




# TAPP Quarterly Learning Series #4

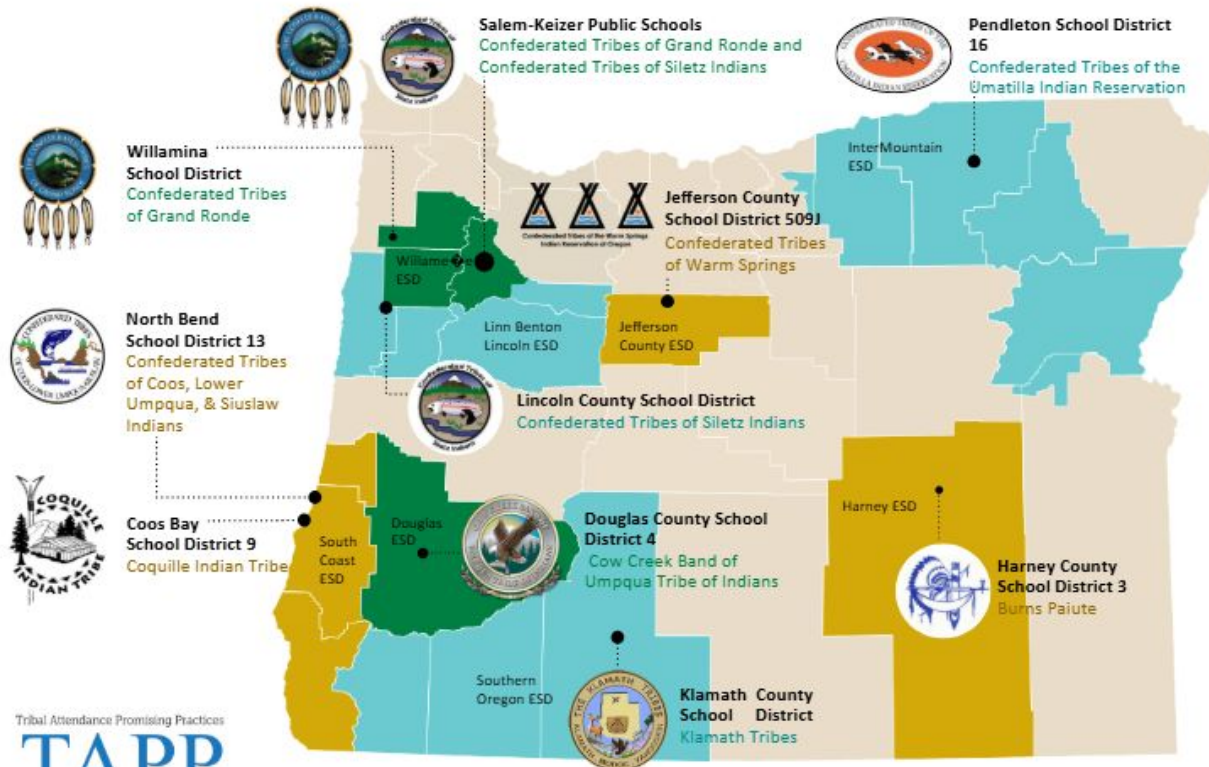
May 21, 2026 12PM-2PM

 Click on the three dots by your name in the Zoom to rename yourself to your preferred name, school district or tribe initials, role, and pronouns.

  Materials - Notebook/Journal, writing utensil, drinks, snacks, and your lived experience (i.e. your personal “street data”).

# TAPP School Districts and Tribal Partners

Take a moment to further introduce yourself in the chat.



- Small School District
- Medium School District
- Large School District

Note: The names of Tribes listed indicate a school district's Tribal Partner for their TAPP grant, and not the locations of tribal boundaries.

# TAPP Family Relational Check-In

- **Drop in the chat or unmute.**
- What plant or animal relative best represents your energy or approach to TAPP right now and why?




