

Tribal Attendance Promising Practices

TAPP



Oregon Department of Education

Office of Indian Education

Education Specialist II and TAPP Grant Manager - Stacy Parrish

Tribal Attendance Promising Practices Grant

2022 Fall Site Visit Comprehensive Report

Contents

Executive Summary / [3](#)

Section 1: Overview of Tribal Attendance Promising Practices (TAPP)

Background / [4](#)

TAPP Agreement Project Activities / [4](#)

Innovation in Collaboration / [4](#)

TAPP Terminology / [5](#)

Current TAPP District Sites / [6](#)

Section 2: Fall Site Visits

COVID-19's Disproportionate Impact on Indian Country / [7](#)

Resetting Expectations in the TAPP Agreement / [7](#)

Selecting the Appropriate Model for Site Visits / [8](#)

Site Visit Planning Tool / [9](#)

The Intentionality of the Menu of Site Visit Options / [10](#)

A Note to the Reader / [11](#)

Section 3: KEY FINDINGS FROM THE SITE VISITS SPECIFIC TO THE GRANT AGREEMENT

Undercounting of AIAN Students / [12](#)

Inconsistent Stakeholder Collaboration / [12](#)

Critical Importance of the TAPP Family Advocate Support and Caseloads / [13](#)

Essential Skill Set for TAPP Family Advocate Position Technical, Relational, and Excellent Communicator / [15](#)

SECTION 4: KEY FINDINGS REGARDING STRENGTH OF SCHOOL SYSTEMS, ATTENDANCE SYSTEMS, AND CODING

Supplement Not Supplant / [17](#)

Importance of Office Staff / Inputting Attendance / [17](#)

MTSS/RTI Models, PLCs, or Committees in Support of Student Success / [18](#)

Relationships with Community Based Organizations / [19](#)

SECTION 5: KEY FINDINGS RELATED TO CULTURALLY RESPONSIVE LEARNING ENVIRONMENTS

Physical School Environments / [20](#)

Classroom Observations/ [20](#)

Learning Environments / [21](#)

Culture Classes Taught in School / [22](#)

Student Empathy Interviews / [23](#)

SECTION 6: KEY FINDINGS REGARDING STRONG DISTRICT FOUNDATIONS

Supplement not Supplant / [26](#)

Tribal Language Programs in Schools / [26](#)

District Equity Work / [27](#)

Tribal History/Shared History (TH/SH) Implementation / [27](#)

SECTION 7: KEY FINDINGS REGARDING LOCAL TRIBES

Common Hopes and Desires / [29](#)

Memorandums of Understanding (MOU) / [29](#)

Support from the Tribes in the Schools / [30](#)

Pendleton School District and Confederated Tribes of the Umatilla Indian Reservation (CTUIR) - Title VI Program / [30](#)

SECTION 8: SALEM-KEIZER SCHOOL DISTRICT - A CASE STUDY

TAPP's First Urban District / [32](#)

SECTION A: TAPP BEST PRACTICES / [33](#)

SECTION B: ATTENDANCE DATA / [45](#)

Executive Summary

A Personal Note

Traveling throughout the state of Oregon to all ten of the TAPP District Sites was an incredibly rewarding experience. Starting in the Klamath Basin, on the homelands of my own Tribe, the days spent visiting with our ten TAPP District Site Teams were sacred. “Sacred” is a word that holds special meaning for Indigenous and First Nations people all over North America. I found it incredibly fitting to not only describe what it meant to share space with a local education agency and a sovereign Tribal nation coming together in service to our AI/AN students, but how the work of TAPP has the potential to impact the educational experience of all Oregonians. To have a grant that invests in the success of AI/AN youth, whose ancestors have been on this land since time immemorial and whose ancestors and elders have also been harmed and traumatized by the school system, is much needed and speaks to the Oregon Department of Education’s commitment to the original inhabitants of this land and the systems responsible for supporting them today. I hope this report honors our TAPP District Sites and uplifts the power of educational sovereignty to impact systemic change on complex educational systems.

The Impact of TAPP

Schools with a TAPP Family Advocate now directly serve 19% of the total population of AI/AN students in Oregon, with the *potential to influence* the educational experience of 47% of the AI/AN students in Oregon - the total percentage of AI/AN students enrolled in the ten TAPP district sites. By learning from the successes of their TAPP school sites, TAPP districts have the opportunity to better serve all AI/AN students by implementing the best practices learned from TAPP school sites district-wide. Furthermore, by design, TAPP

attendance interventions are implemented school wide, impacting all students being served at a TAPP school site.

Greater Goals and Purpose of TAPP

While the TAPP program is focused on reducing chronic absenteeism in AI/AN students, the greater goal is ensuring that our AI/AN students are also dramatically increasing their academic achievement and graduating from high school ready for both college and career opportunities. Research shows that students who attend school regularly, defined as not missing more than two days a month, receive more instruction, intervention, re-teaching, and enrichment than students who are chronically absent, and thus are more likely to have strong foundational skills in literacy and mathematics, more likely to perform on grade level, have higher self-esteem, reduced risk for suicide and substance abuse in adolescence, and are more likely to persist in college at a rate 230% higher than their peers who struggled with attendance while in school.

Furthermore, TAPP has a greater purpose even beyond increased attendance and academic achievement for AI/AN students. TAPP is an opportunity for all students, staff, and the educational structure to embrace the vibrant strengths and honor the contributions AI/AN students and families bring to their local and Tribal communities. TAPP draws out and centers the voices of the lived experience of AI/AN students. This pushes their respective schools and districts to not only better respond to their needs, but to critically evaluate how their practices are impacting the educational experience of AI/AN students, so they can create an educational system that is inclusive and culturally responsive to the needs of AI/AN students and their families. TAPP is about working dynamically as a team to ensure our AI/AN students can live strong, healthy, and productive lives - and to continue to give back to their local

communities and live in a way that serves the next seven generations.

SECTION 1: OVERVIEW OF TRIBAL ATTENDANCE PROMISING PRACTICES (TAPP)

Background

After the release of the [Condition of Education for Members of Oregon's Indian Tribes](#) in February 2014, a study from the Chalkboard Project, the Government to Government Education Cluster (comprised of representatives from each of the nine federally recognized tribes in Oregon) created a Policy Option Package (POP) to solicit state funding to reduce chronic absenteeism of Native American students. The study revealed nearly one-third (33%) of Oregon tribally enrolled students in all grades were chronically absent (missing 10% or more of school days), missing at a rate 10% higher than other AI/AN students. While all other students were at less than one-fifth (19%) chronically absent. The study showed that Oregon tribally enrolled high school students missed school at the highest rate (43% were chronically absent) and Oregon tribally enrolled students in elementary missed school two times the rate of all other students.

In 2016, the Oregon legislature set aside \$1.5 million to support pilot projects to reduce chronic

absenteeism of native students in nine preselected Oregon sites. This project was initially referred to as the Tribal Attendance Pilot Project (TAPP).

Participating districts received grant funding to hire a community advocate position with deep local connections to create a school-wide initiative to reduce chronic absenteeism. This position is known as the TAPP Family Advocate, who works in close partnership with a district leader and tribal partner. The intent of the collaboration is to strengthen the links between the tribes and the schools that serve enrolled tribal members, develop and implement best practices that support good and improved attendance, engage students and parents in school culture, monitor and respond to attendance data, provide personalized early intervention and outreach supports to Native students and their families, and most importantly, to develop programmatic responses to identified barriers to positive attendance.

After experiencing so much success, the Tribal Attendance Pilot Project is now known as Tribal Attendance Promising Practices (TAPP) and has expanded to ten district sites.

TAPP Agreement Project Activities

Named in the TAPP Grant Agreement and signed by the superintendent of the local school district are 11 key Project Activities which provide structure to the development of a TAPP Program at a given district and respective school site(s). These Project Activities outline the formal partnership the district enters into with their partnering tribe, reporting requirements, and how the grantee will be responsive to the Agency (i.e. Oregon Department of Education) throughout the administration of the grant for requests of information, data, and the support of site visits. The Project Activities also outline how the grantee will be provided with technical support and professional development by the Agency, via quarterly webinars provided to the Project Director and the TAPP Family Advocate, as well as monthly meetings attended by all TAPP Family Advocates as an intentional learning community. The Project Activities required as part of a site's comprehensive strategy to reduce absenteeism are intentionally ambiguous - allowing sites to meet the needs of their students and families within their unique and varied contexts. The strategies' only requirements are that they are community-based, implemented school-wide, and are monitored to ensure that the TAPP program is being successful at reducing chronic absenteeism in AI/AN students.

Innovation in Collaboration

The TAPP Agreement's most innovative Project Activities are around collaboration. There is power in the design of TAPP to bring together a member of a District's central office, a school-based employee, and a Tribal Partner, all grounded in a common purpose to help ensure that all AI/AN students attend school regularly. Furthermore, TAPP requires that a school district and the Tribal Partner co-construct a job description together for the TAPP Family Advocate Position. The Applicant pool for this position requires approval by the local Tribe as well, centering their tribal sovereignty to ensure the best candidate is selected to serve the

local tribal students and the greater AI/AN community in the TAPP program.

TAPP Terminology

Throughout this report, the following terms will be used extensively. Definitions are provided here for clarification purposes.

AI/AN - This abbreviation is used different ways throughout this report depending on the context in which it is used. 1 - This is the abbreviation for students identifying as American Indian and Alaska Native only (Non-Latino/a/x and Non-Multi-Racial American Indian/Alaska Native). This means the students' sole selected race/ethnicity is American Indian/Alaska Native. 2 - This abbreviation might reflect the broader reports from ODE identifying this student group of students who only identify as American Indian/Alaska Native as outlined above.

AI/AN+ - This is the abbreviation for the group of students in the state of Oregon who fall into the group AI/AN and one or more additional racial categories (students identified as American Indian/Alaska Native and one or more additionally identified races such as White, African American/Black, Asian, or Pacific Islander/Native Hawaiian). AI/AN+ can also represent American Indian/Alaska Native + Latino/a/x (students who identify as American Indian/Alaska Native as well as Hispanic/Latino). Page 5 of the [AI/AN Students in Oregon: A Review of Key Indicators](#) report has a comprehensive list of all categories.

It is a special group created internally by the Oregon Department of Education to ensure that AI/AN student counts are not hidden if a family selects more than one race or the Hispanic/Latino identity at the time of their school district's registration.

Currently, if a family indicates their child's race is AI/AN and Black, for example, when their data is reported out by ODE, federal guidelines require

that the child is placed into the “Multiracial” category and thus, their AI/AN data is hidden, as well as their demographic data of being Black.

If a family indicates that their ethnicity is Hispanic and their race is AI/AN, when their data is sent to ODE, they are placed in the Hispanic category in accordance with federal reporting guidance, and thus, their AI/AN data is hidden.

Additionally, if a family indicates “Multiracial”, a district might need to determine if the child is AI/AN by personalized outreach to that family. This should occur, because the child, if they are AI/AN and another racial category, might not receive services provided to AI/AN students, because their broader racial category is “Multiracial”.

For a district to know their AI/AN+ number, they must not only know how to complete these specialized data pulls in their Student Information System (SIS), but they should also have additional questions on their school registration paperwork or online forms for families to answer to better learn about a family’s race and ethnicity to *supplement* the two required race and ethnicity reporting questions by the federal government. These additional questions are increasingly important to ask to ensure that all AI/AN+ students are supported by TAPP support or Title VI – two very different means of support for AI/AN students. Currently, these are the only questions required to be asked to families at registration -

Two-Part Question

ALL students/parents and staffs are required to answer the following two-part question:

Part 1 - Question on Ethnicity

The first part should consist of a question about the respondent’s ethnicity, specifically whether the student is Hispanic/Latino or not:

Question Example:

Are you Latino or Hispanic Yes_____ No_____

Part 2 - Question on Race

The second part should ask the respondent to select one or more races .

An example:

Please select one or more of the following races:

- _____ American Indian or Alaska Native
- _____ Asian
- _____ Black or African American
- _____ Native Hawaiian or Other Pacific Islander
- _____ White

Source: Federal Race and Ethnicity Reporting Assistance Manual, February Education Enterprise Steering Committee, 2010

TAPP School Districts - This term collectively refers to the ten school districts currently receiving funds for TAPP. It is important to note that not all schools within a TAPP School District are served by a TAPP Family Advocate. The section of schools served within district is a mutual decision made between the district and the tribe.

TAPP School Sites - This term refers to schools in one of the ten TAPP School Districts who have AI/AN students who are served directly by a TAPP Family Advocate.

TAPP Site Team - This refers to the three key roles named in the TAPP Agreement - The Project Director, TAPP Family Advocate, and the Tribal Partner.

Tribal Partner - This term is used to describe the person designated by a partnering tribe and working for the tribe, with a vested interest in the education of Tribal students. They collaborate with the local school district on all aspects of the TAPP Grant Agreement.

Current TAPP District Sites

It is by design that nine out of the ten TAPP district sites are school districts located closest geographically to the tribal headquarters of the nine federally recognized tribes of Oregon. The newest TAPP District Site, Salem-Keizer School District, is TAPP's first urban location. Launched in the 2022-2023 school year, the Salem-Keizer School District TAPP Site is intended to serve as a model for the possible expansion of the TAPP program into other urban areas. It is also distinct, because the school district has more than one partnering Tribe whom they consult with for the implementation of their TAPP program.

