Minnesota Department of
Education

Comparison of Frameworks

Response to Intervention Core Features	Middle-Level Redesign Core Features
Continuums of evidence-based instruction and supports	**Component 1: Rigorous and relevant curriculum for all students**
☐ Evidence-based instruction aligned with state standards for all students	☐ All students are engaged in rigorous, standards-based core academic curriculum
☐ Instructional supports for targeted students matched to student needs	☐ Curriculum is exploratory and integrative in nature and intersects with the larger social environment in their lives
☐ Culturally responsive instructional practices	☐ Curriculum is connected to real-world contexts that build on student interests, needs, community resources and technology
☐ Scheduled time for interventions or instructional supports in addition to core instruction	
☐ Interventions delivered flexibly depending on need (replaces remedial courses)	☐ All students experience instruction that motivates and challenges them in every classroom
Support structures include assessment to target intervention and response to intervention	☐ Assessment is frequent, varied, and appropriate to students' diverse developmental levels and the learning to be demonstrated
☐ Data support systems provide timely and ongoing access to data used for instructional decisions (80, 15, 5)	☐ Ongoing feedback to teachers and students is used to guide instruction and address individual learning tools
☐ Screening (Benchmark) data used to:	
☐ Match students with relevant instruction and supports	
☐ Monitor progress towards end of course or predetermined outcomes	
☐ Identify areas for program/curriculum improvement	
☐ Progress monitoring data used to monitor effectiveness of supports	
☐ Schedule allows intervention supports to be delivered in addition to core instruction	

Response to Intervention Core Features	Middle-Level Redesign Core Features
Continuums of evidence-based positive behavioral and social-emotional supports ☐ Systems of recognition for all students, staff, and personnel ☐ Explicit instruction in expectations and skills to promote positive behavior and social-emotional wellness for all students	**Component 2: A personalized learning environment for each student** ☐ Structures, behaviors, and activities are in place to connect all students to adults within the school and within the community ☐ Students have opportunities to meet with an adult to plan and assess their academic, personal, and social development ☐ Student support services (i.e. school counselors, school nurses, school social workers, and school psychologists) provide support to students ☐ The school facilitates the involvement of parents and other adult mentors in creating personalized learning environment ☐ Teachers work together in teams to serve small groups of students over time ☐ The school day is organized to provide extended periods of instructional time and to facilitate close student-teacher relationships
Continuums of evidence-based instruction & supports ☐ Staff providing instruction and intervention supports are trained and have the resources to deliver instruction as designed ☐ Staff development follows evidence-based practices ☐ Evidence-based instruction aligned with state standards for all students ☐ Interventions delivered flexibly depending on need (replaces remedial courses)	**Component 3: Highly effective teachers and instruction** ☐ Teachers are proficient in their content areas ☐ Teachers and student support specialists have deep knowledge of young adolescent development across all domains (e.g. cognitive, physical, social, emotional) ☐ Teachers and student support specialists apply appropriate strategies to meet the full spectrum of social, linguistic, emotional, physical, and developmental needs of students ☐ Teachers and student support specialists use collaboration skills to implement interdisciplinary teams ☐ Teachers use a variety of student-centered instructional strategies that address students' cultures, interests, learning styles, and aptitudes and English language proficiency levels

Response to Intervention Core Features	Middle-Level Redesign Core Features
Leadership and support structures ☐ Principal provides instructional leadership and takes active role in: ☐ Designing and implementing continuums of support ☐ Aligning implementation of multiple initiatives for internal consistency ☐ Use of data in improvement process ☐ Leadership uses training and coaching to build competence and fluent implementation of evidence-based practices ☐ Leadership establishes a culture of continuous improvement and accountability ☐ Leadership cultivates champions and buy-in with students and stakeholders ☐ Leadership guides implementation efforts through stages to achieve and sustain the full benefit of instruction and intervention supports	**Component 4: Effective leadership** ☐ The principal communicates the school's mission and vision clearly and consistently to all constituents (e.g. school staff, parents, community members, businesses, community organizations) ☐ The principal is an advocate and spokesperson for the school's continuous improvement efforts and places importance on professional development ☐ The principal and teacher leaders monitor all aspects of the school's continuous improvement efforts ☐ Structures are in place that provide all staff with opportunities to influence and exercise leadership, school activities, and policies ☐ The principal, teacher leaders and student support services foster a culture of trust and collective and collaborative responsibility for student success among all staff ☐ The principal understands the change process and anticipates and manages the effects of change on stakeholders
Continuums of evidence-based positive behavioral and social-emotional supports ☐ Systems of recognition for all students, staff, and personnel ☐ Explicit instruction in expectations and skills to promote positive behavior and social-emotional wellness for all students	**Component 5: Safe and healthy school environment** ☐ The school environment is welcoming, physically and emotionally safe and supports healthy development ☐ The school supports health and wellness efforts ☐ Educators and all staff hold high expectations for all students ☐ The school actively initiates a variety of opportunities for parent engagement and support ☐ The school creates a climate of intellectual development, respect, and caring relationships that foster students' sense of belonging

Response to Intervention Core Features	Middle-Level Redesign Core Features
Continuous improvement ☐ The school has defined and measurable outcomes for each domain being addressed (academic, behavioral, social-emotional, physical) ☐ Assessment used for four purposes (screening, monitoring, prescribing, evaluating/improving) ☐ Multiple sources of data are used to identify and improve implementation (systems, practices, outcomes) ☐ Protocols for problem solving in place at classroom, building, and district level ☐ Process used to identify level of intervention and appropriate supports ☐ Decision rules for data to trigger change in instructional supports/interventions ☐ Decision rules to exit/discontinue intervention supports	**Component 6: Use data for improvement in a timely and ongoing manner** ☐ All staff use data to improve curriculum, instruction, and student engagement and learning ☐ All staff use data to improve school culture, organization, policies, and management ☐ The school uses a systematic, data-driven school improvement planning process ☐ Staff assesses and reports the impact of improvement policies and practices on all student populations to stakeholders ☐ Students use data to assess and track progress toward goals and evaluation criteria