




# TAPP Quarterly Webinar #1

September 26, 2024 9-11AM

 **Welcome! Please rename yourself by clicking on the three dots by your name and typing your preferred name, school district or tribe initials, role, and pronouns.**

Introducing our special guests from the Jefferson County 509J School District -

Gerald Hoptowit 2nd Grade

McKie Suppah 7th Grade

Quintin Ohte 7th Grade

Arthur Miller 10th grade

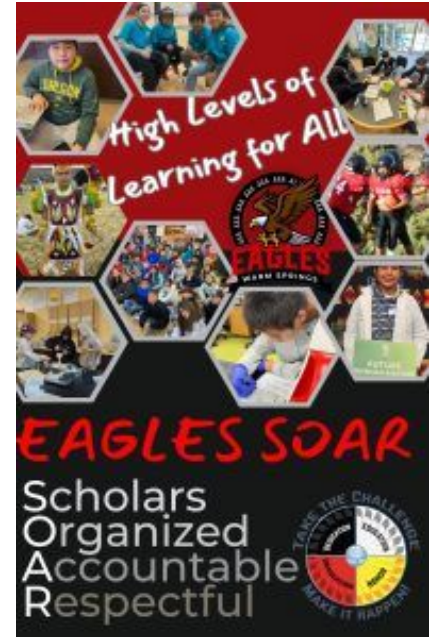
Gavin Begay Leader



Jefferson County  
School District 509J

UNITE. ENGAGE. SOAR.

Oregon Department of Education



# TAPP Quarterly Webinar Agenda

**15 min - SY24-25 Grounding**

**30 min - Data Driven Dialogue -  
Team and Whole Group  
Reflection**

**50 min - Research Based  
Frameworks and Our Promising  
Practices**

Tribal Attendance Promising Practices



# TAPP Site Team Member Check-In

**Group Reflection — Reflect Silently for 45 seconds and then be prepared to share out. Please further introduce yourself to the group before sharing.**

Hearing from Tribal Partners and Project Directors first, share out one of the most significant impacts the TAPP grant had on your Native students last school year, OR

