



TAPP Quarterly Learning Series #2

November 19, 2025 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”).

Meet Your Host



Picture of Stacy with her brothers Tim and Gregg Parrish and her son Blue at the Inaugural Modoc Nation Powwow in Wyandotte, Oklahoma on November 15, 2025.

Stacy Parrish, Klamath Tribes (Yahooskin)

Education Program Specialist II in the Office of Indian Education

Everyone – Please take time to further introduce yourself in the chat!

- **Name**
- **Role**
- **School District or Tribe**
- **Pronouns**
- **Tell us something you love to do when the Winter months roll in**

Ways to Engage Today



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

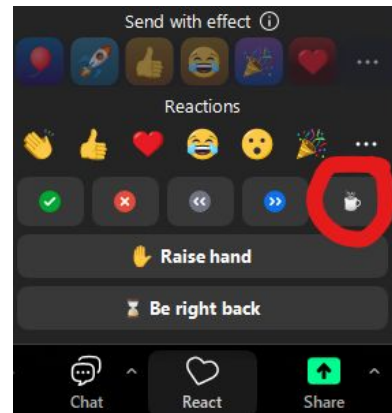


Voice – Unmute and jump into the conversation



Chat – Share responses, thoughts, links, or questions

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



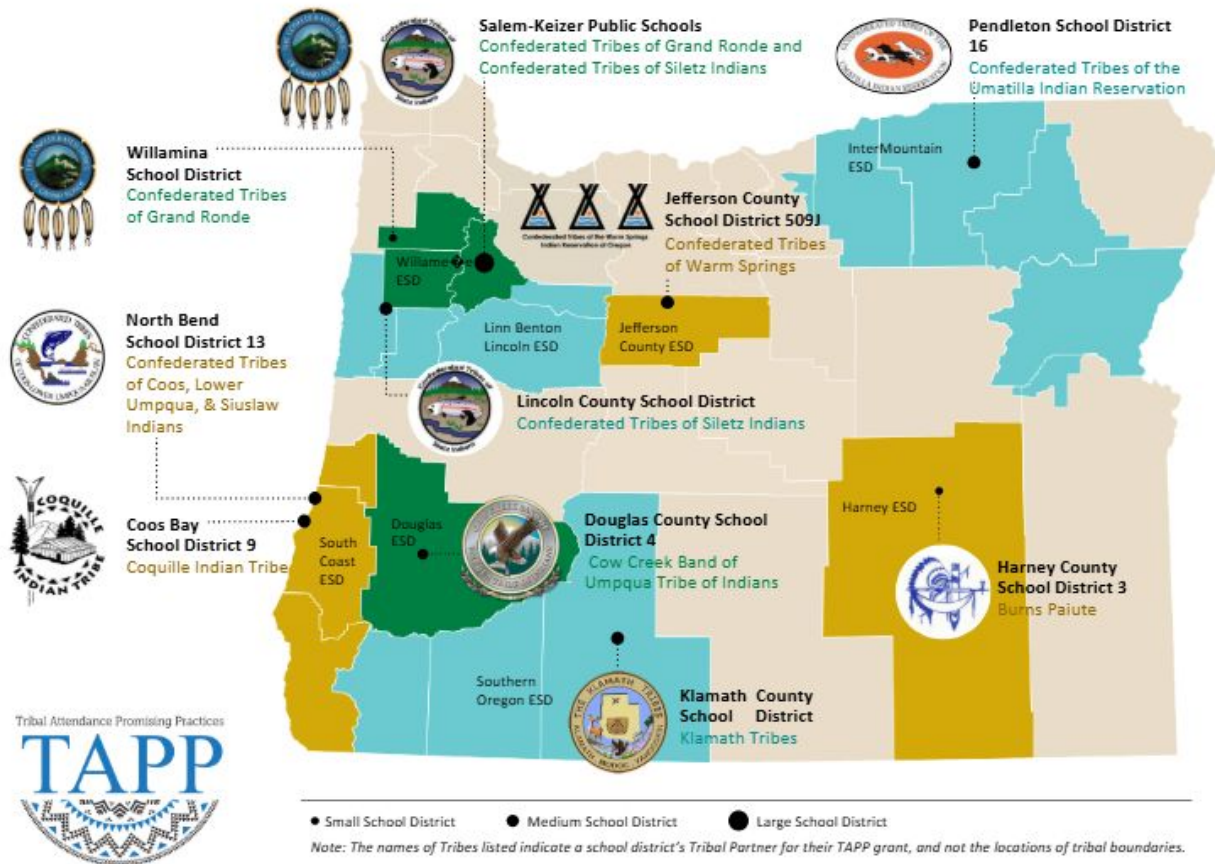
Need to take a break? - Click the “coffee icon” from the Reactions button OR just drop a note in the chat that lets us know you have stepped away.