TAPP School Districts and their Partnering Tribe

South Umpqua School District and Cow Creek Band of Umpqua Tribe of Indians

Coos Bay School District No. 9 and Coquille Indian Tribe

North Bend School District and Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians

Lincoln County School District and Confederated Tribes of Siletz Indians

Willamina School District and Confederated Tribes of Grand Ronde

Salem-Keizer School District and Confederated Tribes of Grand Ronde and Confederated Tribes of Siletz

Jefferson County School District 509J and Confederated Tribes of Warm Springs

Pendleton School District and Confederated Tribes of the Umatilla Indian Reservation

Harney County School District 3 and Burns Paiute Tribe

Klamath County School District and Klamath Tribes

SECTION 2: FALL SITE VISITS

COVID-19's Disproportionate Impact on Indian Country

When COVID-19 hit the world in March of 2020, school districts needed to respond rapidly to this global pandemic. TAPP programs and TAPP school sites shifted from monitoring and responding to attendance data with pre-pandemic best practices and strategy guidelines outlined in the TAPP Agreement, leveraging the relationships made with local community-based organizations and their partnering local Tribe to create new systems and structures to respond to the immediate needs of families in crisis. The 2020-2021 school year saw most of our school districts and TAPP district sites in remote and hybrid learning, highlighting issues about equitable access to high-speed internet, clean water, 1:1 technology, and the impact of distances to trauma and specialized healthcare in our rural and frontier communities.

TAPP Family Advocates continued to find themselves at the helm of this emergency response throughout the 2021-2022 school year, as COVID-19 safety guardrails, masking, and vaccination guidance continued to impact schools and to disproportionately impact our Native American community of Oregon. Delivering groceries, picking up medication for quarantined families, triaging and responding to technology needs related to hybrid virtual learning, and connecting families with community based organizations to help with housing and utilities assistance, became a Tier 1 intervention, as the intergenerational nature of households with Native American families - many with unvaccinated children and elders living under one roof - meant that the day to day lives of AI/AN students

dramatically shifted as social distancing and quarantining was ever-increasingly difficult, impacting regular attendance to school.

School sponsored Native American cultural activities and programs, as well as homework and tutoring centers which had become common practice throughout TAPP school sites, significantly decreased and most had to close due to COVID-19 guardrails. This significantly impacted academic support and enrichment opportunities typically provided to our young scholars who needed this daily assistance to stay caught up in school and to receive small group and one on one support needed to overcome the first year of unfinished learning from the pandemic.

As the Fall of 2022 arrived, school districts all across the country braced themselves for student achievement data, a first glimpse of seeing the impact of the pandemic on students – something our educators and families lived through the past two years.

Resetting Expectations in the TAPP Agreement

Many factors contributed to the need of resetting the expectations in the TAPP Agreement with all TAPP Site Team members as we launched the 2022-2023 school year. Close reads of the TAPP District Interim reports submitted in June of 2022 and in analyzing the AI/AN attendance data from TAPP Districts and School Sites in comparison to non-TAPP Districts and schools, and with all schools across the state opening to little to no COVID-19 restrictions, surfaced some immediate needs -

- All TAPP Districts needed a refresher on the expectations of the TAPP grant agreement, due to the disruptions of the pandemic on this work.
- All TAPP District sites needed a common template to report out on their quarterly attendance data throughout the school year.
- All TAPP Family Advocates needed a structure on how they track and report on and out on the strategies being used to support AI/AN+ attendance.
- The TAPP Site Team needed clarification on their roles and responsibilities as named in the TAPP Agreement.
- The TAPP Site Team needed a common pedagogy to analyze the multitudes of data and inputs learned at the TAPP Sites in a way that does not further perpetuate harm on our AI/AN+ and Tribal communities. This equitable, data analysis approach would allow us to center the strength and voices of the AI/AN+ students and community in telling our broader “TAPP Story” to the Oregon Department of Education and school districts throughout the state.
- Most importantly, TAPP Site Visits were needed to better understand the context of our TAPP Districts and school sites and to better see the impact the TAPP grant agreement has had on influencing systemic and structural changes and shifts of the local school system or schools to better meet the needs of AI/AN+ students. The Agency made the decision to plan for both a Fall and a Spring site visit to all TAPP District Sites.

Selecting the Appropriate Model for Site Visits

The Office of Indian Education, since the inception of the TAPP Agreement, had not conducted formal Site Visits to TAPP Districts or TAPP School Sites. Because the words “site visit”, especially from ODE can bring up a range of emotions from both district and school leaders, it was critical that TAPP Sites were reassured these site visits would be non-evaluative. In communication to the TAPP Site Team, the following was shared -

This site visit is:

- to learn from you as individuals and as a collective (the TAPP District Site Team, students, families, and school and district staff)
- honor the unique culture and context of your site
- to celebrate in your achievements with the TAPP program
- to inform the agency of how to better support the continued development and expansion of the TAPP Program through continued resource allocation and funding

This site visit is NOT:

- an evaluation of any sort or a “gotcha”
- a set of predetermined criteria or a checklist of look-fors
- something to fear or dread

Furthermore, it was important these site visits were normed around a common framework, known as the “Site Menu of Options”, while also allowing for flexibility and collaboration of the finalized site agenda to be held by the TAPP Site Team.

Site Visit Planning Tool - Provided to each site to guide in the creation of their agenda in any order

Menu of Site Visit Options *These items are a high priority	
TAPP Site Team Meeting with Data Share Out* (30-60 minutes based upon size)	-Brief meeting with the entire site team (some members joining virtually is acceptable) to share out their work in alignment to the TAPP Agreement, as well as a data share out of celebrations and progress from Aug-October. -Choose your own format for this meeting.
TAPP Family Advocate Space and Empathy Interview * (25 minutes)	-Conduct a brief empathy interview with the Family Advocate in their space. -For TAPP Family Advocates working in a central office location or at multiple sites, the agency will meet you wherever you would like.
Tribal Partner Empathy Interview * (30 minutes)	-Conduct a brief empathy interview with the Tribal Partner in their space (if possible)
District Meeting with TAPP Project Director * (45 minutes)	-Conduct a brief empathy interview with the Project Director in their space (if possible)* -A District's Diversity, Equity, and Inclusion (or the District's equivalent) staff lead is recommended to join
School Site Walk(s)* (15-60 total minutes based upon # of sites)	-Multiple school sites can be visited or one school site -This walk should include common areas, support staff areas/offices, gyms, lunchrooms, playgrounds, etc. -Student led tours are highly encouraged
Classroom Observations* (60 minutes - 180 Minutes)	-Multiple classrooms across various grade levels should be seen -If multiple school sites are to be visited, then classroom observations should be conducted at all sites -Student led tours of classrooms are highly encouraged
Site-Specific Request 1	-The site may identify a part of the visit that is of importance to them to share, highlight, or visit.
Site-Specific Request 2	-The site may identify a part of the visit that is of importance to them to share, highlight, or visit.
TAPP Families - Empathy Interview (60 minutes)	-The TAPP Family Advocate may invite families (5-7 is a quality number) to attend an in-person or virtual TAPP Families Empathy Interview. Someone from the site may join for a quick introduction, but should then excuse themselves. An additional member of ODE will join virtually to take notes. The focus of the Empathy Interview is "Indigeneity". **This meeting can take place after hours or after the official site visit for some sites.
TAPP Students - Empathy Interview (60 minutes)	-The TAPP Family Advocate may invite students (5-7 is a quality number) to attend an in-person or virtual TAPP Student Empathy Interview. Someone from the site may join for a quick introduction, but should then excuse themselves. The focus of the Empathy Interview is "Indigeneity". An additional member of ODE will join virtually to take notes.
Tribal Partner - Site Visit to the Tribe's headquarters (60-90 minutes)	-The Tribal Pa a brief visit to the Tribe's headquarters or any location of importance and pride -Visiting any important sites that support Tribal Youth programming is encouraged
THSH Implementation (30 minutes)	-A TAPP district site may select a representative to share out the district's Tribal History Shared History implementation to date
Breaks	-Consider when breaks might be necessary during the visit
Meals	-Consider when meals might be necessary. -When possible, we highly encourage the team to eat with the students during their lunch time in the cafeteria. -It is encouraged to eat with student ambassadors of a school or a pre-identified group of AIAN students if the representation of AIAN students in a leadership position are not reflected in the student leader group.
Travel	-If the Agency needs to travel to and from multiple locations, please include the travel time in the agenda.

The Intentionality of the Menu of Site Visit Options

While TAPP is a grant to decrease chronic absenteeism in AI/AN+ students, what brings a student to want to go to school each day and authentically engage in their education extends far beyond intervention strategies implemented at a school site for students who struggle attending school. In the first TAPP Quarterly webinar at the end of September, the TAPP Site Team was asked to reflect on the following quote - “All too often dropout literature focuses on students who flee and not the school systems from which they flee” (source unknown). In this statement, an educator is invited to examine a student’s experience in a school system to determine the areas which might be causing a student to disengage from their school community altogether. This approach is particularly important when supporting AI/AN+ students given the complex and traumatizing history of boarding schools and the role the American educational system had on the attempted cultural genocide of Native Americans in the United States.

In a comprehensive analysis of the Oregon Statewide Annual Report Cards published since 2014-2015, AI/AN students have struggled academically in the K-12 school system in comparison to all other racial and ethnic subgroups in literacy and mathematics proficiency, representation in Talented and Gifted programming, over-representation in discipline incidents and in special education, attendance, and drop out and graduation rates, requiring educators to ask “why” in an honest interrogation of the educational experience being provided to AI/AN+ students by their various school districts. Asking the difficult questions, such as:

- Are all district and school leaders trained on how to identify and respond to disparity in data in ways that focus on “what is causing this disparity” and “what can we do differently to support our students” at a systems or structural level?
- Are all educators supported in providing a culturally responsive education to AI/AN+ students?
- Are all schools adept at implementing trauma-informed practices at the classroom and whole-school level?
- Does the district fund all schools to have robust Multi-Tiered Systems of Support or Response to Intervention teams and have strong staffing systems and resources within a school to address needs arising from student academic, behavioral, or socio-emotional data?
- Does the district require all schools to have restorative practices and approaches in place “wall to wall” at their sites, ensuring that punitive measures of discipline are used the least amount of time to address misbehavior?
- Is the school site warm and welcoming? Bright? Well-lighted?
- Are the cultures and languages of the students authentically represented in every area of the school from common spaces to classrooms to the cafeteria and beyond?

These best practices, and by no means is it a comprehensive list, are aspects of our schools which determine to what extent our most marginalized students want to attend and engage in

their education each and every day. It is about feelings of safety - from the building itself and to the relationship building skills and savvy all educators have at a school site - to how learning feels for a student, especially when learning is difficult and emotions run high.

This total picture of a student's educational experience is why the TAPP "Menu of Site Visit Options" extended far beyond learning about strategies used to address student attendance or how data was regularly utilized to determine student need, but was to put ourselves in the shoes of students and families and see how our TAPP Districts and our TAPP school sites have changed to meet the needs of the AI/AN+ population - because that is the power and impact of the TAPP grant agreement.

A Note to the Reader

Despite these Fall Site Visits being non-evaluative, it is inevitable that by sharing out any finding in a TAPP District or at a TAPP school site, does indeed put a value on what was observed or learned from a TAPP grantee that can be assessed by the reader. This was unavoidable. It is intentional that in this report, names of schools and districts are largely omitted except in a few instances. Here, we want to capture an overall snapshot of our TAPP Districts and our TAPP school sites, as they are institutions to learn from, indeed, in this work.

For a comprehensive summary of lessons learned from all of the ten TAPP District sites, schools, and the TAPP Site Teams, please find Section 3: TAPP Site Best Practices. That section can be a powerful handbook for any K-12 schools wanting to ensure they have set up their school environment to support AI/AN+ students, and it is a true representation of how adept our TAPP Sites have been at implementing systemic changes to their institutions and in their educators to meet the needs of our AI/AN+ students.

SECTION 3: KEY FINDINGS FROM THE SITE VISITS SPECIFIC TO THE GRANT AGREEMENT

Undercounting of AIAN Students

In Oregon in the 2021-2022 school year, 6,357 students were reported as AI/AN based on school district data submitted to ODE in the Fall Membership report, with AI/AN students making up 1% of the student population. However, all AI/AN families who reported an additional Federal race identity or Hispanic/Latino ethnicity on their school registration forms totaled 45,368 students, representing 8.2% of the K-12 student population in Oregon. At ODE, this is known as the AI/AN+ number and has been reported on the [statewide report card](#) since 2019-2020. It is important to note this is not a focal student group as described in statute as determined under rules adopted by the State Board of Education. Because AI/AN+ is not an official focal student group, the data of the other 39,011 AI/AN students who indicated they are members of one or more racial identities or also of Hispanic/Latino ethnicity, are hidden from any AI/AN data reported out by ODE. This is a problem.

For example, in one TAPP District, the AI/AN student count reported to ODE in the 2021-2022 school year was 387 students. However, given the district's analysis of their AI/AN students belonging to one or more different racial groups or identifying with a Hispanic/Latino ethnicity, their AI/AN+ district number jumps to over 1,600 students. In a TAPP elementary school site, the AI/AN student count reported to ODE in the 2021-2022 school year was 59 students, in comparison to their AI/AN+ number for the same site increasing to 120 students.

All TAPP Site Team members for the 2022-2023 school year are receiving ongoing training and support to understand the hidden nature of AI/AN student data due to federal reporting guidelines, as well as support on how to determine their AI/AN+ student count.