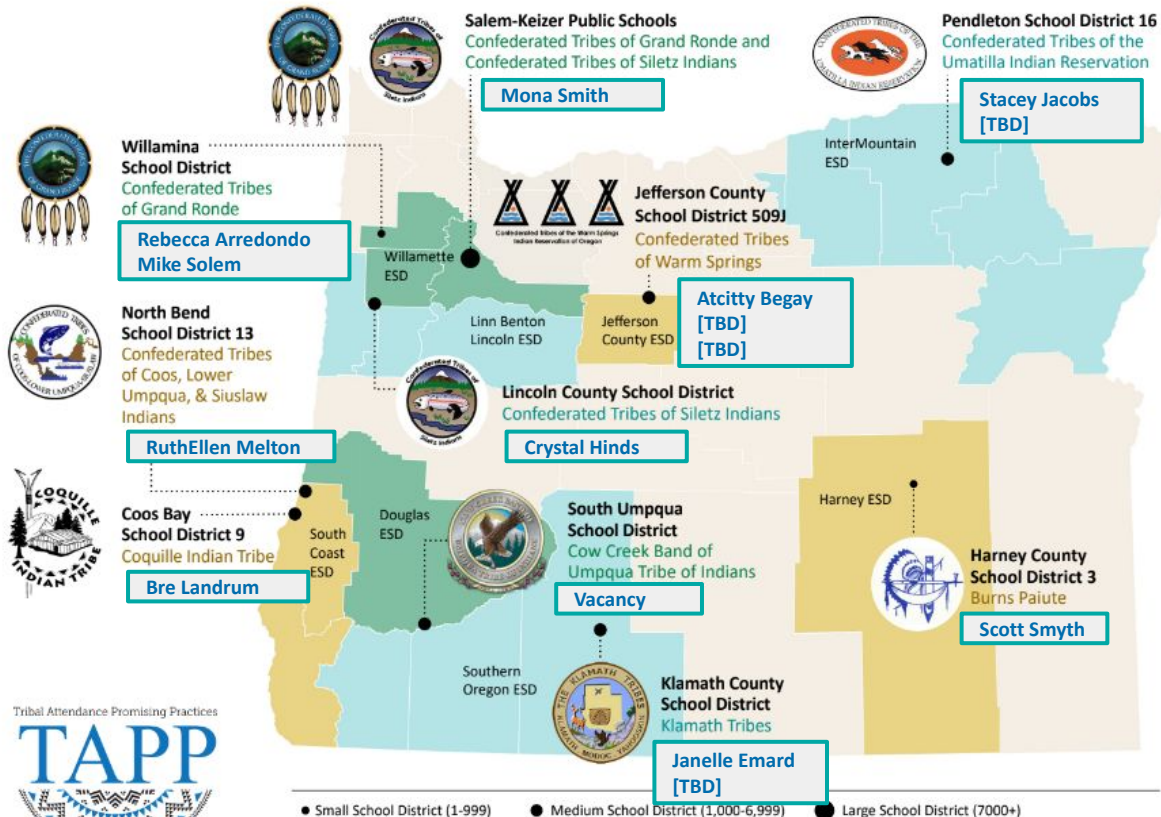


**Unmute** (preferred) or **drop your response into the Chat.**

# SY24-25 Grounding

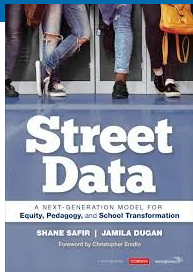


# TAPP SCHOOL DISTRICTS AND TRIBAL PARTNERS



**The purpose of a district receiving a TAPP grant is to address the root causes of chronic absenteeism in American Indian and Alaska Native students. It is intentionally not to “improve or increase AI/AN attendance” for many reasons.**

What might some of those reasons be?  
Please  **unmute** and share out your reflections.