Oregon Department of Education



# Ways to Engage Today

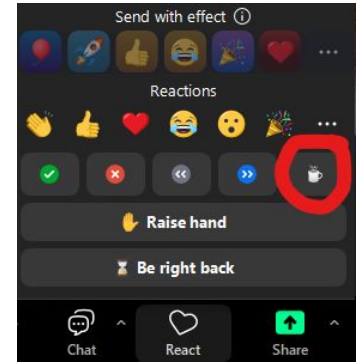
 **Camera** – We'd love to see your face if you're comfortable



 **Voice** – Unmute and jump into the conversation

 **Chat** – Share responses, thoughts, links, or questions

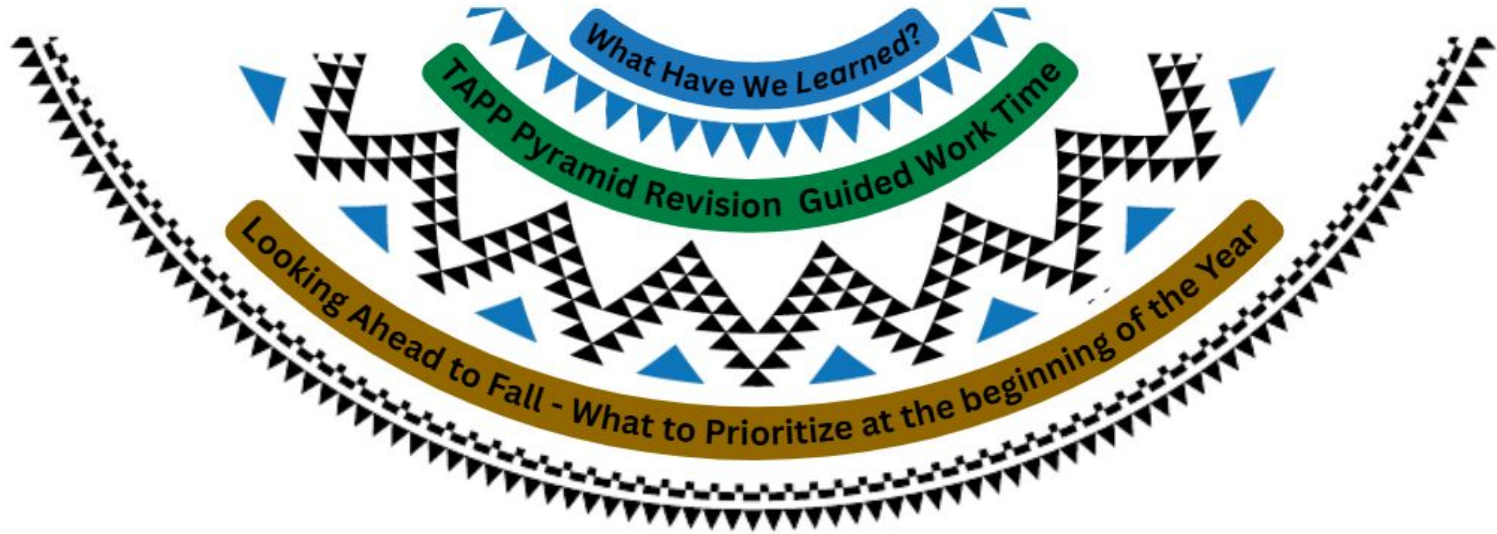
**Reactions** - Use the button to interact with the content or the conversation in real-time.

**Need to take a break?** - Click the “coffee icon” from the Reactions button OR just drop a note in the chat that lets us know you have stepped away.



 *All forms of participation are valued and appreciated.* 

# Things in our TAPP Basket Today –



- Anticipate reflection time, breakout rooms with your teams, and whole group discussion.

# Part 1 - What Have We *Learned*?

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Write silently for three minutes on the two questions in **BOLD**.

Then, we will move into breakout rooms with our TAPP Site Teams for 10 minutes.

One person from each TAPP Site will then share out.

**What growth or shifts are we most proud of this year?**

Follow up, if needed: Where have we seen marked changes in relationships, understanding, adult practice, or systems?

**What has the team been reflecting on or grappling with since the Site Visits?**

*If you did not engage in a Site Visit, shift this question to what you have been grappling with since the start of the year.*

# Whole Group Harvest

When we return, each team will share:

1. One important learning
2. One systems-level shift we are noticing or pursuing
3. One question we are still grappling with