All TAPP Sites are asked to report out on their individual TAPP Dashboards, their enrollment of AI/AN students in a variety of ways:

- The total # of AI/AN+ students served by a TAPP Family Advocate at their respective school site(s)
- The total # of students in the Title VI program being served by the TAPP Family Advocate
- The total # of AIAN+ students served by the school district
- The total # of students in a Title VI program served by the school district.

As a greater TAPP learning community, we hope to use this information as a case study to ODE to raise awareness of the impacts on hidden data and to influence systemic change at the state level to address this issue and the impacts of underrepresenting our actual AI/AN+ numbers in K-12 schools in Oregon.

Inconsistent Stakeholder Collaboration

Key TAPP Site Team Members in the TAPP grant agreement are the Project Director, the TAPP Family Advocate, and the Tribal Partner. During each site visit, to what extent these individuals have established strong, working relationships was examined. It was found the strongest TAPP Site

Teams had partnerships built on robust communication, including evidence of proactive conflict-resolution practices, mutual trust, and a deep commitment to understanding what each person contributes to the greater TAPP Site Team. All of these attributes seemed to have a significant impact on the success of the TAPP grant, and ultimately, the savviness of how quickly issues impacting AI/AN+ students were addressed fully.

At TAPP School Sites with the perceived strongest TAPP Site Teams, as evidenced by individual team member interviews, observing the TAPP Site Team meeting and data share out, and dynamics observed during joint tours of the school sites, these schools and districts have the highest AI/AN and overall attendance out of all TAPP sites since the first biennium after the pilot year for the program. Likewise in TAPP Districts where the relationship has been harmed with the Tribal Partner and not repaired, or, was harmed in the past and where trust is being rebuilt, or where the relationship between the Project Director (and at times, the school leader) and TAPP Family Advocate has been strained over the years, the attendance data of AI/AN students has not surpassed the state AI/AN totals of non-TAPP sites pre or post-pandemic.

At TAPP District Sites where Project Directors had a full, working knowledge set not only of Tribal sovereignty, but also a deepening understanding of their partnered Tribe's history, that district also had one or more schools teaching the native tribal language at multiple grade levels, demonstrating their mutual respect for the Tribe and the importance of Native American culture and

language in the schools and the impact it has on the success of AI/AN+ students.

In these same districts, Tribal History/Shared History (formerly known as Senate Bill 13 or SB13) was at full implementation in grades 4, 8, and 10 as seen in the district's curriculum mapping and shared in interviews both with the Project Director, Tribal Partner and from share outs by various school staff during site tours. Likewise, in districts where Tribal History/Shared History were not at full implementation, interviews with multiple TAPP Site Team members reflected gaps in the relationship between the TAPP District and the Tribal Partner and/or the TAPP District's knowledge or comfort level in engaging in authentic Tribal Consultation with the local tribe about this and other matters.

Critical Importance of the TAPP Family Advocate Support and Caseloads

In all TAPP Site Visits, the TAPP Family Advocate is hands down, the most critical team member, in the success of not only increasing AI/AN+ student attendance, but in the reach and influence of the TAPP program in impacting systemic changes in their greater school district. Furthermore, the TAPP Family Advocate is a vital district employee in establishing an authentic relationship with their Tribal Partner and in fostering a mutual respect and trust between the school district and with the partnering Tribe.

In most TAPP Districts, the TAPP Family Advocate is the individual in regular contact not only with the Tribal Partner, but also with educational staff employed by the Tribe serving students in the local schools, usually on a daily basis. Additionally, TAPP

Family Advocates were critical in establishing relationships with the local Tribe to develop or strengthen after school programs (both district and tribally run). Many of these programs demonstrate a strong collaboration between the local schools and the Tribe in aligning academic supports and tutoring help for students, as well as a common focus on supporting the cultural well-being of the AI/AN+ population.

In a previous section, the undercounting of AI/AN+ students was explored. One way to better see an impact of this undercounting is in examining the TAPP Family Advocate's caseload numbers at TAPP school sites. According to the school's At-a-Glance student enrollment profiles on the Oregon Department of Education website which reflect students *only* identifying as AI/AN during their school registration process, 9/10 TAPP districts average a ratio of 1:48 - one TAPP Family Advocate for every 48 AI/AN students served, which is a manageable caseload. However, what this initial reporting data and ratio does not factor in is how many AI/AN students also identify as Hispanic and/or one or more other races. When districts dive deeply into their student enrollment data, identifying their AI/AN+ students, the ratio increases to 1:123. More importantly, if TAPP districts did not do this deep dive into their AI/AN+ data, there could potentially be on average 75 students not being served by the TAPP grant or other programs such as Title VI.

An additional issue undercounting brings to light is how AI/AN+ numbers could impact how TAPP Districts are equitably funded in the future and implications on how school districts might need to supplement funds provided to their TAPP program.

Since the inception of the TAPP grant agreement, all TAPP Sites have been funded equally, provided approximately \$186,530 each biennium, to support staffing (the largest percentage of any TAPP budget) and efforts to positively impact AI/AN+ attendance. Using student enrollment data reported to ODE, one might readily assess that TAPP Districts are appropriately funded given the initial ratio of 1:48 found at 90% of the TAPP sites. However, with the AI/AN+ numbers, one district increases from a 1:29 ratio to 1:74 ratio, while yet another school balloons from a 1:59 ratio to a 1:120 ratio. What once might have been a manageable caseload for one TAPP Family Advocate, has now quickly become a caseload increasingly more complex to manage effectively.

To further demonstrate how these increased caseloads impact a TAPP Family Advocate, consider how the average rate of attendance for an AI/AN student in the state of Oregon was 48.5% in the 2021-2022 school year. A caseload of 1:123 AI/AN+ students (the AI/AN+ caseload average for 9/10 TAPP Districts) might mean that the family advocate is serving almost 60% of students at a Tier 2 or higher level. Tier 2 and Tier 3 attendance interventions require meticulous case management, sometimes daily, as the needs of the student and the family require intensive collaboration at the school level to ensure that students' needs are being met. Oftentimes, the needs of the entire family must be addressed as well to ensure that a student can attend school regularly. Providing support to address food and housing insecurity, and medical and mental health needs are some of the most complicated services a family advocate coordinates, according to empathy

interviews conducted during the site visits. If a school district is not responding to these increased caseloads and student needs by supplementing the funds already provided to them for the TAPP grant agreement, a TAPP program's effectiveness could be impacted.

Lastly, the focus on the AI/AN+ counts and the analysis on their impacts on various TAPP District sites and TAPP Family Advocate caseloads has not previously been undertaken. However, it is receiving intensive focus for the 2022-2023 school year with hopes of informing a more equitable funding model for the various TAPP Districts for future bienniums. Currently, equal funding is not equitable funding and this is something the TAPP Site Visits have further brought to the attention of the Agency. As funds for TAPP are currently "set" at approx \$1.6M and if the funds remain stagnant - moving to a per student ratio formula would mean some schools get more of these funds and others less. Most importantly, the Agency would need to solicit for additional funds to expand funding or to add additional TAPP district sites.

Important: Something not explored in this section, but critical to note, is one TAPP school site has a TAPP Family Advocate ratio of 1:475+. The magnitude of a caseload like this cannot be managed by one individual. For future bienniums, the Agency is considering how to address this inequity in order to provide more support to this unique school site and Tribal community.

Essential Skill Set for TAPP Family Advocate Position - Technical, Relational, and Excellent Communicator

Currently in the 2022-2023 school year, most TAPP

Family Advocates are compensated at a rate of a classroom teacher, with seven of them being former classroom teachers or holding other professional licensed positions in the field of education. This experience in education provides unique insight as a family advocate, but other family advocates with different backgrounds also bring important perspectives to this position. In accordance with the TAPP grant agreement, it is a joint decision between the Project Director (i.e. the School District) and the Tribal Partner to determine the job position and rate of pay for the TAPP Family Advocate.

In interviews with Project Directors, Tribal Partners, conversations with school leaders, and in empathy interviews with the TAPP Family Advocates themselves, the skills and strengths needed to perform effectively in this position were called out over and over again in a wide variety of areas, including:

- Utilizing student information systems to input, monitor, and analyze academic and attendance data for all students
- Building relationships with students, families and community members and more often than not, repairing the harm the school system has done to students and families
- Adaptive leadership skills - the ability to help all individuals within an organization adapt and thrive given the ambiguous nature of meeting the needs of all students
- Having unwavering beliefs in what students can do, even in the face of adversity

- Possessing an ambitious vision for their respective TAPP program that is in alignment with the vision of their district's Project Director and the Tribal Partner and having the time and project management skills to attain that vision

In almost all TAPP school sites, the TAPP Family Advocate is widely recognized and known within the school and broader community. During Site Visits, students shout their name from classrooms or while out in the hallway, readily give them hugs, share out what it is they are learning in classes, pop in and out of the Family Advocate's office for various needs with a familial vibe, and are generally celebrated like rock stars in the school community by students. Some family advocates' cell phones buzz constantly with texts from parents and guardians about various matters and to ask for rides to school from their child who might have missed the bus that day, or from a mom who might be tending to a sick baby at home, unable to take their child to school and who is requesting their child to be picked up because they don't want them to miss school. The smallest of these communications reflect that larger relational trust built in the TAPP program, which is needed for so many AI/AN+ families to see the family advocate as a trusted ally and not some attendance compliance person. As one TAPP Family Advocate said, "My families know I work for them and not for the district, and that is what matters the most."

It was also observed that teachers and support staff readily share information about students – issues, general FYIs, celebrations, and "just a heads up, today..." whenever the TAPP Family Advocate is seen in the hallway. These small interactions highlight the trust that has been built between all staff and the TAPP program, as well as the critical role the TAPP Family Advocate role has in the day to day success of AI/AN+ students, especially those most vulnerable in the larger school system.

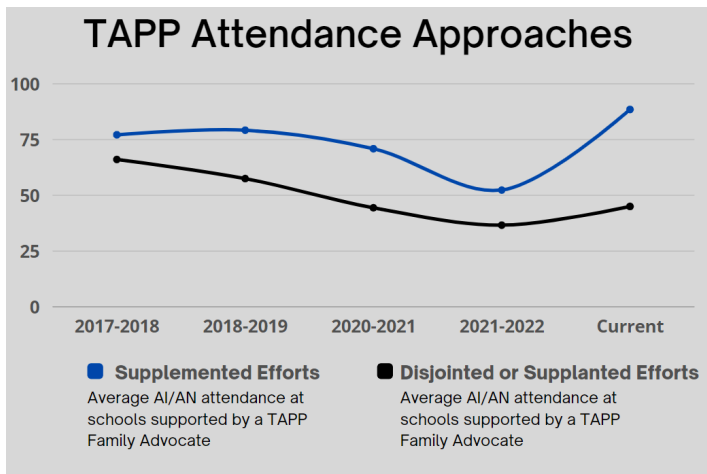
In instances where community or after school events were observed while on site visits, parents and guardians knew the TAPP Family Advocate on a warm and familial level, calling them by name, giving them hugs, and regularly chatting with them about previous siblings, family happenings, and current events happening at the school.

Some TAPP Family Advocates play such a critical role in their partnering Tribe's after school programs or educational departments, that this same warmth and welcoming is ever-present in interactions with all tribal employees, demonstrating authentic relationships and the vital importance that is placed on the success of the TAPP program.

SECTION 4: KEY FINDINGS REGARDING STRENGTH OF SCHOOL SYSTEMS, ATTENDANCE SYSTEMS, AND CODING

Supplement Not Supplant

For schools with the strongest attendance outcomes for AI/AN and all students in data submitted to ODE since 2016-2017, current school year data, and information learned from site visit interviews, the responsibilities of the TAPP Family Advocate *supplement* school-wide attendance systems and structures - NOT supplant these efforts. For schools where there is not a coherent system and structure to address attendance, or where the advocate is made to work in isolation (i.e. they work only on AI/AN+ student attendance alone, because there is not an established attendance team or because they are only to report out data to an attendance team via published reports or email communication), the rates of AI/AN+ attendance are the lowest of all TAPP District Sites.



Importance of Office Staff / Inputting Attendance

Site Visits quickly revealed that a TAPP program is not as efficient or effective as it can be if there is

not a strong system of coding and inputting of attendance established in the school. This starts with strong verbal and written guidance from the school leader or their proxy, that is then shared with the Office Staff or larger support staff who support attendance. From there, every detail counts. Strong school coding guidance includes:

- Who is responsible for inputting attendance from families who call in, text, send email, walk-in, or how to handle when families share attendance information with a teacher or other staff instead of with the front office
- Deciding on when to code absences and tardies as excused or unexcused and when to require written documentation to support the absence or the tardy
- How front office staff or other attendance personnel enter short comments in the student information system for any educator to readily see on a child's attendance
- How teachers are trained on how to input attendance and what comments to add to supplement their attendance record, and who ensures teachers input attendance regularly

All of this helps contribute to a school-wide effort of having accurate and transparent attendance records for each student and for the school. If this foundational practice is not in place or if it is ineffective or even broken, it has a domino effect on so many other systems and structures in the school, including impacts on staff morale and overall staff culture.

Likewise, schools who share with their families how to report student absences

and hold them accountable for reporting them in a timely and consistent manner, also show higher AI/AN+ student attendance outcomes.