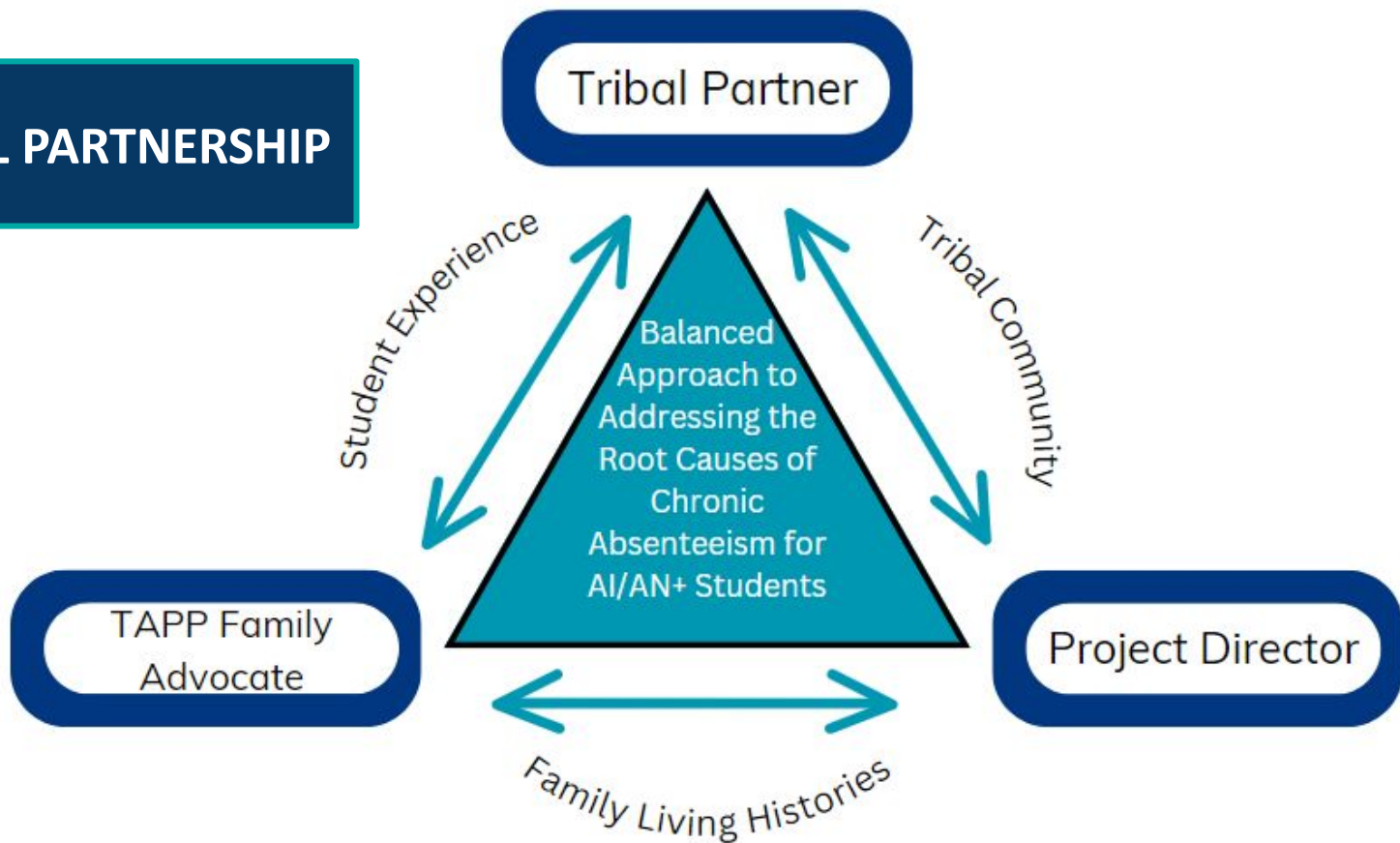






From Safir, Shane and Jamila Dugan. Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation. FIRST EDITION. Page 75

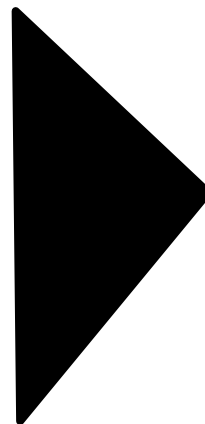
“Improvement feels like we are tinkering around the edges of systemic realities that trace back to slavery, restrictive immigration laws, Native American genocide and dispossession, and centuries of exclusionary policy. *We don’t need improvement. We need an approach that fundamentally and radically transforms the experiences of children and families at the margins.*”



## ESSENTIAL PARTNERSHIP



Grant Focus	Grant Requirement
1. Grantee will plan, implement and monitor the strategies applied to reduce chronic absenteeism.	A. Robust collaboration between Tribe and Grantee's school district
	B. Strengthening relationships between Grantee's school district, local community services, and federally recognized tribal government programs
	C. Improving attendance of American Indian/Alaska Native, students, and positive impact to the entire school, community around regular attendance
	D. Development, implementation, monitoring and dissemination of best practices in an effort to reduce chronic absenteeism and overcome barriers to regular attendance
2. Grantee will collaborate with Tribe to create a set of community-based strategies to reduce absenteeism for American Indian/Alaska Native students. ***These strategies will be school-wide.	A. Recognize Good and Improved Attendance 
	<b><i>B. Develop Strategies to Create a School Wide Culture that is Culturally Responsive to AI/AN+ Students, Families, and the Greater Tribal Community</i></b>
	C. Engage Students and Families <i>in Community Forums to Assess Challenges and Develop Solutions</i> 
	D. <i>Analyze</i> Attendance Data and <i>Evaluate Practice(s)</i>
	E. <b><i>Build Systems and Structures</i></b> to Provide Personalized Early Interventions and Outreach 
	F. Develop Programmatic Responses to Barriers 



The  
**WHAT**



The  
**HOW**

\*\*The items above do not reflect the totality of the TAPP Agreement.

***Bold and Italicized font reflects amendments to agreement language for the 2023-2025 biennium***

# Data Driven Dialogue

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Team and Whole Group Reflections

Additional Data - [2024-2025 TAPP Districts' Dashboard](#)

# Regular Attender Rates SY23-24

Tribal Attendance Promising Practices

# TAPP



Oregon Department of Education



→ First, let's look at our Historical Attendance both collectively (how are we all doing) and then individually.

Open up the PDF document

**4 Minutes Silent Reflection –**

WHAT DO YOU NOTICE? WHAT DO YOU SEE? Focus on factual statements and factual observations of the data.

# The Effectiveness of our Tiered Support Systems

D. <i>Analyze Attendance Data and Evaluate Practice(s)</i>	
E. <i>Build Systems and Structures to Provide Personalized Early Interventions and Outreach</i>	
F. <i>Develop Programmatic Responses to Barriers</i>	

TIER 3 PERCENTAGE ANALYSIS
0-5% - Typical
5-10% - Higher than Average
10-15% - Priority
16-20% - Critical
>20% - Immediate Attention Needed

- Let's look at our SCHOOL LEVEL Tiered Data
- ◆ Open up the PDF document.
  - ◆ Scroll until you find your schools served directly by a TAPP Family Advocate

**4 Minutes Silent Reflection** –  
WHAT DO YOU NOTICE? WHAT DO YOU SEE? Focus on factual statements and factual observations of the data.

