

Feature	Tier 2 Intervention (NCII / MTSS) [1]	High-Impact Tutoring (NSSA) [2]
Definition / Purpose	Targeted supplemental instruction for students not meeting benchmarks from core instruction alone; sits between universal (Tier 1) and intensive (Tier 3) supports.	One-on-one or small-group tutoring that supplements school instruction, designed to produce substantial learning gains by responding to students' individual needs.
Framework / Context	Part of a multi-tiered system of supports (MTSS/RTI) where interventions are systematically layered by intensity.	A specific evidence-informed tutoring model that may be implemented within MTSS but can also exist as a standalone instructional acceleration strategy.
Target Population	Students identified via screening and progress monitoring who show inadequate response to Tier 1 instruction (typically the ~10–15% of students with moderate needs).	Students who need additional academic acceleration beyond classroom instruction — whether behind grade level, recovering from learning loss, or needing enrichment.
Instructional Focus	Validated, evidence-based programs targeting specific skill deficits; standard protocols should be followed with fidelity.	Aligned to classroom curriculum and tailored to individual needs; defined by key design characteristics rather than a single program.
Delivery Format	Small group instruction (e.g., 3–5 students) delivered supplemental to Tier 1, often by interventionists, general educators, or support staff.	One-on-one or small-group tutoring, with a strong emphasis on consistent tutor–student relationships.
Session Frequency & Duration	Varies by intervention program; typically supplemental sessions multiple times per week integrated into the school schedule.	Prescribed ≥ 3 sessions/week, ≥ 30 minutes each (longer sessions recommended for older students) to ensure meaningful impact.
Assessment & Progress Monitoring	Frequent progress monitoring to determine student response and guide decisions about continuation, intensification, or movement between tiers.	Uses formative assessment and data to tailor tutoring instruction and track learning gains.
Evidence Base	Emphasis on validated intervention programs shown through research to be effective for targeted skills at this level.	Tutors and programs must demonstrate substantial learning gains or employ research-supported characteristics linked to improved outcomes.
Personnel / Training	Delivered by school personnel trained in the specific Tier 2 curriculum or strategy; training and implementation fidelity affect outcomes.	Tutors are trained and supported, with coaching and oversight to ensure quality instruction.
Alignment with Core Instruction	Should be aligned to core curricula but targets skills not fully acquired through Tier 1; supplementary by design.	Explicit alignment to school curriculum is required; tutoring is designed to complement core instruction.
Student–Instructor Relationship	Small-group focus with less emphasis on sustained personal relationships; focus is on instructional response.	Emphasizes consistent tutor–student relationships to support engagement and learning.
Goal / Outcome	Accelerate performance to the point where students can succeed with core instruction, or indicate need for Tier 3.	Drive measurable academic gains that exceed what would occur with classroom instruction alone.