Tribal Attendance Promising Practices

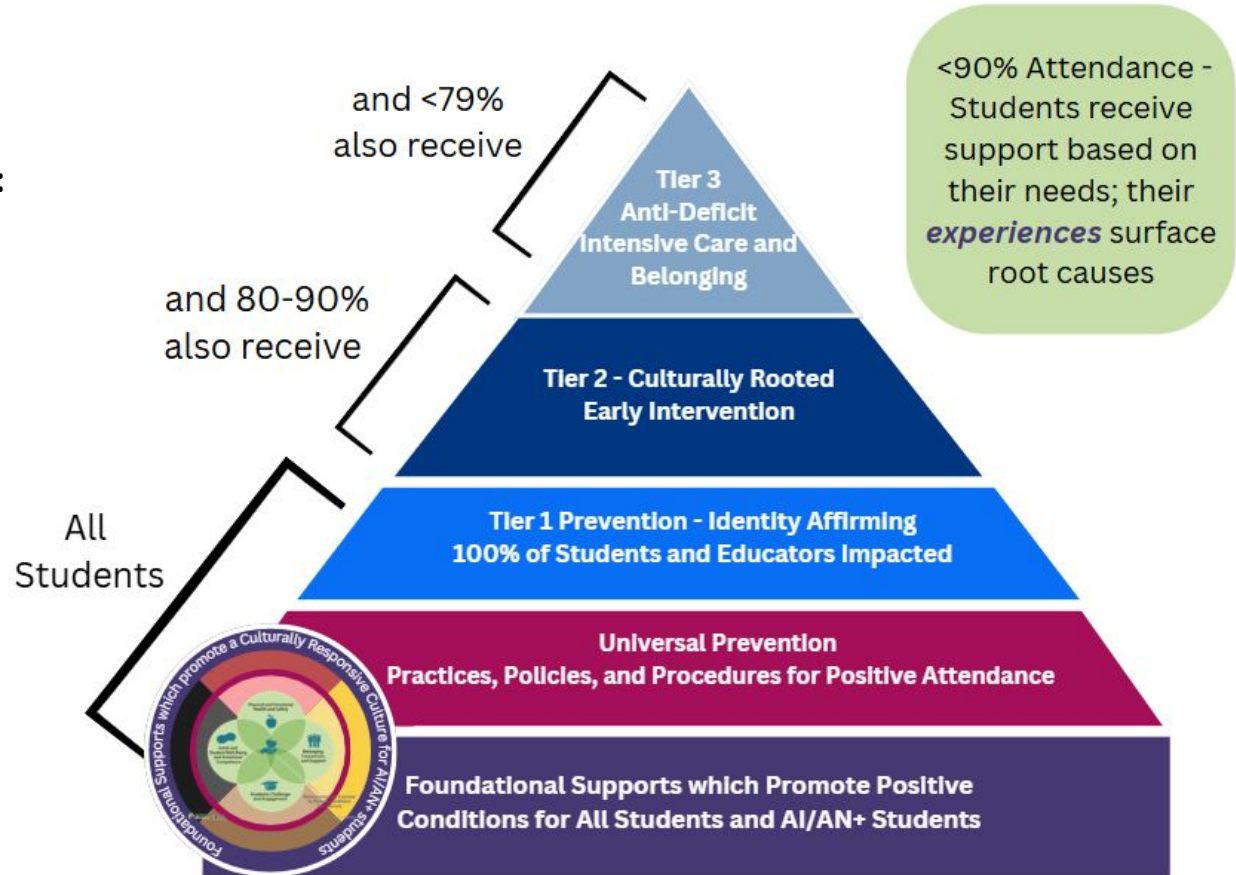


# TAPP Pyramid Revision

# Purpose

## Our TAPP pyramids communicate:

- what conditions we are trying to create,
- what barriers we believe students are experiencing,
- how we are responding to those barriers,
- and what systems and structures we are putting in place to support Native students and families.



# Shared Understanding

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Attendance data tells a story. **Attendance is not simply about student behavior.**

It reflects:

- belonging,
- trust,
- relationships,
- relevance,
- identity affirmation,
- Safety,
- and institutional responsiveness