# Looking Back and the Year Ahead

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## Fall of 2022-Spring of 2024

### Re-establishing the TAPP Agreement

#### TAPP Dashboard

- Culturally Responsive Data Driven Culture
  - Quarterly Attendance Tracking
  - Data Justice Logs
- Tending to Native Students Sense of Belonging
  - Empathy Interviews
  - District Sense of Belonging methods

## Fall of 2024-Spring of 2025

### Ensuring Researched-Based Frameworks and our Promising Practices guide our efforts.

- Foundational Supports
- Culturally Responsive Attendance Tiered Support Systems

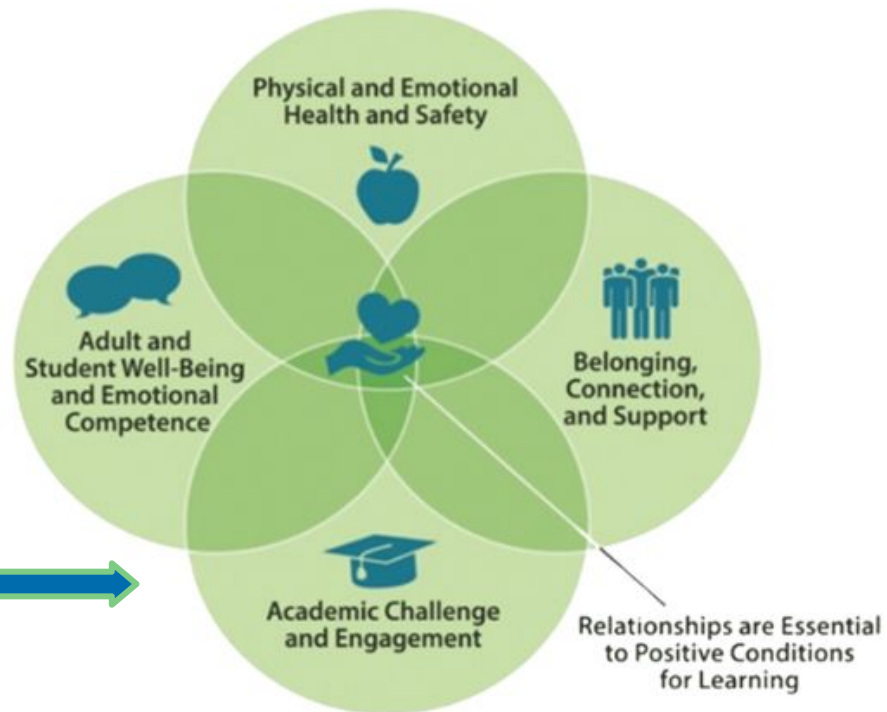
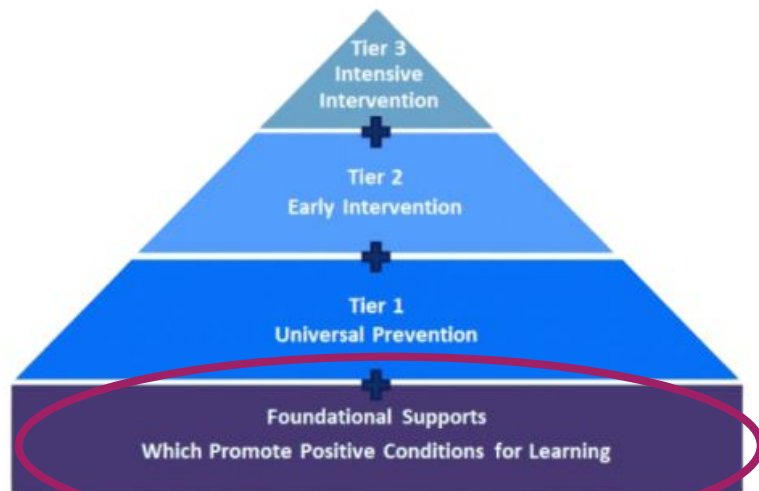
#### Essential Question