Ever since the TAPP grant was still a pilot program, TAPP Districts have been engaged in conversations on how to code attendance of AI/AN+ students who are absent due to a wide-variety of culture-specific reasons, such as:

- Participation in cultural activities related to First Foods or food sovereignty, such as fishing camps, hunting, or gathering times
- Traditional ways of grieving or funeral rites
- Days of observance for Tribal events, which are often not aligned to the district's school year calendar, such as Restoration Days or Indigenous People's Day
- Participation in powwows or other tribal ceremonies

As TAPP District Sites have become more established, school districts and school sites have learned more and more about the importance of AI/AN+ students participating in cultural activities, especially the impact this has on overall student well-being and academic success. Strong TAPP Sites have worked with their partner Tribe for new district employees and educators to receive initial training on the local Tribe, their history, and their customs to increase this understanding.

Most TAPP Sites have now established special attendance codes to reflect when an AI/AN+ student and their family is absent due to a cultural activity, which marks a student as "Excused". This unique code not only honors tribal sovereignty, but allows the districts to analyze this data to make

decisions, such as better aligning the school district calendar to the Tribe's calendar, and as ways to foster positive relationships with their families by honoring and respecting their traditional way of life.

One TAPP Site is a model in this work. They not only have a specialized attendance code for their AI/AN+ students who are engaging in a cultural activity, but their code marks the student's attendance as "Exempt". This means that the absence does not negatively impact the student's overall attendance percentage, which even "Excused" absences would do. This school district, in collaborating with and learning from their partnering Tribe, believes that if a child is participating in a cultural activity, that this is an educational opportunity/activity. By having an attendance code that marks the child "Exempt" is truly a nod to the tribe and to their educational sovereignty.

MTSS/RTI Models, PLCs, or Committees in Support of Student Success

TAPP Sites with the strongest attendance outcomes for AI/AN+ and all students, also have well-established multi-tiered systems of support (MTSS) or Response to Intervention (RTI) teams within the school. These teams, as shared in empathy interviews, seen at various schools on site visits, or referenced frequently by various school staff on site visits in a wide variety of contexts, have a dedicated team made up of educators and support staff who meet regularly on attendance. They also have a regularly calendared and dedicated purpose for meeting which is exemplified in their agendas and data tracking systems or methods. These teams also have various resources and staff dedicated to respond to the

academic, behavioral, or social-emotional needs of students. In these same TAPP Sites, when Tier 2 and Tier 3 attendance data was discussed in the “TAPP Site Team Meeting with Data Share Out”, the TAPP Family Advocate, school leader (if present), and other support staff at the school readily spoke to where each of these students were in the MTSS/RTI process, both with and without prompting from the grant manager. This demonstrates how established these systems are in the school, and speaks to their effectiveness as well.

In other TAPP Sites, references to “Attendance Committees” or other professional learning committees (PLCs) for “Student Success” or “At-Risk Team” were in place to respond to student needs, but at times it seemed like those groups worked in absence from a larger system or structure within the school and appeared to be more “referral” based, according to input from school leaders or teachers and were more “intervention” based and not prevention based like sites with MTSS or RTI teams. **As a word of caution, in districts or schools where educators are not supported with regular and ongoing work to identify and recognize bias or bias-based beliefs, referral-based systems of support in schools can lead to an overrepresentation of students in special education and in increased disciplinary referrals, especially for males of color.

Relationships with Community Based Organizations (CBO’s)

One Project Activity named in the TAPP grant agreement calls out the grantee’s need to strengthen relationships with local community services. In the majority of TAPP school sites, the

TAPP Family Advocate is the lead at not only identifying the services in the community who can meet the needs of families, but in fostering relationships with these organizations. Services such as providing GED classes to parents and guardians, assistance in getting state identification cards, drivers licenses, temporary or permanent housing, resume and job readiness skills classes, clothing assistance, access to food banks, assistance in locating and paying for specialized healthcare for families without insurance, identifying shelters and safe places for survivors of domestic violence, counseling for substance abuse, and connecting families to services to help them navigate the legal system, are now no longer organizations that must be found and reached out to by a family. With the help of the TAPP Family Advocate, these services can be shared at a school site.

Most importantly, because of the relationships forged by the TAPP Family Advocate and local school district with these organizations, the continuity of care can be continued between these CBO’s and the schools. In many examples seen at TAPP school sites, a child or young adult receiving services from a CBO, can receive comparable or supporting care at a school site from the nurse or licensed social worker or psychologist, ensuring strong transitions between home, school, and these specialized services.

SECTION 5: KEY FINDINGS RELATED TO CULTURALLY RESPONSIVE LEARNING ENVIRONMENTS

Physical School Environments

With 9 of the ten TAPP District sites being located geographically closest to the headquarters of one of the nine federally recognized tribes of Oregon, the site visits were an opportunity to see in what ways proximity to a local tribe impacted the physical environment of a school.

Here are some of the findings -

- At five of the 10 TAPP sites, one or more of the school sites had the local Tribe's flag displayed in their gymnasium where athletic events were held. At two of these sites, it was lowered alongside the American and Oregon state flag at athletic events.
- At about half of the TAPP School Sites visited, the partner Tribe's flag was displayed in the school in a place of prominence and/or in various places around the school
- At two TAPP sites, the prevalence of the local Tribe's language was present in every common space and classroom, through professional signage translating a word in English to the word(s) in the partnering Tribe's language(s)
- At all TAPP District Sites, the prominence of TAPP Attendance posters (part of a larger TAPP marketing campaign during the pilot project), were evident throughout the schools, as well as marketing materials from Every Day Matters, a department at ODE funded to help districts address chronic absenteeism in their schools

- The displaying of high-quality artwork and posters throughout an entire school site in the hallways and common spaces honoring Native American culture was observed at 8 school sites out of 17 site tours given.
- 8/10 TAPP District Sites had one or more school sites who displayed posters, calendars or announcements published by the local Tribe in their main office, district offices, and/or school common spaces
- 5/10 TAPP District Sites had one or more school sites with a First Foods garden or a planned space for a First Foods or community garden
- 2 TAPP District Sites had one or more school sites with pictures, artwork, and artifacts of covered wagons or other pioneer symbols displayed and did have Native American artwork or cultural pieces displayed

Classroom Observations

Classrooms were observed in 6/10 TAPP Districts at one or more school sites. The length of time spent in classrooms varied from site to site and ranged from a few minutes to 15 minutes. Questions arose about the rigor of instruction being delivered to students and to the extent instruction was aligned to grade level content standards. Also, further wonderings arose about the balance of direct instruction and student talk, and/or active engagement of students versus ritual engagement of students. No conclusions could be made due to the brevity of the observations. However, given the disparity in achievement data of AI/AN students in comparison to their non-AI/AN peers statewide, classroom observations will be a more heightened focus in the Spring, with more intentionality placed

on the classrooms to be observed at each school site. Studies show that opportunities for students to engage in rigorous, culturally responsive content and in critical thinking tasks is directly linked to increased attendance to school, so more information is needed in this area for future site visits.

Some general observations from the site visits related to classroom observations are:

- Most TAPP Districts are being affected by the shortage of guest teacher / substitute teachers and this has impacts on student achievement, teacher/school morale, and teacher retention
- Due to the unique needs of rural school districts, oftentimes our AI/AN+ students are being taught by unlicensed teachers, hired under emergency licenses
- If not already ascertained by a site tour or through conversations with the school leader, the Project Director was asked the question, “In what ways are school leaders guided and supported in developing their teachers in their instructional growth.” Almost all responses indicated that teachers are primarily supported via professional development sessions either at the start of the year or during early release time(s) each month. When asked follow-up questions about how teachers receive weekly/bi-weekly observation and feedback on their instruction, most Project Directors indicated this was not a common practice, but school leaders do conduct classroom walkthroughs during district visits and provide feedback to teachers in that capacity.

Learning Environments

In the interviews with Project Directors and the TAPP Family Advocates and coupled with observations and learnings about the various schools on their respective Site Tours, questions were asked related to how educators were supported to meet the unique needs of students of color in general, and in meeting the needs of AI/AN+ students. Four TAPP District Sites were able to share their district’s targeted goals around meeting the needs of their students of color, as well as their district-wide implementation of initiatives or school improvement strategies aligned to this topic. Furthermore, these same districts shared their district professional development calendars which reflected ongoing focus and attention to these goals systems-wide. At school sites in these same districts, with and without prompting, schools shared about their goals and focus on topics related to culturally responsive education, trauma-informed practices, or other comparable topics, and also shared how this work has shifted their school culture dramatically. It is important to note that this does not mean that in the other six TAPP districts that educators are not engaged in this work - it just means that their districts might not yet be at that level of focus or implementation of this type of comprehensive equity work on a larger scale.

In 7/10 TAPP District sites at one or more school sites, strong evidence from interviews indicates the presence of restorative practices being implemented at the classroom and whole-school level. An important note is that while district policies, typically found online and titled “Student Handbooks”, reflect punitive models of addressing student misbehavior, even policies contributing to

the school to prison pipeline concept or to “push out” practices, these school sites are forging ahead with changing the manner in which they support students and families with misbehavior using the trauma-informed approach of restorative practices (at times spoken of colloquially at school sites as “Restorative Justice”).

In 5/10 TAPP District sites at one or more school sites, the school had a separate classroom space dedicated to helping students who needed a “safe space” to regulate from something impacting them. While these spaces looked differently at each school site, some common themes emerged:

- The school contributed budget and staffing resources to this classroom, demonstrating their commitment to the importance of this type of space for students in their school.
- The classrooms used a variety of flexible seating, sensory tools, and varied lighting to help create a student-centered learning environment.
- School sites had evidence that strong classroom procedures were in place for either students to self-identify that they had a need to report to this classroom space, or systems in place for teachers and support staff to identify students who needed this space.
- School sites used a variety of methods to welcome students into these spaces, ranging from having the student check-in with the staff in this classroom to talk through what was going on with them and what the student needed to help them in this moment, to students self-identifying upon arrival what they needed and what

tool or strategy they would use and for how long before they felt ready to return to class.

- School sites were at varying stages of implementing these classrooms in their schools. Most programs could talk through the decreased numbers of referrals from teachers for low(er)-level disciplinary issues, with more established sites being able to demonstrate this, as well as their older students or their families indicated via survey data, that this classroom or method was an important part of a student’s day and how it helped them have better relationships with their teachers, behavior staff, and school leaders.

Culture Classes Taught in School

In almost half of all TAPP District Sites, schools had collaborated closely with their partnering Tribe to also have culture classes taught during the school day to students. In two school sites, the school’s philosophy was that every child should experience learning about Native American culture, and so all students in the school engaged in these classes as part of their regular school day. All students were able to take part in classes teaching them about the local Tribe(s), First Foods, Native American values and beliefs, including their relationship with the land and water, as well as classes teaching them how to bead, make traditional drums and rattles, learn how to practice water safety, and how to build traditional canoes.

In other TAPP school sites, especially at the secondary level, students signed up for these classes. While enrollment was open to any student

in these instances, mostly AI/AN+ students engaged in this opportunity. At the high school level, students earned elective credit for these classes. These classes ranged from traditional drumming and singing classes to courses devoted to teaching about Native American lifeways and culture.

Student Empathy Interviews

In the Site Visit Menu of Options, “Student and Family Empathy Interviews” were not a requirement as a High Priority item in the Fall. However, the Agency will include them as a High Priority item in the Spring given the power of student voices and the need to center them in all TAPP work. No sites organized Family Empathy Interviews. Empathy Interviews are invaluable ways of seeing the perspective of the “user” - in this case, AI/AN+ students - and the system responsible for serving them (i.e. their school or their school district).

For sites who organized Student Empathy Interviews, the questions below were asked. It was by design that the questions were not specifically related to TAPP, but were aligned to questions about a students’ indigeneity. All participants were interviewed without the presence of a school or district official in most instances. They were told the format for the interview, as well as the purpose of taking part in an “empathy” interview. The interview was conducted by the TAPP grant manager.

- What is **one word** you would use to describe how you feel about being Native American or Indigenous. Feel free to first tell us how you identify (Modoc, “Native”, Indian, etc).
- Tell me about a **time when you felt proud** being Native American

- What happened? What made you feel that way? (What did you do? What did others do?)
- Tell me about a **time when being Native American was hard or difficult for you...**
 - What happened? How did that feel? Why was that hard? What do you wish would have happened?
- What advice would you give another Native student who has never been engaged in their culture, but wants to start?
- What do you wish your teachers knew about your indigeneity or your “indigenous identity”? What about your school?
- What advice would you give us as we are trying to help all Native students engage in school and attend it regularly or in what it means to be Native?
- Suppose you could have **three wishes** to change how you learned about Native History or Native Americans in school. What would they be and why?

Overwhelmingly, the following themes emerged from these interviews -

- Students felt proud of themselves and pride in their unique Native American cultures, using words such as proud, strong, powerful, and awesome, to describe their experience being AI/AN.
- Students identified in a wide variety of ways, either as the name of their Tribe, as “mixed”, as Native, Rez, Indian, etc. Many expressed that it was important to be asked how they liked to be identified, especially those of mixed race or those who were unaware of their Tribal affiliation due to the complex history of their family from generation to generation.
- Wearing their hair long, wearing ribbon

skirts for important events and just wearing them whenever they want, dancing, singing, drumming, fishing, hunting, going to powwows, learning from their elders, having elders recognize something positive they did, wearing jewelry and beadwork to school, and going to ceremonies (sundance, coming of age, sweat lodge, etc), were all times where they felt the most pride.