## CRITICAL LENS FRAME:

# Activities vs. Transformation

### Activities & Visibility

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Events

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Representation

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Cultural appreciation

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One-time experiences

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Participation

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### Systems Transformation

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Relationship building

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Institutional change

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Relational accountability

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Sustained systems

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Shared decision-making

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Traps and Tropes	Description - (This table is found in <i>Street Data: A Next General Model for Equity, Pedagogy, and School Transformation</i> by Shane Safir and Jamila Dugan)
Doing equity	Treating equity as series of tools, strategies, and compliance tasks versus a whole-person, whole-system change process linked to culture, identity, and healing
Siloing equity	Locating equity work in a separate and siloed policy, team, or body
Equity warrior	Nesting equity with a single champion and holder of the vision
Spray and pray equity	Engaging “equity experts” to drop in for a training with no ongoing plan for learning or capacity building
Navel-gazing equity	Keeping the equity work at the level of self-reflection and failing to penetrate the instructional core and/or school systems and structures (e.g., instructional planning, student tracking)
Structural equity	Redesigning systems and structures (e.g., master schedule) without investing in the deeper personal, interpersonal, and cultural shifts
Blanket equity	Investing in a program or curriculum rather than building the capacity of your people to address equity challenges as complex and ongoing places of inquiry
Tokenizing equity	Asking leaders of color to hold, drive, and symbolically represent equity without providing support and resources to thrive nor engaging the entire staff in the work
Superficial equity	Failing to take time to build equity-centered knowledge and fluency, leading to behavioral shifts without understanding deeper meaning or historical context
Boomerang equity	Investing time and resources to understand your equity challenges but reverting back to recycled, status quo solutions

## CRITICAL LENS FRAME: Equity Traps and Tropes

“A trap is a mechanism or device designed to catch and retain. It offers a quick entry but does not allow exit. A trope is a recurring theme we’ve seen happen before, a cliché of sorts. Over our years as educators, we have found ourselves, and have watched others, unintentionally fall victim to the very circumstances we are trying to change—stepping into unsuspected traps and replaying oppressive tropes.” (Dugan, 2021)

# Pyramids as our Theory of Change

As we dive into our TAPP pyramids, the question is not only “What are we doing?” or “what are activities we have done”?

The deeper questions are:

- How are systems changing?
- How are adult beliefs and practices changing?
- How are tribal partnerships influencing decision-making?
- How are we responding to root causes identified by students and families?
- What structures exist to ensure this work is sustained and relational, rather than isolated or symbolic?

# Part 2 - Pyramid Reflection and Revision

Go to Canva. Find your pyramid with the root causes listed.

Identify a timekeeper and notetaker.

**12 minutes** - Reflect and share on the “Coherence and Theory of Change” questions.

**12 minutes** - Do the Root Cause Activity and reflect on the questions.

Make revisions (if there is time).

## Coherence and Theory of Change

- Core Question: How are these supports intended to improve attendance outcomes for students?
- Can we clearly articulate HOW each support is expected to impact attendance, belonging, trust, engagement, or student success? Could others?
- Which parts of this pyramid are truly embedded into the system, and which still rely heavily on specific individuals?
- Could all staff at TAPP schools articulate its purpose? What is the impact of that?
- Where are tribal partnerships influencing district decisions and systems—not just participating in activities?

## Root Cause Alignment

- Core Question: Which root causes are these supports directly responding to?
- Go to the pyramid for your district. use the “Tools” button on the left side of the screen. Using the “draw” tool, map specific supports to identified root causes.
- Which root causes appear strongly addressed?
- Which root causes may still be insufficiently addressed?
- Are there barriers students experience that are not yet reflected in the pyramid?
- How do we know students with significant attendance barriers are actually connected to Tier 2 and Tier 3 supports?

# Whole Group Harvest

Each TAPP Site Team share out on ONE question below –

## **1. One realization**

What became clearer to your team as you interrogated your pyramid?

## **2. One tension or challenge**

What feels difficult, unresolved, underdeveloped, or still emerging?

## **3. One area that needs to deepen next year**

What does your system now need to strengthen, rethink, or embed more deeply?

# State Accountability Shifts

Common Metrics		ADOPTED	<i>Projected</i>	<i>Projected</i>
	Current	4-Year Targets	8-Year Targets	12-Year Targets
	2024-25	2029-30	2033-34	2037-38
K-2 Attendance	70.7%	82.0%	91.0%	>95%
K-12 Attendance	66.5%	78.3%	87.7%	97.2%
3rd Grade ELA	40.3%	52.6%	62.4%	72.3%
8th Grade Math	28.9%	52.0%	61.2%	70.4%
9th Grade On-Track	86.6%	94.9%	>95%	>95%
4-Year Graduation	83.0%	92.3%	>95%	>95%
5-Year Completion	87.4%	95.4%	>95%	>95%

Hold This Question Close: What systems shifts — not just activities — will be necessary to reach these goals?

Tribal Attendance Promising Practices



# Looking Ahead to Fall

SY2026-2027 Planning

# Looking Ahead to Fall

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**Individually Reflect - 2 Minute Silent Write** - *What feels most important for our TAPP Site Team to prioritize at the beginning of next year?*

Then, we will share out to the whole group. Tribal Partners first. Then Project Directors. Then TAPP Family Advocates.

Drop a final word in the  
chat:  
**“What are you taking  
with you?”**