*Given our roles on the TAPP Site Team, what is within our control, our influence, and our concern?*

# Research Based Frameworks and our Promising Practices

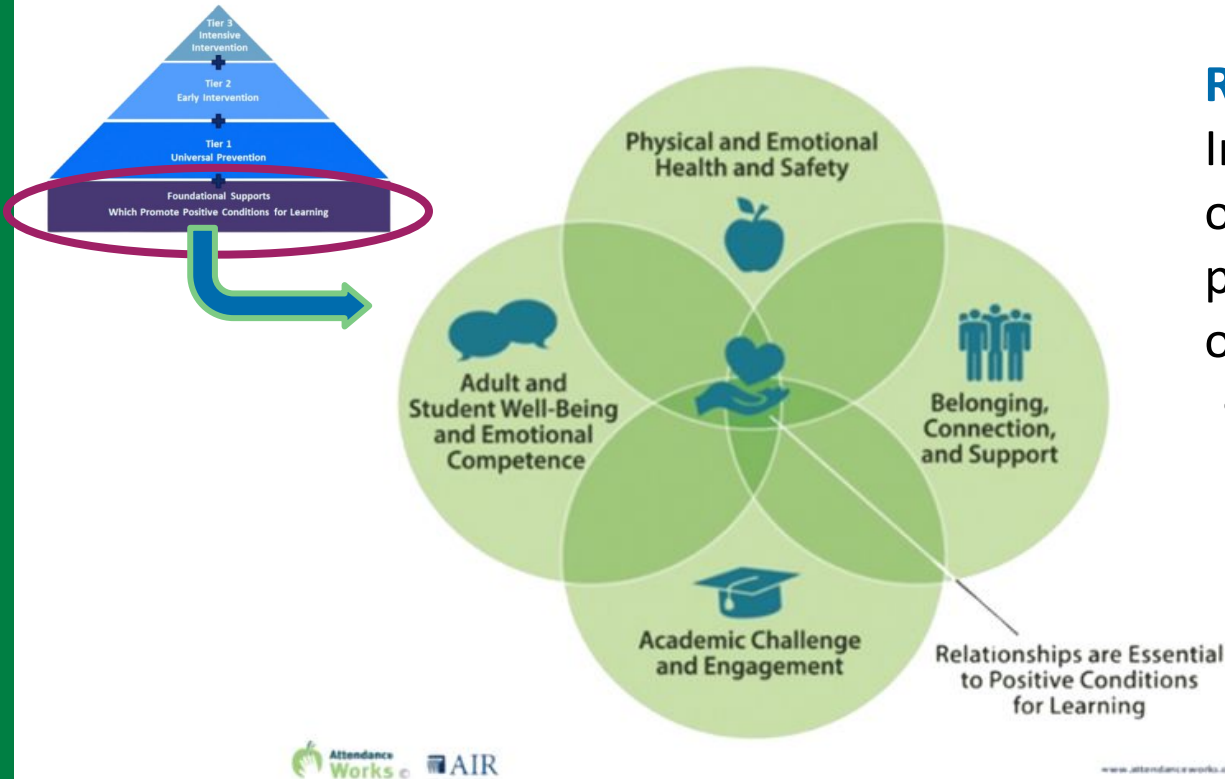
Attendance Works and TAPP

# Attendance Works Foundational Supports





# Attendance Works Foundational Supports

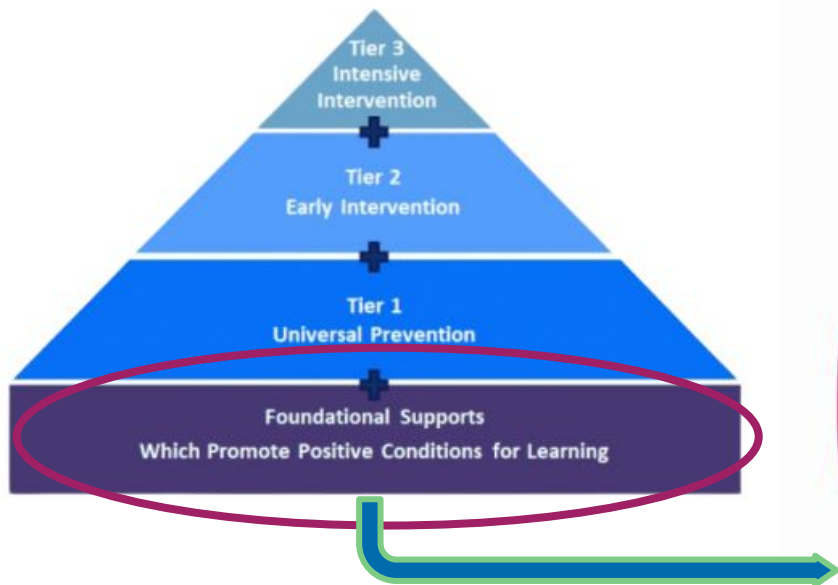


## Rapid Shareout -

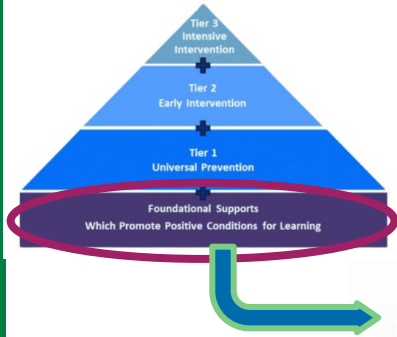
In the chat, share out what one would expect to be present in a school in each of these domains -

- Type an example and then abbreviate the domain (i.e. PEHS, BCS, ACE, and ASWBEC)

# Attendance Works Foundational Supports with TAPP Promising Practices



# Attendance Works Foundational Supports with TAPP Promising Practices



## Group Discussion -

Unmute and share out what it means to tend to these domains, *ensuring they are also culturally responsive to AI/AN+ students.*

- Please select a domain and be as specific as possible.

# Our Roles in Addressing the Root Causes of Chronic Absenteeism in AI/AN+ Students -

## Sphere of Concern

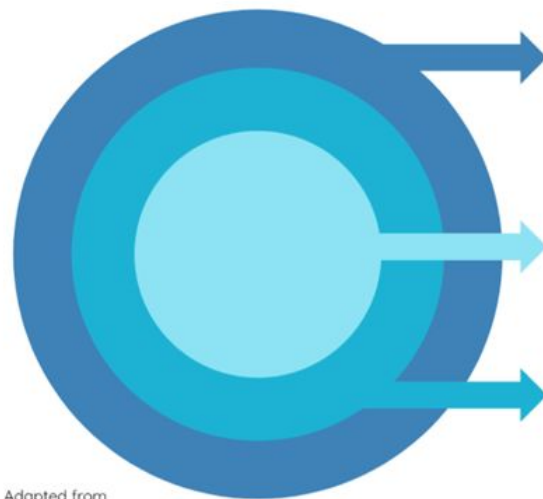
This includes individuals in other departments or teams, systems we cannot affect, the weather, and politics as some examples.

