RtI vs. MTSS

Some people interpret MTSS as a newer, enhanced version of RTI. In this line of thought, while RTI and MTSS are both multi-tiered approaches, the MTSS framework also functions as a continuous school improvement model. MTSS encourages educators to examine district, campus, and classroom systems and culture through the review and analyzation of data on all students, and identifies students who need additional supports to maximize their potential.

The chart below highlights the differences between RTI and MTSS from this perspective:

	RTI	MTSS
Students:	Students identified as "at risk" or being considered for special education evaluation.	All students, including those already being served by programs such as 504/Dyslexia, Bilingual, GATE, Special Education, etc.
Supports:	Academic	Academic, Behavioral, and Social-Emotional
Purpose:	Remediation and Intervention	Prevention, Differentiation, and Intervention
Focus:	Isolated – academic needs are discussed in isolation.	Integrated – academic, behavioral, and social-emotional needs are discussed together. The whole child is considered.
Collaboration:	Teachers of at-risk students, special education teachers, Psychological Services, Campus Administrators	All campus and district staff
Campus Management:	A campus administrator(s)	Teachers, grade level / content teams (PLC), and a MTSS Campus Team.

Others interpret RTI as a subset, or component of MTSS, referring to only the academic intervention systems in place to support students, separate from any other intervention systems such as those for behavior, social-emotional learning, and health.