All forms of participation are valued and appreciated.



TAPP School Districts and Tribal Partners



2025-2027 Updates:

- \$200K per TAPP Site
- \$400K per TAPP Expansion Site:
 - Klamath County
 - Jefferson County
 - Pendleton
 - Willamina

Things in our TAPP Basket Today –



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

Opening Grounding and Purpose Setting



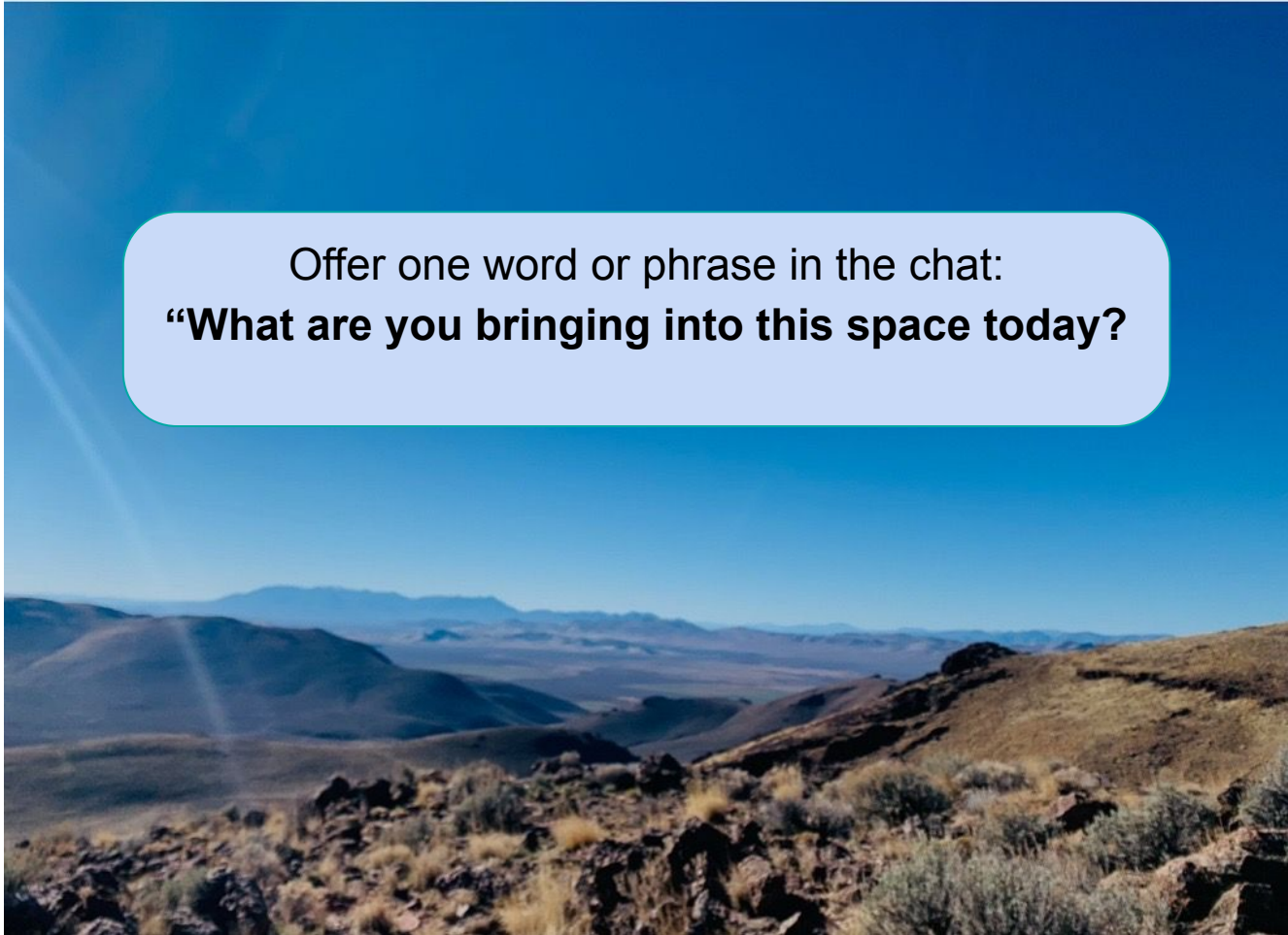
Calling Students into Our Space

- Think of one Native student from this school year whose experience continues to inspire you to improve education systems.
- Write the student's name somewhere where you can see it throughout our time together today.



Slide borrowed from my dear colleague Andrea Lockard from the Office of RADAR

Offer one word or phrase in the chat:
“What are you bringing into this space today?”



As the first season of school is coming to a close, it is time of reflection for us.