## Sphere of Control

The Sphere of Control is the smallest of the three and contains everything that we can have a direct impact upon. The Sphere of Control contains only what we think, what we say, and what we do.

## Sphere of Influence

It contains all that we are able to affect but not directly control, including the actions of some people and systems you operate with. It is about using your position of authority to inspire passion and drive in others to achieve shared objectives and goals.



Adopted from  
Covey et al 1992

## Sphere of concern

Everything you are concerned with or care about, regardless of your power of control

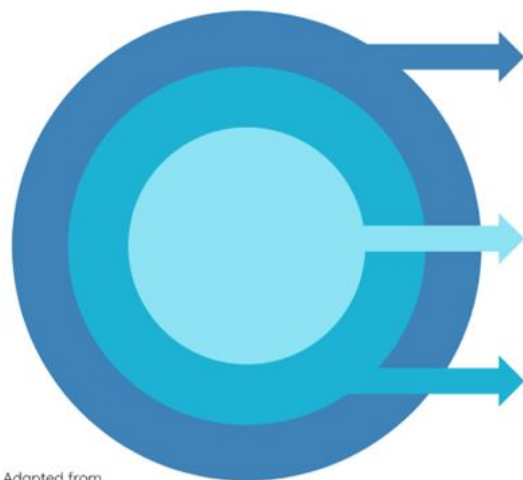
## Sphere of control

Everything you can directly control.  
Control = Awareness + Choice

## Sphere of influence

Everything you can influence outside of your direct control (via relationships, networks, etc)

# REFLECTION TIME - 3 Minute Silent Reflection to Whole Group Discussion



Adapted from  
Covey et al 1992

## Sphere of concern

Everything you are concerned with or care about, regardless of your power of control

## Sphere of control

Everything you can directly control.  
Control = Awareness + Choice

## Sphere of influence

Everything you can influence outside of your direct control (via relationships, networks, etc)

3

What are items of most critical concern for you based on your role with TAPP?

