

**Background:**

These protocols were drafted in 2020 via a collaboration between ODA, EQL and Transformation/ESOG in an attempt to create a culturally responsive inquiry cycle. As we move to regional supports and inclusive education with a clearer definition of multi-tiered systems of support, we needed to add additional tools for tiered supports and update the existing ones to ensure that they are inclusive of all students served within tier 1 instruction). A working group gathered to review and refresh the protocols in the spring of 2023.<sup>1</sup>

**Success Criteria for Refreshed Agendas** (developed by the working group)

- Be inclusive of all the students served within tier 1 instruction. (For now this means a section in each agenda that focuses on access for multilingual learners).
- Encourage collaboration for access and support for all students to reach high standards;
- Include discussion of tier 2 and 3 instruction/supports
- Address actions that improve sense of belonging (Agendas should encourage teachers to consider SEL skills students need to access/engage in a lesson and/or can develop through the lesson)
- Continue to focus on an inquiry cycle: Analysis of student work, understand student strengths, identify unfinished teaching and learning, and make a plan to respond
- Include routines that build a safe space for adults
- Consider content standards and skills, language standards and skills, SEL standards and skills
- Be more streamlined and friendly to teachers (for now, this will be done through a unit planning template to go with the unit unpacking agendas)
- Explicitly address mindset and equity

**What's New:**

The major changes are modular sections that allow teams to engage in one or more of the following:

- Bias check/critical consciousness
- Multilingual Learner (ML) objectives and planning
- SEL (welcoming practice/optimistic close/SEL competencies)

**Facilitator's Role:**

The agendas are not designed to be copied, pasted, and followed from beginning to end. The role of the facilitators is to determine which elements of the protocols are the highest leverage for their team. Facilitators should include 2-4 of the sections between the welcoming practice and optimistic close. Some guiding questions for selecting the highest leverage sections are:

- What does our Universal Expectations Readiness Assessment tell me about the needs of this team?
- What does our MAP data (and other assessment data), observation data, climate survey data, and/or student work tell me about the students that are not yet being served by tier 1 instruction?

**Sample DDI Cycle**

Week	Objective	Week	Objective
1	DDI: Set team goals and expectations around Inquiry work	7	DDI: Weekly data meeting
2	DDI: Unpack interim and/or unit assessment	8	DDI: Peer observation rounds debrief
3	DDI: Align Curriculum and Assessment	9	DDI: Analyzing ELA Data/Analyzing Math Interim Data
4	DDI: Analyze MAP results and identify key teaching points for tier 1 instruction	10	DDI: Lesson Internalization
5	MTSS: Analyze MAP results and identify dynamic groups and focus content for tier 2 and/or 3 intervention	11	DDI: Weekly data meeting
6	DDI: Lesson Internalization	12	DDI: Celebrate Success MTSS: Tier 2/3 intervention data review and group reshuffle

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**Overview:** Below, you will see a series of agendas that together make up a Data-Driven Inquiry (DDI) cycle. These agendas are built with three priorities in mind:

- Teachers and students must be critical consumers of curriculum;
- Teachers must work together to provide access and support for all students to reach high standards;
- Teachers must work together to consistently analyze student work, understand student strengths, identify unfinished teaching and learning, and make a plan to respond.

Cycle Activity	Agenda Name	Description
DDI: Set team goals and expectations around collaborative Inquiry work	<a href="#">Organize for Collaborative Work</a>	Set a strong foundation for collaborative adult learning with these protocols. Set meeting norms, build shared understanding of work style preferences, unpack a school's mission statement to understand a team's purpose, and more!
1. DDI: Unpacking texts	<p>1.a. <a href="#">Bias Detection and the Counter-Narrative</a></p> <p>1.b. <a href="#">StudySync Unit Unpacking: Unpacking the Core Text</a> Updated 2023</p> <p>1.c. <a href="#">Unit Unpacking: Unpacking the Core Text</a> Updated 2023</p>	<p><b>Bias Detection and Counter-Narrative</b> This protocol allows educators to review their school-wide core texts with a critical lens on bias and counter-narrative. Educators will learn about the 7 forms of bias and counter-narratives. With their new knowledge, educators will make informed decisions about what core texts positively represent Black, brown, and Latinx lives and/or determine how they will include untold truths about the beauty of Black, brown, and Latinx lives. Consider introducing this learning through a school-wide PD, ideally early in the school year.</p> <p><b>Unpacking Core Text:</b> This protocol is designed to help teams of educators analyze and articulate how the module/unit's text sets build knowledge around a topic. The protocol also helps teams calibrate on the central ideas of the text, analyze the qualitative text complexity, and identify and address bias in the text.</p>
2. DDI: Unpacking assessment	<p>2.a. <a href="#">Unpack an Interim (Math/Science Version)</a> Updated 2023</p> <p>2.b. <a href="#">Unpack an Interim (ELA/Text Based Version)</a> Updated 2023</p> <p>2.c. <a href="#">Unit Unpacking: Unpack Module Assessments and Key Tasks</a> Updated 2023</p> <p>2.d. <a href="#">Unit Internalization (Math)</a> Updated October 2023</p>	<p><b>Unpacking Interims:</b> This protocol is designed to help teams of educators calibrate on what mastery looks like and have a shared understanding of end goals - so that the team has a similarly high bar for student mastery across classrooms. The team focuses on a few prioritized machine scored and constructed response items collaboratively, though this is the type of thinking that educators should do across the entire assessment. This protocol is most impactful if it occurs before the team begins teaching the content that will be addressed on the interim.</p> <p><b>Unpacking Assessments &amp; Tasks:</b> This protocol is designed to help teams of educators calibrate on the module/unit learning goals as well as calibrate on</p>

