title IIA&B-funded **CMAG** study was motivated by the documented underachievement of Native American students in mathematics and the disproportionate number of Native students identified as LD.

The study hypothesis proposed that preparing special education teachers to effectively implement Cognitively Guided Instruction and by increasing teacher knowledge of the NCTM Content and Process Standards, Native students identified as LD would perform significantly better on the WKCE. Findings of the study confirmed this hypothesis. Fifty-six target students' WKCE math scores were t-test compared, and analysis indicated a significant improvement ($\alpha = .001$) in the 2009 test results over the 2008 results.