

Multi-Tiered System of Support (MTSS) Factsheet

NCDPI Integrated Academic and Behavior Systems

<http://www.ncdpi.org/>

DEFINITION

NC MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem solving to maximize growth for all.

VISION

Every NC Pre K-12 public education system implements and sustains all components of a Multi-Tiered System of Support to ensure college and career readiness for all students.

MISSION

NC DPI will prepare for total school improvement and support LEAs to implement a Multi-Tiered System of Support by providing professional development, coaching and technical assistance, research and evaluation, and communication and visibility that results in college and career readiness for all students.

NC DPI believes that MTSS is the most effective and efficient approach to improving school outcomes and student performance thereby ensuring equitable access to a sound basic education.

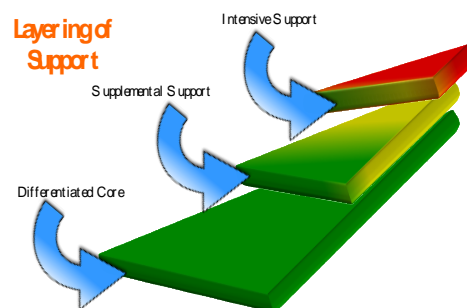
MTSS LEADERSHIP AND POLICY TEAM

Division Directors



Quick Facts...

- All staff and students are part of multi-tiered system of support
- MTSS utilizes a systematic problem solving model to analyze multiple pieces of data to determine how all students are responding to instruction
- Teams problem solve context surrounding instruction, curriculum and environment
- MTSS is a layering of academic and behavior supports
- All students have access to all layers of instructional support



	Tier I- Core Instruction	Tier II- Supplemental Instruction	Tier III Intensive Instruction
Who	All Students	Students needing supplemental supports in addition to Core instruction (approximately 20% of students)	Students needing intensive supports in addition to Supplemental and Core instruction (approximately 5% of students)
What	Evidence-based practices and programs demonstrated to produce good academic and behavior outcomes for the majority of students	Evidence-based practices and programs demonstrated to improve academic and behavior performance in Core	Evidence-based practices and programs demonstrated to improve academic and behavior performance
Effectiveness	If <i>at least</i> 80% of all students, in all subgroups, are meeting academic and behavior benchmarks with Core supports alone	If <i>at least</i> 70-80% of students improve academic and behavior performance toward Core	Academic and behavior progress toward progress in Core

For more information visit: mtss.ncdpi.wikispaces.net



NC Multi-Tiered System of Support



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