- At two different school sites, a heightened energy was shared by individuals and the group when students shared how they recently started powwow dancing after many years of wanting to, and what it felt like just “getting out there” for the first time. They also shared what it meant to dance for the first time in front of their friends, many saying it was in recent years where they entered the powwow circle.
- When sharing about times where being Native American was difficult, two areas were shared most often. For one, students shared how they continue to see their community struggle with substance abuse or other serious issues and how they want something better for them and for their entire community. They expressed that they didn’t want to keep seeing the “stereotype” that others “expect” from their community and wanted things to change. Second, students expressed fear of learning something new (such as dancing or singing) and the fear of doing something wrong during ceremony or at a powwow. In one school community, students spoke at length about not wanting to disrespect or disappoint their elders and shared stories about their “mistakes” that were filled with

common laughter at seeing that others have experienced the same things.

- Students across all sites cited elders as the best person to go to when wanting to learn about where to start or how to engage in their culture or in ceremony for the first time. Students also shared that if someone is not connected to their culture, that learning from elders can be difficult and even intimidating to do. Students shared their willingness to teach a friend something they knew or to help them any way they can, because they just wanted to be there for their friend.
- At each school site, students readily shared stories about teachers who they knew wanted to get to know them and who wanted to understand their culture better. Oftentimes, when one teacher or staff member’s name was shared, other students echoed the sentiments that the teacher was “cool” and always asked questions to get to know their culture. Students shared how “cool” it was to see their teachers at powwows or at restoration celebrations, and how much it meant to them to see school staff take an interest in their lives outside of school.
- Before the empathy interviews with students at one school site, a member of the school staff shared how all of their students in the school are “one big family” and “don’t see one another as White or Native American”. However, in the student empathy interviews at this school, students quickly brought this up in response to the question, “What do you wish your school knew about your indigeneity?” Students

shared candidly about how everyone knows who is “Indian” and who is not, and that there are a lot of issues across student groups that adults either ignore or won’t let the students talk about. One student even said, “The school puts on assemblies to share Native American culture, but the problem is they think they are doing it for *us*. They don’t need to do that for us. We know our culture. They need to do that for all of the other students, because they don’t want to learn or hear about our culture.” This comment was met by head nods and further agreement that this was seen as a problem.

- Additionally, students shared that for many of their teachers, they wished they *would just ask* them questions about their culture instead of never bringing it up at all. Silence seemed to hurt students the most in this regard. Students seemed very eager to share what they know about their Tribe, their culture and about Native American History in general, to anyone who wanted to ask them, as that was largely seen as the ultimate form of respect.
- Students had different experiences to share in relation to the question, “What advice would you give us as we are trying to help all Native students engage in school and attend it regularly?” One school’s students shared that their teachers were very helpful when they were absent or if they were struggling with something personal, sharing that they were provided longer time to complete assignments, shorter assignments, or could email the teacher about anything they needed and the

teacher would get back to them right away. Other students who shared that they struggled with attendance and who were “that student” just needed someone to ask them how they were doing. One student shared that she only comes to school one to two times a week because she has to stay home to watch her younger sibling. She said, “No one asks me when I do come if I am okay. They stop me in the hallway and ask me why I don’t care about school. My teachers say, ‘Don’t you know school is important.’ Maybe just be positive. Don’t be mean.”

- Students shared mixed experiences about what their schools were teaching them about Native American history. Some students expressed that their school has improved over the years and that the “real history” is finally being taught in school and from more than one teacher. Students also shared that their schools reached out to them to help co-plan for celebrations and assemblies at school and for things like Native American Heritage Month. Others shared that they still learn about Native American History from the point of view of settlers and colonization, or that the history of the local Tribe was never talked about or shared when Native American history was being discussed.

Empathy interviews are such a powerful tool to hear from students directly what they are experiencing, noticing, and what they are needing from the school system. Their words have power and should be centered in all decision making at a school site, especially at TAPP school sites.

SECTION 6: KEY FINDINGS REGARDING STRONG DISTRICT FOUNDATIONS

Supplement not Supplant

Earlier the importance of the TAPP Family Advocate in ensuring a strong, collaborative relationship with their partner Tribe was shared. A critical observation is that in interviews with various TAPP Site Team members, in at least seven TAPP Districts, it was perceived that the TAPP Family Advocate's collaboration with the Tribe supplanted the school district's efforts to foster a strong relationship with the Tribe related to the TAPP agreement. Mainly, the advocate was largely the only individual in regular communication with the Tribe about the TAPP grant agreement, despite the agreement calling for regular communication and collaboration between the Project Director, TAPP Family Advocate, and the Tribal Partner as a unit. In interviews, non-Tribal Site Team members were guarded in the reason why this was happening, but hinted at historical issues of mistrust and hesitancy to reach out to the Tribe due to actual or perceived interpersonal conflict or intrapersonal issues of feeling confident in communicating with a sovereign nation as a White person.

Oftentimes the default collaboration style between the TAPP Site Team seemed largely transactional, with questions, issues, or information sharing being completed over email when deadlines approached, in comparison to the dynamic collaboration encouraged by the TAPP grant agreement where all parties meet regularly and with intentionality to review attendance data of AI/AN+ students to determine to what extent the school's TAPP program is meeting the needs of the students are decreasing chronic absenteeism. This

transactional style of communication seemed to extend beyond convenience (i.e. virtual meetings) and affirmed the need to reset the expectations of the TAPP agreement with the Site Team to ensure this partnership could become a model for school district and Tribal communication and consultation.

Tribal Language Programs in Schools

Given the limited data analyzed at this time, while no correlations can be clearly drawn, in two school districts where the Tribal Language being taught in the local schools is well-established, these schools' AI/AN attendance was on average 16% higher than the state AI/AN attendance over a four year period of time. Furthermore, for their 4 Year Completer rates published in 2020-2021 for these same districts, AI/AN students completed school at a rate over 20% higher than other AI/AN students at TAPP districts who do not have established language programs in the local schools. Additionally, at these same school sites where the Tribal language is taught in the schools, the physical environment of the school centers the cultural vibrancy of the local tribe - English signage is translated into the Tribal language, Native American artwork can be found in all common spaces, the Tribal flag is displayed with prominence, and bulletin boards are designated to showcase Native American representation in careers.

In total, four TAPP District Sites have Tribal language programs implemented at various grade levels, including in early childhood education programs. Other sites have taught the Tribe's language(s) previously, but the longevity of these programs were significantly impacted by many factors. For example, some Tribes have experienced

significant loss of their fluent speakers due to COVID-19 or complications from COVID-19. Other issues impacting the longevity of language programs also include the availability of funding to maintain the program when grant funding runs out, changes in school, district, and Tribal leadership often impact a school continuing a language program, as well as conflicts of where to hold the classes and when to offer the classes at the high school level – during the day or after school.

District Equity Work

If not already ascertained from School Site Walks, most Project Directors participated in an interview during their site visits which asked questions related to “Equity and the School District”, “District Level Data Driven Culture”, and if time warranted “Teacher Effectiveness - Instructional and Professional Growth and Retention”. Additional questions related to the TAPP agreement were also asked, such as “What are things that the TAPP work has revealed to you about this school district in regards to serving Native students better”, “What shifts have occurred because of the TAPP work?”, “In what ways do your school sites most need to grow in order to better serve their AI/AN population?”, and lastly, “What are some of the most complicated aspects being navigated by your district when working in an intergovernmental agreement with your partner Tribe?”

These difficult questions were asked to better understand the core values and beliefs of a school district - those which are also backed up by written policy, initiatives, or school improvement efforts named in their School Investment Account plans. Project Directors were also asked these questions to learn more about how some of our smallest

districts in Oregon approach district-wide reform efforts which can oftentimes be controversial to many Oregonians, including topics like equity or what it means to deliver culturally responsive education in each classroom in every school every day. Each district leaned into these conversations and shared their journeys in this work. Common approaches utilized to engage the broader community in this work, included:

- Empowering their community with information on the changing demographics being served by the local school district, as many districts shared that the community was unaware of the diversity of the local student population
- Grounding the messaging in “how can we ensure that all students are being successful?” and then being transparent with student achievement data
- Leveraging the voices of their educators working in school sites on what their needs are in the changing demographics of their classrooms, and most humbling,
- Being unified at the central office level in their commitment to the success of the most marginalized students they serve, even at the risk of their own personal and professional safety, especially in school districts who reported increases in threats to district leadership when topics like equity and race were discussed at the district level.

Tribal History/Shared History (TH/SH) Implementation

Each Site Visit allowed the opportunity to speak to the question to various Site Team members at different times, “Talk about the District’s implementation of [Tribal History/Shared History](#)”.

This answer was important to hear from multiple staff in a school district. The findings varied across the TAPP Districts:

- Less than half of the TAPP District Sites could speak to their implementation of TH/SH in concrete detail, including recent professional development opportunities provided to teachers to deliver the curriculum and the work the central office and/or school sites completed to determine where it would be taught in alignment to their curriculum maps
- TAPP District Sites who were in full-implementation of the curriculum as indicated above, also shared plans of implementing the Place-Based History lessons (supplemental lessons to TH/SH which focus on the history of their partner tribe) or have been implementing the Place-Based History for many years already.
- Most TAPP District Sites spoke to their teachers receiving training on TH/SH, oftentimes mentioning completing the modules provided to ODE, and also shared that the curriculum was “available” to teachers, but could not speak to what extent it was being implemented.
- Some TAPP District Sites indicated that their Title VI departments or personnel were leading this effort, which warranted a larger discussion.

These mixed findings indicate a need for school districts to share out to their broader community and all district employees, not only their commitment to ensuring that the curriculum for Tribal History/Shared History is being taught in grades 4, 8, and 10 (these grade levels have

curriculum published for them that is posted on the ODE website), but in sharing their plans for how and when the curriculum will be taught in the various content areas and grade levels each school year. This “how” and “when” are complex questions for a district central office to determine and can be complicated lifts for central office personnel who lead the curriculum and instructional planning district-wide.

It is also important to note that COVID and its impacts on school districts, have also impacted the implementation of TH/SH, as other priorities arose in order to respond to the pandemic and to remote and hybrid learning.

SECTION 7: KEY FINDINGS REGARDING LOCAL TRIBES

Common Hopes and Desires

With many being the top employers of their local economies and in the innovative nature of their general councils' and Tribal governments' approaches on how to fund the education of their Tribal youth, the power of tribal sovereignty exercised by our nine federally recognized Tribes of Oregon can be felt border to border in our state. The leadership and direction they provide our local school districts and the space they occupy within these complicated systems, is changing how education is delivered to our AI/AN+ students and their families.

Each Tribe is wholly unique and operating in incredibly complex community contexts, each committed to the preservation of their language(s), the health and wellbeing of their people, and are tied to one another through a common belief that the survival of their culture means the reclamation of their indigenous futures. Throughout the time spent with the Tribal Partners, the following rang true:

- The expectation that their Tribal youth and all AI/AN students served by the local system can achieve at the highest levels of academic success and graduate prepared for college and career success, and it is the role of the local school district to address the disparities found in the achievement data of AI/AN students and to ensure AI/AN students are attaining those outcomes
- The expectation that Tribal History/Shared History is implemented in alignment to the law in all schools in the local school district

- Belief in the TAPP Program and what it is doing and can do for AI/AN students if implemented well at a school site
- A desire for the TAPP program to demonstrate strong attendance outcomes for AI/AN and Tribal students
- A commitment to foster their relationship with the local school district and the superintendent, to ensure Tribal consultation is taking place regularly and meaningfully
- The willingness to help the local school district train their educators and all staff on local Tribal history, so they can support AI/AN students better in the classroom
- A sentiment that the harms done by western education to Native American communities is still present today; repairing this harm and re-building trust is not an "end point" and does not happen linearly, but is maintained (or not) with each decision or interaction happening between the school district and one of their Tribal members/to any AI/AN student at any time
- The commitment to ensuring that families know their rights and are supported by a qualified educational support staff person employed by the Tribe for help in navigating complex issues in the public school system, such as Special Education, Talented and Gifted programs, and suspension and expulsion processes.

Memorandums of Understanding (MOU)

About half of the TAPP District Sites have formal Memorandums of Understanding in place between the local school district and Tribe. These MOUs vary

in content and are written via a collaborative process that takes a lot of time and mutual commitment between both parties, including the approval of the final MOU agreed upon by Tribal government. Examples of content included in the various MOUs are:

- Clear objectives and goals for the school year or other increments of time related to AI/AN student achievement
- Agreements that the local school district will be in compliance with the full implementation of TH/SH each school year
- Representation of Tribal members on various district committees
- Requirements outlining new district staff or educators to receive training from the Tribe on their Tribal history and culture
- Title VI - statements about compliance of federal guidelines and meeting program goals
- Data sharing agreements
- Data sharing agreements on information about Tribal students in the school district
- Displaying of the Tribal flag (where, size of the flag, etc)
- Comprehensive agreements on what Language Programs in the schools look like, including bus schedules, bell schedules/time agreements, credit attainment (for secondary schools), teacher qualifications, statement in support of, etc
- Agreements on the teaching of various courses, such as Native American literature, Native American History, culture and drumming classes, especially if these classes are for credit at the high school level
- Observance of Tribal cultural days (i.e. Restoration Celebrations)

Support from the Tribes in the Schools

Through interviews conducted during the Site Visits with Project Directors and the TAPP Family Advocates, both overwhelmingly shared the value of their relationship with their partnering Tribe. A shared perspective was the importance of the Tribe's consultation and leadership provided to the school district for matters impacting AI/AN students or the local Tribal community. It was also shared across all TAPP District Sites that without the specialized services offered from the Tribe, such as access to health clinics and referrals to other health services, Tribal after school programs, and a wide variety of monetary services for families (backpacks, school supplies, 1:1 technology distribution during the pandemic, food and clothing assistance, etc), that the school district would be unable to holistically meet the needs of their AI/AN+ students and families - something all named as essential for strong engagement in school.