We will review and analyze our quarterly attendance data today with our teams –

- Being mindful of the approaches we use to ask questions about it,
- the language we use to talk about students, and
- the insight we will bring to the work – our street data, our lived experience - to make decisions about the impact our TAPP efforts are making on Native students and their families.

Mini-Anchor:

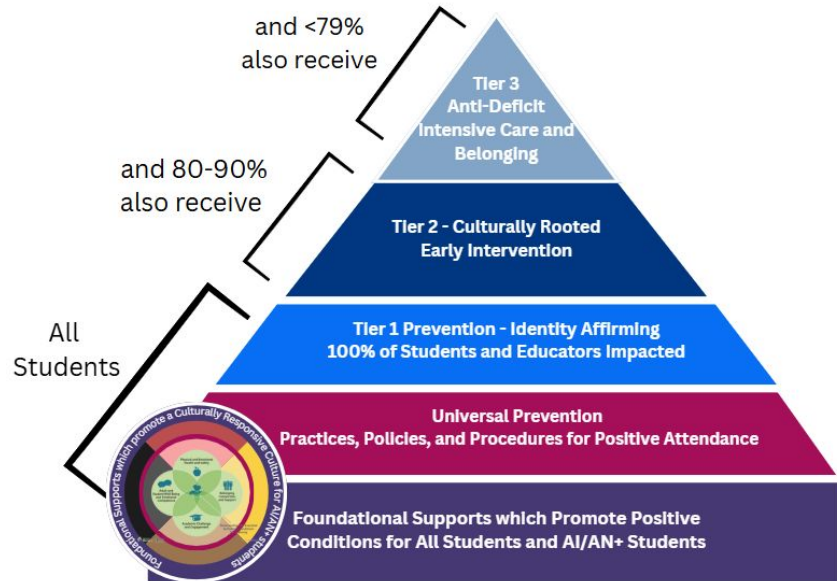
Why We Analyze Data in an Indigenous Way

Root causes live in stories, patterns, relationships, and conditions — not in children.

Street Data teaches us to look close-up, at student experiences.

Pedagogies of Voice teach us to listen deeply to students, to make space for truth and truth-telling.

And **Indigenous ways of knowing** teach us that data is not numbers — it is story, memory, land, and responsibility.