		<p>grade-level expectations. The protocol also supports educators to see how the mid unit assessments build to the end of unit assessments and how the writing tasks in the module align to the unit assessments. This is recommended for non-ELA teams where teams can name shared tasks instead of strictly writing tasks.</p> <p>* As appropriate, work toward doing both protocols throughout the year. Consider familiarity with the curriculum when determining which to prioritize.</p>
3. DDI: Align curriculum and assessment	<a href="#">3.a. Align Curriculum and Assessment</a> Updated 2023	This protocol lays out a process for ensuring tight alignment between the upcoming unit, key tasks, end-of-unit assessment(s) and the upcoming interim assessment.
4. MTSS: Screener Outcomes	<p><a href="#">Updated MAP Fluency Analysis Protocols (K-3)</a> Updated 2025</p> <p>Legacy protocols:</p> <ul style="list-style-type: none"> <li>• <a href="#">Data Dive 101 (Fall) Part 1</a></li> <li>• <a href="#">Part 2 (BOY Action Planning)</a></li> <li>• <a href="#">Gr. 3 MAP Fluency Data Analysis</a> Updated 2023</li> </ul> <p><a href="#">MAP Analysis Protocols and Support</a> Updated 2025</p>	<p>These protocols build assessment literacy and support differentiation in tier 1/universal instruction as well as indicate which students might need additional support(s).</p> <p>In the second and third assessment administration, these protocols invite educators to reflect on student growth and the causes for growth/no observed growth.</p>
5. DDI: Lesson internalization	<p><a href="#">5.a. Lesson Internalization</a> Updated 2023</p> <p><a href="#">5.b. StudySync Lesson Internalization</a> Updated 2023</p> <p><a href="#">5.c. Lesson Internalization with MAP Fluency or Growth</a> Updated 2023</p> <p><a href="#">5.d. Lesson Internalization for Math</a> Updated October 2023</p> <p><a href="#">5.e. Lesson Internalization for MLs</a> Updated August 2024</p>	This protocol allows educators to become familiar with an essential lesson in the unit and to make intentional adjustments to the lesson or its facilitation in response to students' needs and interests, and to ensure that lessons are culturally responsive.
6. DDI: Weekly data meeting	<a href="#">6.a. Weekly Data Meeting</a> Updated 2023	This protocol is designed to support teams to progress monitor student learning on a weekly basis, always with a shared understanding of what mastery looks like on a rigorous, standards-aligned task. The team will focus on monitoring student learning on current standards and then on adjusting lessons and instruction for the following week to build off of student strengths and address unfinished teaching and learning.

7. DDI: Interim results	<a href="#">7.a. Analyze Interim Results: Math and Science</a> Updated 2023 <ul style="list-style-type: none"> <li>• <a href="#">Math/Science Interim Analysis &amp; Action Planning Tool</a></li> </ul> <a href="#">7.b. Analyze Interim Results: ELA</a> Updated 2023 <ul style="list-style-type: none"> <li>• <a href="#">ELA Interim Analysis &amp; Action Planning Tool</a></li> </ul>	This protocol allows educators to analyze interim results in order to identify the areas of strength and areas of unfinished learning that they can build from/address over subsequent weeks of instruction. Unfinished learning is named in a student challenge statement and student learning goal, which the action plan prepares students to meet.
8. MTSS: Tier 2&3 New!	8.a. <a href="#">MTSS Protocol 1</a> : Selecting diagnostics for literacy  8.b. <a href="#">MTSS Protocol 2</a> : Making groups  8.c. <a href="#">MTSS Protocol 3</a> : Progress Monitoring	These protocols begin after the universal screen is analyzed and guide educators through selecting diagnostics, making small groups for instruction, and progress-monitoring/reflecting on the impact of tiered instructional supports.
9. Multilingual Learners	<a href="#">ACCESS 101</a> : Build assessment literacy <a href="#">ACCESS 201</a> : Analyze strengths and areas for growth in student performance <a href="#">ACCESS 301</a> : Action plan for domain-specific instruction  <a href="#">Peer: Peer MAP Growth Protocol for MLs</a> : Comparing ML's MAP scores to peers	<p>The ACCESS protocols guide participants through developing assessment literacy and the use of language acquisition data to inform instructional planning.</p> <p>The Peer:Peer protocol guides educators on how to use MAP data from “peers” (other BPS students at the same grade and ELD level) to determine if students are making progress in relation to similar students. Students who are performing well below their peers may need additional instructional supports.</p>
Performance Assessment	<a href="#">Validation Protocol</a> <a href="#">Rubric creation</a> <a href="#">Calibration Protocol</a>	These protocols draw from QPA (Quality Performance Assessment) best practices to guide teams in creating powerful performance tasks and aligned rubrics, as well as how to calibrate evaluation and grading of student work.