Furthermore, three Tribes have staff who work directly with students in the schools to support their Tribal students (separate from Title VI staffing or programming) with targeted academic interventions during the school day. These positions are funded by the Tribe's education department, which works closely with school leaders and support staff in the local schools to set up systems and structures to both "push-in" to classes to help provide 1:1 and small group support, as well as utilizing a pull out model with students to deliver tiered support to ensure the tribal student is attaining all of their grade level learning targets in math and/or literacy.

***Pendleton School District and Confederated Tribes
of the Umatilla Indian Reservation (CTUIR) - Title
VI Program***

The Pendleton School District is the only school district in the state of Oregon who has an agreement in place that indicates that the local Tribe will fully manage the federal Title VI program of the school district, including receiving all of the funds to make site level staffing and resource allocation decisions to meet the needs of AI/AN students. A letter from the school district's superintendent to the Department of Education attached to their application made this transfer of power and responsibility official. This innovative approach to Title VI programming, also allows CTUIR to:

- Match the Title VI per pupil funding given by the Department of Education, dollar for dollar to bolster Title VI funds
- With the matched funding, they are able to have Title VI educational aides at the elementary school and one at the middle school, to better meet student needs
- Ensures Title VI educational aides working in the schools can be paid a livable wage, which also helps with retention of employees
- Better alignment to the goals they have for AI/AN students as an education department to their Title VI program goals

SECTION 8: SALEM-KEIZER SCHOOL DISTRICT - A CASE STUDY

TAPP's First Urban District

In the Fall of 2022, the Salem-Keizer School District (SKSD) became the first urban school district supported by TAPP funds. The location has one TAPP Family Advocate who supports a total of four schools within a school district of 38,720 reported students in the 2021-2022 school year. Three of those schools are a part of the same feeder pattern, increasing the chances of the advocate serving multiple family members on her caseload. The feeder pattern also allows the advocate the opportunity to learn the systems and structures at each school level - elementary, middle school, and high school - providing an opportunity to support student transitions more dynamically each school year.

The AI/AN+ students supported at these schools are referenced earlier in this report. As reported to ODE in the 2021-2022 school year, the SKSD reported only 387 AI/AN students within their entire population. However, calculating all of their students identifying with one or more additional races or with a Hispanic/Latino ethnicity, their AI/AN+ numbers increase by over 300%. Knowing this data and more importantly, engaging in deep data dives and personalized outreach to families, allows the TAPP Family Advocate and Project Director to ensure that all students are served. As the TAPP Site shared in a data reflection, "TAPP data is representative of families who are ignored and under supported...TAPP data is used to find the families who could be struggling the most. It shows us who needs the support in order to be self-sufficient."

To further illustrate the potential impact of a TAPP Family Advocate and the TAPP program at a large urban site, one of the schools supported by the advocate is a comprehensive high school of 2,179 students according to enrollment data posted for the 2021-2022 school year. According to the school's website, the ratio of students to one high school counselor is 272:1. While not a trained counselor, monitoring the caseload of 55 AI/AN+ students at this large high school, greatly increases the speed in which the TAPP Family Advocate can identify a need and deploy support to a student and their family if the student begins to show signs of disengagement or begins to struggle with the complex transition from a middle school of 1,202 students.

The Office of Indian Education sees the SKSD as a case study on what an urban TAPP District can look like and hopes to use the lesson learned to expand the TAPP grant into other urban districts throughout the state.

SECTION A: TAPP BEST PRACTICES

***Below is a detailed list to guide TAPP District Sites in best and promising practices learned from TAPP School Sites for how to support AI/AN+ students and families with positive attendance and authentic engagement in school. This is not a checklist. This is merely one way to share a cumulative resource to our TAPP sites in the various methods that have worked to build dynamic and sustainable programs to better serve American Indian/Alaska Native (AI/AN+) and all students at each school site. We recognize that many of the items below take intentionality, resources, and a district-wide commitment to establish. The methods found to best serve our AI/AN+ students are largely aligned to school-wide or systems-wide efforts that have proven to create learning environments to intentionally support all students, but especially students from marginalized and historically underserved populations.

SECTIONS

A. TAPP Grant Management

- ☐ [Collaborative Strategies with Key TAPP Site Team Members \(Project Director, TAPP Family Advocate, and Tribal Partner\)](#)
- ☐ [TAPP Family Advocate Best Practices](#)

B. District/School-Based Administrator Guidance

- ☐ [Communication and Support for the TAPP Family Advocate](#)

C. Strategies for Supporting Attendance

- ☐ [School-Wide Strategies for Promoting Positive Attendance](#)
- ☐ [School-Wide and Student Strategies for Intervening on Attendance / Disengagement](#)
- ☐ [Interventions and Strategies Unique to TAPP Sites](#)

D. Conditions for a Strong TAPP School Site

- ☐ [Equity Focus](#)
- ☐ [AI/AN+ Cultural Activities](#)
- ☐ [TAPP Family Advocate and/or Tribal Partner Delivering Professional Development at a School or District Site](#)
- ☐ [Data Culture](#)

SECTION A. TAPP Grant Management

Collaborative Strategies with Key TAPP Site Team Members (Project Director, TAPP Family Advocate, and Tribal Partner)

Project Directors, TAPP Family Advocates, Tribal Partners

- Regular recurring meetings are set with the Project Director and TAPP Family Advocate - collaboration is intentional and by design.
- Regular recurring meetings are set with the Tribal Partner and Project Director - collaboration is by design and centers the government to government agreement between the school district and sovereign tribal nation. Memorandums of Understanding are signed between the School District and Tribal Partner. Norms of when to utilize Releases of Information (ROIs) are agreed upon by the District, Tribal Partner, and with all applicable school employees.
- Recurring meetings with all key TAPP Site Team members in the TAPP Agreement are set and aligned to key parts of the school year (i.e. at the end of grading periods, semesters, before or after parent/teacher conferences, etc), where AI/AN+ data is shared to check progress toward year-long goals and to what extent the TAPP program is meeting the needs of AI/AN+ students.
- TAPP Site Team members have norms of collaboration set, including how to share information, data, issues, concerns impacting student safety and security, conflict resolution, etc.
- TAPP Site Team members co-create a budget in alignment to the needs of the AI/AN+ students and the TAPP program overall. The budget is transparent and shared.
- The TAPP Family Advocate and Project Director have norms of how to problem solve issues arising at a school site, such as issues with the TAPP program, issues related to interpersonal conflicts with school staff, how to overcome barriers impacting positive student attendance, how to address issues impacting the whole school, etc.
- TAPP Site Team members have a means to escalate and address concerns to district personnel when district or school policies or procedures are identified that perpetuate harm, racism, or have detrimental impacts on all students, as well as students of color.

Supporting the TAPP Family Advocate - Logistics and School Guidance

- School sites have (re)introduced the TAPP program and the TAPP Family Advocate to the community using various platforms at the start of each school year (social media, website, newsletter, Back to School Nights, in-person introduction at whole-school staff meetings, start of school assemblies, etc).
- The TAPP Family Advocate has access to family mailing lists and applicable materials and training to send out communication via mail, email, and school auto (robo) dialers.
- TAPP Family Advocates have areas at school sites for an office and meeting space that is private, and have been assigned a phone number and an email that are published widely for students, staff, and families to access. It is best practice for the TAPP Family Advocate to have a means to send and receive texts to families.
- The TAPP Family Advocate and school site attendance personnel have agreements and/or norms of how they collaborate regularly and with intentionality.
- The TAPP Family Advocate is invited to applicable school events throughout the school year and are given space/time to engage with families when appropriate (Parent Teacher Conferences, school awards nights, assemblies, etc)
- School sites have identified where the TAPP Family Advocate can join professional learning communities during and after the school day (i.e. grade level meetings, PBIS committee, etc.), as well as the purpose of the TAPP Family Advocate's attendance at these meetings. The role of the TAPP Family Advocate in these meetings is shared with all applicable staff.

- School administration has established collaborative partnerships and strong communication between the TAPP Family Advocate and with the school counselor(s), mental health personnel, Special Education staff, behavior interventionists, Talented and Gifted personnel, nurse, health aides, Title interventionists, etc.

TAPP Family Advocate Best Practices

Building a Shared Understanding of the TAPP Program

- The TAPP Family Advocate, Project Director, and Tribal Partner have a shared understanding of the TAPP Agreement, by reviewing the grant language and mutually interpreting it to ensure everyone knows what the TAPP program is and isn't, and clearly identifies and co-creates what the TAPP program looks like at each school site. The use of data should be used to guide in the creation of program goals.
- The TAPP Family Advocate, Project Director, and Tribal Partner have a shared understanding of the TAPP Agreement's budget. Strong sites have transparent budgets, published widely to the broader school community.
- The TAPP Family Advocate works to inform all staff members at a school site what the TAPP program is, which students will be supported, what key activities are being planned for the year, what role the TAPP Family Advocate can play within the school community (including what this can look like in classrooms), and the goals of the TAPP program.
- The TAPP Family Advocate has an established place in the school newsletter or comparable communication, the school website, and receives support to publish printed material for families.

Building Relationships with Staff

- The TAPP Family Advocate is visible in the school community and is seen as a part of the wider school staff.
- The TAPP Family Advocate's support of AI/AN+ students is an integral part of a team effort to support AI/AN+ students. The TAPP Family Advocate's support should supplement, not supplant, all team efforts.
- The TAPP Family Advocate has a district email, phone (with texting capabilities), and dedicated office space where staff can contact them when needed. If a cell phone cannot be provided or is cost prohibited, the Project Director works with the TAPP Family Advocate on what technology application should be licensed to support the advocate in texting capabilities (i.e. use of Google Voice).
- The TAPP Family Advocate leads and co-leads professional development sessions and information seminars to the staff at regular and predictable intervals. They are compensated according to their work agreements/job classification with the District.

Building Relationships with Families

- The TAPP Family Advocate re-introduces themselves to the entire school community and to AI/AN+ families specifically at the start of year. This introduction includes sharing who they are, what the TAPP Program is, how to be in contact with the TAPP Family Advocate, and what events are planned to support AI/AN+ families.
- The TAPP Family Advocate is present at pertinent school-wide events to be visible and share information to families about the TAPP Program.

Caseload Monitoring

- The TAPP Family Advocate, in collaboration with the Project Director and Tribal Partner, creates a caseload of all AI/AN+ students. The AI/AN+ term includes students identified as AI/AN formally and also students identifying as AI/AN and one or more races and/or also identifying as AI/AN with Hispanic/Latino ethnicity. Furthermore, school districts should have a means of determining what races a student coded as Multiracial

identify. If a school district merely uses a data report of AI/AN students, many other AI/AN students will be overlooked entirely.** In summary, a TAPP Family Advocate's caseload should support ALL AI/AN+ students who are monitored at regular intervals in alignment with TAPP program goals and any required reporting to the Oregon Department of Education.

- The TAPP Family Advocate, in collaboration with the Project Director and Tribal Partner, creates a system of monitoring the attendance of all AI/AN+ students, which includes what interventions are being utilized with a family. This system of monitoring should be in addition to or in direct alignment to the broader school-wide attendance monitoring system(s).
- School staff have a means of communicating with the TAPP Family Advocate and site attendance team on issues impacting a child's attendance.
- To the greatest extent possible, the TAPP Family Advocate is included in Special Education and 504 meetings, as well as suspension re-entry meetings or other applicable meetings in which the TAPP Family Advocate has key insight and allyship to share on behalf of the student and/or their family.

Balanced Interventions and Strategies

- A TAPP school program creates a balanced approach to preventing attendance issues, intervening on chronic attendance or tardies, and supporting positive attendance efforts for AI/AN+ students and all students. This balanced approach includes 1.) Building out incentives-based strategies to recognize positive attendance or attaining attendance goals that are delivered regularly and predictably as part of the overall school culture, 2.) Incorporating strategies that improve school-wide culture (teacher development in trauma informed strategies and restorative approach, recognition of bias, etc), 3.) Building systems and structures to deliver need-based care, programming, and information on wrap around services for families, and 4.) Creating a school environment that is culturally responsive to AI/AN+ students, family, and greater tribal community, and 5.) Elevating the lessons learned at TAPP sites to influence changes in school and district policy and procedures to better serve AI/AN+ students and their families.

SECTION B. District/School-Based Administrator Guidance

Communication and Support for the TAPP Family Advocate

- The TAPP Family Advocate have a dedicated TAPP webpage on the district website and/or links from the school site to highlight the TAPP program and to share resources widely. TAPP logos from ODE are used.
- The TAPP Family Advocate and school administration have developed agreements on field trip procedures, when to pull students from class, and when classrooms can be visited to ensure transparent communication and collaboration norms among all school staff.
- The TAPP Family Advocate has a place in the school's staff communication to share necessary information and resources related to the TAPP program, AI/AN+ student data, and professional development resources.
- The TAPP Family Advocate and school administration have norms/agreements in place to share immediate concerns related to student safety, security, or items related to discrimination and harassment, including mandatory reporting training.
- The TAPP program has a dedicated space in the building to promote positive attendance practices and messaging to the school community, including celebrating students at achieving attendance goals (bulletin boards, trophy case, marquees, etc).
- The TAPP program has access to a copier for program use.
- The TAPP Family Advocate has permission to display TAPP posters and other positive attendance marketing

around the school site.