Bringing in TAPP Family Advocate Street Data

Tier 2 Common Root Causes (80-90%, 10-15 days absent)

- Student Physical and Mental Health challenges - 4
- Student Sense of Belonging and Connection at School - 6
- Academic disengagement - 2
- Community activities during school hours
- Family emergencies
- Lack of teacher communication or school outreach - 2
- Transportation issues/struggles - 4
- Family/Caregiver Struggles

Tier 3 Common Root Causes (<80%; 15+ days)

- Socioeconomic struggles, including house and job instability and food insecurity - 3
- Death in family - 2
- Chronic physical and mental health issues; unmanaged and managed - 3
- Legal issues, including social services - 2
- Transportation issues in rural areas and/or transportation woes
- New students to a school at Tier 3
- Academic struggles; gaps in education - 2
- Student Belonging and Connection
- Poor school support systems or communication for attendance
- Behavioral Challenges/Needs or Exclusionary Discipline Practices

These early themes are not student problems - they are system signals.

Two Tasks Today - Engage in Culturally Rooted Root Cause Analysis and Tiered Supports Work

Root causes cannot be identified accurately without relationship, trust, and shared interpretation.

Team coherence cannot form without a shared understanding of what students are experiencing.

- **Tribal partners'** knowledge grounds the root cause analysis.
- **Family Advocates** carry the street data.
- **District leaders** hold the systems-level levers.

When these three roles co-analyze root causes together, the Tiered System becomes much more aligned and truthful.

Indigenous Data Reflection Protocol

Purpose:

- Deep Team Coherence
- Root Cause Analysis
- Tier Reflection

[2025-2026 TAPP Dashboard](#)
[Tiered Supports Pyramids](#)

Make a Copy - [Indigenous Data Reflection Protocol](#) document

High Level Summary:

Step 1 - What do we notice? (5 min silent reflection)

Step 2 - What might be contributing to this? (15 minutes)

Step 3 - How are our Tiers working? (10 minutes)

Step 4 - What is one insight or one next step? (10 minutes)

Whole Group Discussion

**Purpose: Statewide
meaning-making + shared
TAPP identity**

*Please share boldly — your
insight may be exactly what
another district needs to hear.*

Chat Waterfall

Prompt:

**“In one sentence, what
insight(s) did your team
land on?”**

Whole Group Discussion

**Purpose: Statewide
meaning-making + shared
TAPP identity**

*Please share boldly — your
insight may be exactly what
another district needs to hear.*

Tribal Voice Centering

Prompt:

**“Would any Tribal partners
like to share a reflection
from your breakout?”**

Whole Group Discussion

**Purpose: Statewide
meaning-making + shared
TAPP identity**

*Please share boldly — your
insight may be exactly what
another district needs to hear.*

Voice Round

Prompt:

**“What is a root cause you
uncovered that surprised
or challenged your
team?”**

Whole Group Discussion

Purpose: Statewide meaning-making + shared TAPP identity

Please share boldly — your insight may be exactly what another district needs to hear.

Systems Integration

Prompt:

“What is one systems action you are now considering for Tier 1, Tier 2, or Tier 3?”

Street Data + Pedagogies of Voice → What Students Need Next

Street Data Quote

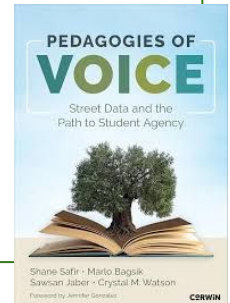
“It’s important to note that street data are not “just stories.” They represent systematic information about student learning – how students are performing vis-a-vis developmental expectations, feeling about their learning environment and themselves, what might be impeding a child’s ability to thrive, and what instructional or leadership moves should come next. They yield systematic information about equity, pulling back the curtain on implicit biases and microaggressions – subtle, everyday slights or insults that convey a hostile or derogatory message to targeted people based on their identity as part of a marginalized group. Only street data can illuminate how these focus influence learner experiences of inclusion and belonging.” - p. 57



Pedagogies of Voice Quote

“Liberated relationships are one of the ways we actually create abundant justice, the understanding that there is enough attention, care, resource, and connection for all of us to access belonging, to be in our dignity, and to be safe in community.”

- adrienne maree brown, as quoted in Pedagogies of Voice, p. 97



**Belonging and Connection are
foundational.**

**Our Tiered Support is relational
healing.**

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