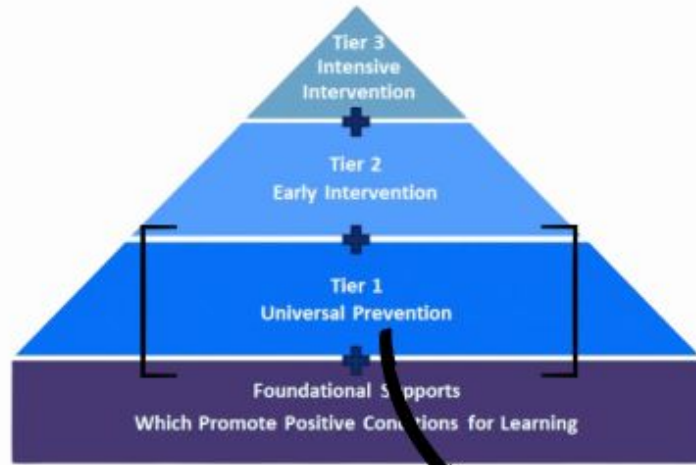
1

What is in this sphere for you right now related to your role on the TAPP Site Team?

2

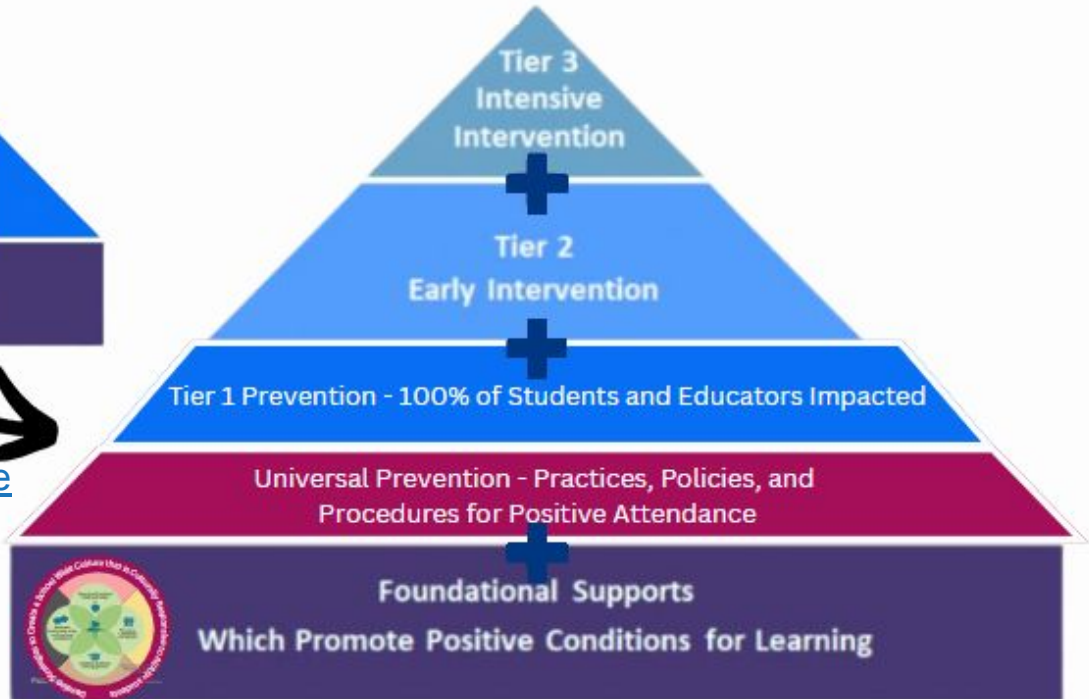
What is in this sphere for you that *you can influence* in regards to your TAPP role?