- If a district has a Title VI coordinator or an equivalent position, they receive regular updates on TAPP efforts, including attendance data and engagement efforts being provided to students and families. This includes liaising with the Johnson O'Malley designee.

SECTION C. Strategies for Supporting Attendance

School-Wide Strategies for Promoting Positive Attendance

Tier 1 (These strategies are provided to 100% of the school population)

- The school site has norms for the coding of attendance (absences, tardies, school exempt absences, etc) with all front office personnel and all staff who are given the rights and responsibilities of entering and coding student attendance. Examples include when to use what attendance code and how to enter comments for attendance. If irregularities arise with attendance coding, school administration or their designee address these issues with the team.
- The school has a transparent and well-defined attendance policy published for parents and guardians, including what the requirements are for positive attendance, the importance of strong attendance and its impact on student achievement, how to report absences, who to contact to report absences and tardies, and who to contact if the family needs more resources or support to attend school regularly.
- School has a transparent and public attendance intervention plan, informing families how they will be supported to help their children attend school regularly.
- Regularly scheduled school-wide celebrations/events are held to reward students with positive attendance and other attendance thresholds (100%, Most Improved, Recognition of Goals Achieved, etc). Examples of these celebrations or events include assemblies, class meetings, awards given weekly to the classroom with the highest attendance, shout outs shared over the intercom, students or student groups honored on a bulletin board, etc. Students can be given a wide-variety of low-cost incentives such as award certificates, stickers, traveling trophies to award the grade level or classrooms with the highest attendance, extra recess, special tables with tablecloths in the lunchroom to eat, etc.
- School hallways and common spaces should promote positive attendance via signage and interactions between staff and students should be positive, warm, and friendly.
- Schools should have norms on welcoming the students at the door each day and saying goodbye to them at dismissal.
- All teachers receive ongoing professional development on culturally responsive educational practices, including how to ensure their curriculum and materials are culturally responsive, and acknowledges and values the legitimacy of different cultures, not just the dominant culture of a society.
- Evidence of student cultures are found throughout the school site, including common spaces and libraries. Posters, artwork, use of tribal language and other language spoken in the school on printed material, classroom and school library collections are representative of students' backgrounds, tribal flags are displayed, etc, and are evident in learning spaces.
- School response to misbehavior or discipline needs are grounded in Restorative Practices and Trauma-Informed care.

School-Wide and Student Strategies for Intervening on Attendance / Disengagement

Tier 1 (These strategies are provided to 100% of the school population)

- Teachers, school support staff, and school attendance staff are normed on how to enter and code attendance to ensure the most accurate data is reflected in the school's reporting system.
- The school has a defined system and structure in place to identify and respond to any student or family exhibiting low(er) attendance.
- Initial communication with families struggling with attendance is done using a strengths-based approach, with a positive and invitational tone.
- The school has a system and structure to share all tribal programming, resources, and assistance or information about community based organizations to families on a regular basis in designated locations (website, front office, information in all support staff offices, school newsletter, social media, etc).
- Weekly/Bi-weekly attendance meetings are established in the school with various school staff, including the TAPP Family Advocate, to monitor and respond to whole-school and individual student attendance data.
- Teachers and Support Staff have established lines of communication to share attendance concerns and insight to student attendance with designated personnel, including the TAPP Family Advocate. The TAPP Family Advocate does the same.
- The TAPP Family Advocate maintains a system to monitor the attendance of AI/AN+ student attendance to supplement the school's attendance systems and structures - not to supplant them.
- High Level attendance and attendance trends are shared with all school staff in order to bring awareness to the level of engagement of all students within a school. The data is also broken down to show the attendance data of the disaggregated school groups within the school, which might include race, ethnicity, Special Education, Talented and Gifted, free and reduced lunch, and English Learners data, empowering the school to proactively identify disparity in the data between any student group.

Tier 2 (These strategies are provided to about 10%-20% of the school population - those attending school less than 90% of the time)

- School has a defined system for identifying root causes for student attendance and implementing structures to respond in real-time to student and family needs using trauma-informed, not punitive practices.
- The TAPP Family Advocate shares information on how to problem-solve transportation issues with AI/AN+ families.
- Home Visits are conducted in accordance with school or district policy that are non-punitive, but strengths-based in nature to foster relationships between the school and home.
- Schools have established ways to refer individual families to resources available to them by providing them information OR to submit formal referrals to tribal or community based organizations to help with housing, food, utilities, medical or mental health assistance.
- Personalized attendance meetings with families are held to build relationships and to demonstrate empathy with families, with a focus on collaborating with school staff to problem solve issues impacting attendance. School staff who have a positive relationship with the student should be invited to this meeting. Ask students, "Who do you know has your back and should be invited to this meeting to help you?"
- Conversations with students and families are identified to better understand the possible root causes of low attendance, as well as to learn more about the students interests, hopes, and dreams. Student-created goals (attendance, academic, interpersonal, intrapersonal) are developed (when age appropriate) and the student identifies what their motivational style is with the help of a staff member. A designated staff person and/or TAPP Family Advocate checks on this plan regularly, celebrates the growth of the student, and delivers incentives (if identified as a motivator for the student).
- A school has an established Response to Intervention (RTI) or Multi-Tiered Systems of Support (MTSS) process in place to support ALL students who demonstrate that they need additional support to achieve their full success in school. The RTI or MTSS process has a system in place to determine if low student attendance/low

student engagement is due to an unidentified learning or behavioral need. **The school is mindful of the research of the overrepresentation of students of color in Special Education for learning disabilities or behavior disorders and has measures in place to address bias throughout the RTI or MTSS process.

- The TAPP school site conducts regular empathy interviews with families and students (as a family unit or as a larger group of families) to learn about their common strengths, common needs, and how the school is meeting or not meeting their needs. This empathy data is intended to provide a more comprehensive picture of student outcomes data in a way that centers the “user’s voice” – the student or the family’s voice - in the analysis of the data.

Tier 3 (These strategies are provided to approximately 5% of the school population, depending on a student being declared chronically absent)

- Home Visits conducted in accordance with school or district policy that are non-punitive and strengths based.
- Referral to tribal or community based organizations to help with housing, food, utilities, medical or mental health assistance to supplement the school’s interventions and response – not to supplant it.
- Referral to the tribe’s education department or other department/entity to ensure the family is being supported with a child’s non-attendance to school. This outreach should be in alignment to the Tribe’s signed MOU or ROI with the school district.
- A dedicated team at the school is identified to work with the student and the family regularly to provide work and homework help to the student, as well as a detailed plan outlining the root causes for dis-engagement from school.
- If applicable, the student’s IEP team is assembled in accordance with federal law to determine to what extent the IEP (accommodations, service minutes, Behavior Intervention Plan, etc) is meeting the needs of the student.
- Exploration of alternative education options should be presented to the family, but not after the school and family have agreed to this as an option that will not further push the student out of school.

Interventions and Strategies Unique to TAPP Sites (Not an Exhaustive List)

- Before and After-school program at the school site, at a district site, or at a site identified with the tribe for targeted tutoring help, homework help, enrichment, cultural activities, etc.
- Creation of AI/AN+ Student Clubs, organization, Advisory groups, including Advisory groups for AI/AN+ families and community members
- Transportation help picking up students in the AM; purchasing of a van to support this effort
- Purchasing of washing machine and dryer for AI/AN+ students/families to use on the school site
- Use of locker rooms for shower/hygiene help
- Gas cards provided to families
- Hygiene kits provided to students/families at regular/predictable intervals
- Groceries provided to AI/AN+ students/families on Fridays and when needed
- Tribal Health Clinic - Assist with in-the-moment medical care (help with appointments, drive student to appointments during the day, picking up and delivering medication)
- Tribal Health Clinic - Support with start of school vaccinations and immunization clinics
- School supplies provided to students/families at regular/predictable intervals

SECTION D. Conditions for a Strong TAPP School Site

Equity Focus

Intrapersonal Professional Development

- The TAPP School site and school administrators have a shared, written, public commitment to developing all educators in their journey of becoming culturally responsive (or anti-racist depending on the trajectory of a school site).
- The TAPP School site has a special focus on developing their educators to better serve AI/AN+ students, families, and communities.
- The school has implemented affinity groups for tribal/indigenous staff, both classified and certified, centering their lived experience in the school system as a Native American person.

Professional Development - Serving AI/AN+ Students

- The school has a Land Acknowledgement and shares it when appropriate. This Land Acknowledgement has been co-created with the broader school community (including indigenous and tribal student and tribal staff voice) and approved by the local tribe and shares how the TAPP school site and local school district are personally committed to repairing harm to the local AI/AN+ community in the day to day operations of the school, district, and educational experience of Native students. The Land Acknowledgement is outcomes based and not performative.
- The school has implemented affinity groups for non-AI/AN+ staff members to learn how to become better allies to AI/AN+ students and what it means to live near a tribal nation or a tribe with a reservation (not all tribe's were restored with a land base).

School Leadership - Equity as a Daily Practice

- The school administrators lean into difficult conversations on topics related to underrepresented races and ethnicities, as well as students from disaggregated groups where disparity is shown in the school's or district's data (i.e. LGBTQ2SIA+, special education, English Language Learners, economically disadvantaged, homeless, students in foster care, etc).
- School Administrators respond to racist language, discrimination, and harassment promptly, aware of their privilege and power dynamics in the situation, so as not to perpetuate harm on the alleged victims and complainants.
- School Administrators are prepared to address questions and comments from staff members and non-AI/AN+ students related to the TAPP Program.
- School Administrators empower their families with how to report allegations of racism, discrimination, and harassment, through trainings and written communication, and how the school will address these reports. TAPP School Sites go beyond what can be found on a district website of how these matters are addressed and demonstrate proactive methods of sharing this information with their communities.
- The TAPP school site is a model for the implementation and commitment to Tribal History/Shared History curriculum at all grade levels and in all content areas, with delivering the published curriculum. Exemplary TAPP School Sites also deliver the place-based curriculum of the local tribe(s).
- The TAPP school site has a commitment to developing all educators professionally in equity as evident in a mission statement or school vision and/or professional development focus (i.e. items such as trauma-informed practices, recognizing bias, restorative justice and restorative approach, culturally responsive classrooms and schools, anti-racism (how to be anti-racist), white fragility, white privilege, students-first language, student centered classrooms, etc).
- The TAPP school site has platforms for leveraging student voice in school improvement (i.e. student advisory

committees, AI/AN+ advisory committees, etc). Students on the committees are representative of the school community.

Centering Family and Student Voice to Drive District and School Improvement

- The School District has a culture and climate survey given annually to all families to learn about their experience in the district and to what extent their various cultures and identities are valued and supported in the school system. Questions are also asked to learn about a family's and a student's experience at a school site. The District demonstrates efforts to address any concerns in the data.
- The School District prioritizes and publicly supports the administration of the Oregon Health Authority's Oregon Student Health Survey (SHS) and uses the data to better meet the needs of their students, disaggregated student groups, and the health of their educational system as a whole. The district demonstrates efforts to address any concerns in the data.
- The School District authentically engages the broader school and district community, ensuring that all voices of the school community are present at the development of the district's School Investment Act and High School Success Act plans through targeted and personalized outreach efforts, in addition to passive engagement efforts such as robo-dialers, mass mailers, and marketing campaigns to engage in these community engagement efforts. TAPP AI/AN+ families are invited personally by the school district for listening sessions related to the development of these plans by the TAPP Family Advocate and the TAPP School Sites.

Modeling the Way - TAPP Districts and ODE's Equity Work

***For each of the equity initiatives from ODE below, TAPP District Sites have a deep commitment to ensuring they are fulfilled in accordance with the guidance given by ODE. TAPP District Sites strive to be a model in how to implement this work to all other similar districts.

- [Every Student Belongs; Every Student Belongs OAR-581-022-2312](#) - The Oregon Department of Education recognizes that student health and safety are the cornerstone of education and that all students are entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin, and without fear or hatred, racism or violence. All staff and leaders are also entitled to work in environments that are free from discrimination or harassment, and visitors should be able to participate in school activities without fear for their safety. The Every Student Belongs rule is an important step in creating safe and inclusive school climates where all who participate in our school communities feel welcome.
The Every Student Belongs rule prohibits hate symbols, specifically three of the most recognizable symbols of hate in the U.S.—the swastika (outside of a religious context), the Confederate flag, and the noose.
- **Senate Bill 52** passed by the Oregon Legislature in June 2021 codifies some of the [recommendations of ODE's LGBTQ2SIA+ Advisory Group](#).
- **House Bill 2166**, also passed in the 2021 legislative session incorporates social emotional learning into all academic content standards as part of an integrated model of mental and emotional health, with the explicit goal being to promote antiracism and educational equity and to create conditions for all students to thrive.
- **House Bill 2052** ensured our students could wear tribal regalia and objects of cultural significance at school events and graduation ceremonies.
- **House Bill 2056** revises statutes related to credits, standards, instruction, Essential Skills, accelerated college credits, and statewide assessment development and administration to update English (or English language arts) with "language arts, which includes reading, writing, and other communication in any language, including English." This bill advances multilingual education for Oregon students by embracing Language Arts rather than strictly English as a part of core instruction and as a required part of instruction and will make Oregon a leader in this area. (AI/AN+ Importance - Heritage Language definition shifts to be inclusive of students learning their tribal language.)

- [Senate Bill 732](#) establishes Equity Advisory Committees in every school district to advise local school district boards and superintendents on equity matters impacting students in the school community. While small districts are not required to complete this requirement until 2025, TAPP Districts begin implementation early, as it is in alignment to ensuring AI/AN+ students and all marginalized students are being served in district school improvement efforts.
- **ODE's Equity Decision Tools for School Leaders Toolkit** - Includes guidance for School Leaders and a framework on how to make decisions for equity.
- In 2017, the Oregon Legislature enacted Tribal History/Shared History ([Senate Bill 13](#)); a law that directs ODE to create K-12 Native American Curriculum for inclusion in Oregon public schools and provide professional development to educators on the [Essential Understanding of Native Americans in Oregon](#)
- [Ethnic Studies, HB2845](#), identifies creation of Ethnic Studies instruction for students grades K-12 relating to Social Science standards
- [Racial Justice Text Tool](#)
- [Holocaust and Other Genocides \(SB664\)](#)
- See the [Tribal Consultation Toolkit Guide 1.0](#) for guidance on tribal consultation under the Every Student Succeeds Act (ESSA)
- The [Community Engagement Toolkit](#) names the importance of Tribal Consultation and family engagement with all disaggregated racial and ethnic groups, as well as centering the voice of the “user” (the people) in school district improvement efforts.

AI/AN+ Cultural Activities

Best Practice

- The TAPP Family Advocate should not default to being “the” tribal liaison. The work the TAPP Family Advocate does with tribes should supplement, not supplant, the efforts of a school or district to collaborate with a tribe.
- School staff should be highly encouraged to attend any AI/AN+ cultural activity sponsored by the school or district when appropriate.
- School staff should be highly encouraged to attend tribally sponsored activities, when invited or asked personally by the tribe, or when the event is open to the public, to build authentic relationships with the local tribal community.
- All educators in a school district receive initial and ongoing professional development on understanding the history of the local tribe and the present-day history of the tribe. Districts should use their gov-to-gov agreements to plan for this professional development to be delivered district-wide for all educators.
- The school district calendar is aligned to the Tribe's calendar to the greatest extent possible.

Field Trips/Events

- The TAPP Family Advocate and school administration collaborate to create a calendar of field trips and events for AI/AN+ students, including events and ceremonies sponsored by the local tribe. This is published widely with the school and district community (if applicable).
- The TAPP Family Advocate and school administration have agreements on attendance criteria for students in order to participate in TAPP field trips and events. Sites have found that there are positive reasons why attending field trips and events might be incentivized for students. Sites have also determined that there are negative reasons to incentivize cultural activity field trips, because this might mean that the most disengaged student might not get opportunities to engage in cultural events or activities. Sites should have this discussion, as it has equity implications.

Tribal Ceremonies

- The promotion of tribal ceremonies and encouraging AI/AN+ families to participate in them is encouraged at the school and district level, as this demonstrates a mutual respect for the local Tribe and promotes that traditional culture is valued by the local school district.
- Educators receive professional development on understanding the practices of the local tribes related to ceremony, as a means of promoting understanding and empathy of these cultural practices. Districts should use their gov-to-gov agreements to plan for this professional development to be delivered district-wide for all educators.
- For tribal ceremonies, TAPP school and district sites should work towards formal agreements and even changes in school and district policies on how to excuse AI/AN+ students attending cultural events, especially if the events are multi-day. Equity conversations are encouraged when issues arise at school sites for students who are chronically absent who attend tribal ceremonies, as in some instances, teachers and school staff hold feelings that a child should not be allowed to be excused from school. School Administration should promote support of AI/AN+ students engaging in tribal ceremonies regardless of the situation, as this is an anti-racist practice.

Student Attendance Policies

- For traditional ceremonies for grieving, burial, funeral, fishing, hunting, gathering and puberty ceremonies (just to name a few items), districts are using their gov-to-gov relationship to work towards formal agreements and even changes in district policies on how to excuse AI/AN+ students engaging in these cultural practices and customs. Additionally, TAPP School Sites should have platforms to share these ways with educators, to develop understanding, empathy and respect of AI/AN+ cultural.

Dress and Grooming

- TAPP District sites ensure that all schools are educating the broader community about House Bill 2935 and how it permits all students, as well as AI/AN+ students, to wear their natural hairstyle to school.
- TAPP District sites ensure all schools are educating the broader community about House Bill 2052 which allows graduates to wear tribal regalia at graduation and for other school events.

TAPP Family Advocate and/or Tribal Partner Delivering Professional Development at a School or District Site

Logistics

- TAPP Site Team has worked with school and district personnel to identify professional development dates and times. This is added to the school and/or district calendars.
- TAPP Family Advocates know who to request help with for professional development set up (space and furniture use), technology needs, clean up, etc, for professional development events.

Best Practices

- Professional Development opportunities are facilitated with school personnel to promote collaboration and support of the TAPP program within a school or district learning professional environment.
- The TAPP Family Advocate plans professional development and training opportunities to and for families and to and for staff.

General Topics

- Use student and family voices from survey data to help plan trainings or other family engagement night topics.
- Use staff voice from survey data to help plan for whole-school or small group professional development opportunities for teachers and school support staff.
- Identify staff within a school deeply committed to AI/AN+ student education and create a small group who engages deeply in the work of TAPP or issues impacting AI/AN+ students and families.
- Delivered from TAPP Sites: Introduction to the TAPP Program, Family Engagement Nights to help families understand “school”, Tribal History/Shared History, Historical Trauma, Tribal Sovereignty and Educational Sovereignty, history of the local tribe and/or tribes of Oregon, Trauma-Informed Workshops - What is it and what does this look like in the classroom?, Culturally Responsive Education - What it is, what it looks like, and what it isn’t, Culturally Responsive Curriculum - How to ensure lesson plans are not perpetuating harm to AI/AN+ students, Positive Discipline/Restorative Justice and Restorative Practice in the classroom, Native American storytelling, AI/AN+ Student Panels, AI/AN+ Family Panels, Information nights from community based organizations

Data Culture

- The TAPP Family Advocate has access to school information systems in order to see real-time attendance for students, as well as the capacity to pull data reports needed to analyze the attendance of all students and AI/AN+ students in alignment to the TAPP Agreement.
- In the event the TAPP Family Advocate does not have sufficient rights or access to the school’s information system to pull detailed attendance reports, the school administrators will ensure they have reports that they need to analyze attendance at a high level and a student level at the TAPP Site in a timely manner.
- The TAPP school site has an identified team who meets regularly to analyze attendance trends, discuss student needs, and to plan appropriate interventions.
- The district’s High School Success Act plans (if applicable) and Student Investment Act plans, reflect alignment to TAPP goals and school-wide attendance efforts to positively impact the academic success and positive engagement of AI/AN+ students. For the creation of these plans, the TAPP Family Advocate, Project Director, Tribal Partner, and AI/AN+ students and their families are *personally* invited to be a key part in the community engagement sessions to draft these plans using the ODE community engagement toolkit.
- The TAPP School site and district can analyze data to identify data disparity, as well as work collaboratively with school staff to identify root causes for the data. Action steps are grounded in improving school-wide systems and structures and developing educators and do not blame students, student groups, or students’ families for the outcomes.

This will continue to be updated at regular intervals. Once the WOU evaluation is published, this document might take another form, but for now, this can help guide your TAPP work.

Section B Attendance Data

Data Source - Attendance and Absenteeism	3rd Biennium	Second Biennium - TAPP		First Biennium - PILOT		Pre-TAPP	
	2021-2022 In-Person / Hybrid Learning	2020-2021 COVID Remote / Hybrid Learning	2019-2020 COVID Lockdown March 2020	2018-2019	2017-2018	2016-2017	2015-2016
Data Description							
State Key Performance Measure Targets All Students	85%	84%					
State Key Performance Measure Targets Students of Color	72%	72%					
State K-12 Total All Students	63.9	71.9		79.6	79.5	80.3	81.3
TAPP Districts Total All Students	56.28	65.81		76.29	76.75	76.41	75.68
TAPP School Sites Total All Students	53.6	65.9		76.26	75.25	73.9	73.7
State K-12 Total AIAN	48.5	55.1		69.4	70.4	69.4	70.3
TAPP District AIAN Total	46.82	55.36		67.82	67.55	69.02	70.89
TAPP School Sites AIAN Total	43.59	55.78		65.1	63.37	69.67	71
TAPP District AIAN Total Coos Bay	47.8	46.9		69.9	64.8	67.9	63.1
TAPP District AIAN Total Harney County	26.7	46.7		62.9	60	73.1	91.7
TAPP District AIAN Total Jefferson County	38.7	38.6		65.6	69.7	77	67
TAPP District AIAN Total Klamath County	60.1	64.2		75	75.2	76.3	76.5
TAPP District AIAN Total Lincoln County	42.4	38.9		61.7	63.7	76.3	63.2
TAPP District AIAN Total North Bend	52.3	55.6		70	71.6	67	66.9
TAPP District AIAN Total Pendleton	49.4	50.9		68.8	70.7	70.2	73.4
TAPP District AIAN Total Salem-Keizer****	40.1	50.4		68.9	62.9	61.3	63.4
TAPP District AIAN Total South Umpqua	57.7	78.9		65.6	66.7	59	78
TAPP District AIAN Total Willamina	53	82.5		69.8	70.2	62.1	55.9
TAPP District Total All Students Coos Bay	49	60.5		71.7	71.7	73.7	75.2
TAPP District Total All Students Harney County	58.9	73.3		79.7	80	77.8	79.9
TAPP District Total All Students Jefferson County	46.3	53		72.6	75.5	64.5	75.1
TAPP District Total All Students Klamath County	69	82		83.5	82.6	84.7	83.6
TAPP District Total All Students Lincoln County	55.5	44.3		69.8	72.4	84.7	71.9
TAPP District Total All Students North Bend	56	65.2		80.2	79.7	80.6	73.9
TAPP District Total All Students Pendleton	58.6	64.4		80.4	79.9	81.1	83.2
TAPP District Total All Students Salem-Keizer****	53.4	61.6		73.8	72.4	72.1	74.3
TAPP District Total All Students South Umpqua	59.1	69.2		74.5	73.5	74.7	76.5
TAPP District Total All Students Willamina	57	84.6		76.7	74.8	70.2	63.2
TAPP School Sites AIAN Total Coos Bay	37	46.2		67.9	71.8	69.8	64.3
TAPP School Sites AIAN Total Harney County	20.65	48.35		55.5	57.2	78.8	93.4
TAPP School Sites AIAN Total Jefferson County	42.3	41.8		68.1	73.2	69.1	73.1
TAPP School Sites AIAN Total Klamath County	53.9	56.9		71	71	76.2	74.7
TAPP School Sites AIAN Total Lincoln County	43	41.25		56	62.6	65.3	66.9
TAPP School Sites AIAN Total North Bend	55.6	*		95	93.3	87.8	72
TAPP School Sites AIAN Total Pendleton	48.2	61		78.2	72.2	64	80
TAPP School Sites AIAN Total Salem-Keizer****	*	*		46.7	59.7	58.3	48.35
TAPP School Sites AIAN Total South Umpqua	40	*		40	65.6	62.4	80
TAPP School Sites AIAN Total Willamina	51.7	95		72.6	72.1	65	58
TAPP School Sites Total All Students Coos Bay	48.4	56.3		68.3	70.9	70.6	70.4
TAPP School Sites Total All Students Harney County	56.8	72.8		79.2	79.3	77.6	72.7
TAPP School Sites Total All Students Jefferson County	40.9	42.9		68	73.2	69	73.2
TAPP School Sites Total All Students Klamath County	57.55	55.7		71.3	74.4	75.45	73.3
TAPP School Sites Total All Students Lincoln County	53.2	53.7		75.2	67.5	69.8	68.2
TAPP School Sites Total All Students North Bend	57.24	82.35		86.3	82	82	83.8
TAPP School Sites Total All Students Pendleton	56	78		83.5	81	78.1	84.3
TAPP School Sites Total All Students Salem-Keizer****	43.5	51.87		72.2	69.45	68.1	69.85
TAPP School Sites Total All Students South Umpqua	62.3	70.44		76.04	74.3	74.2	76.8
TAPP School Sites Total All Students Willamina	60.3	95		82.6	80.5	74.8	65.3
Key							
****Salem-Keizer School District did not become a TAPP Site until 2022-2023							
Bold font indicates the data is at or above the state All Student Average							
A green cell indicates the data is at or above the state AI/AN Average							
What do the **** mean? "All Students" (i.e. total) data rows for county, district, and school are only suppressed for individual diploma type counts and other completer type counts (Adult High School Diploma, Extended Diploma, GED). The other columns for the "All Students" group are not suppressed.							
County, district, and school level data are suppressed for student groups other than the "All Students" student group based on the rules below:							
1. When the adjusted cohort count was less than 10, this denominator was suppressed with an *.							
There are five other instances why data can be suppressed. Only the most relevant is included here. Any media files on the Cohort Graduation website under a "note" tab can provide more information.							

Source: [Attendance and Absenteeism](#)