# Attendance Works Foundational Supports with TAPP Promising Practices



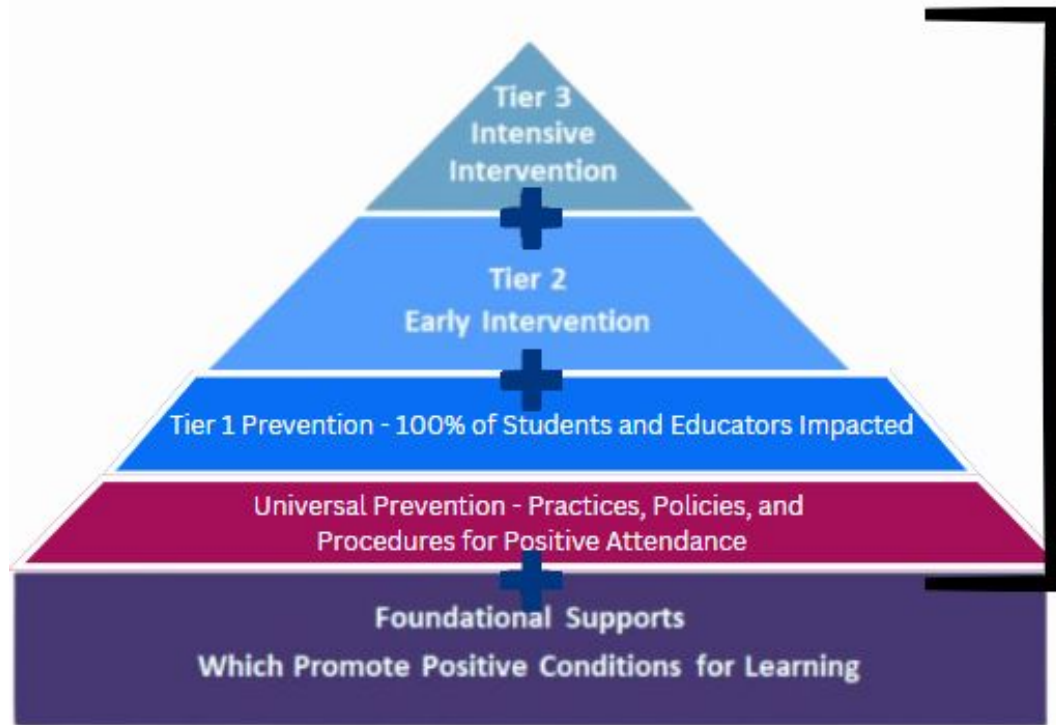
## Culturally Responsive Tiered Attendance Systems Self-Assessment -

This assessment is aligned to Section Four of the [TAPP Promising and Best Practices Comprehensive Resource](#) document.





# Attendance Works Foundational Supports with TAPP Promising Practices



## TAPP Grant Requirements -

- |  |
|--|
| A. Recognize Good and Improved Attendance  |
| B. Develop Strategies to Create a School Wide Culture that is Culturally Responsive to AI/AN+ Students, Families, and the Greater Tribal Community |
| C. Engage Students and Families in Community Forums to Assess Challenges and Develop Solutions   |
| D. Analyze Attendance Data and Evaluate Practice[s]  |
| E. Build Systems and Structures to Provide Personalized Early Interventions and Outreach   |
| F. Develop Programmatic Responses to Barriers  |

# SY24-25 Launch - Dashboard Support - Q and A



# 2024-2025 TAPP Districts' Dashboard

Tribal Attendance Promising Practices



## Key Resources and Documents

2024-2025 TAPP Districts' Dashboard

[Dashboard Orientation Video - 11 minutes](#)

TAPP Shared Folder

[TAPP Program Promising and Best Practices](#) – This document underwent a comprehensive revision this summer. It is important to revisit this document individually and as a team. There are four key sections to the document –

- [SECTION I.](#) General TAPP Grant Execution - Lessons Learned
- [SECTION II.](#) Setting the TAPP Family Advocate Up for Success  
[NEW Advocate? START HERE!](#)
- [SECTION III.](#) Foundational Supports for AI/AN Students that Lead to Positive Conditions for Learning (Includes a self-assessment to utilize with school teams!)
- [SECTION IV.](#) Culturally Responsive Tiered Attendance Systems (also includes a self-assessment to utilize with school teams!)



Text Parrish anytime at  
**971-208-0270**

Or - send me an email. Call if you must.

There is no such thing as, "I know you are busy". I am here for you.