

Our Core Principles

Derry Cooperative School District is dedicated to:

Using data to make decisions

Using a multi-tiered model of service delivery

Providing instruction based on student needs

Using assessment for screening and progress monitoring

Monitoring student progress to drive instruction



NH Definition of RTI

NH Response to Instruction (NH RTI) is a data-based decision making process. It is inclusive of a multi-tiered system that supports effective core instruction, promoting academic and behavioral growth and achievement for each learner based on universal screening and progress monitoring.

From the NH Department of Education
education.nh.gov

For more information:
www.rti4success.org
www.ld.org
www.ncl.org
www.wrightslaw.com
www.aimsweb.com

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Response to Instruction



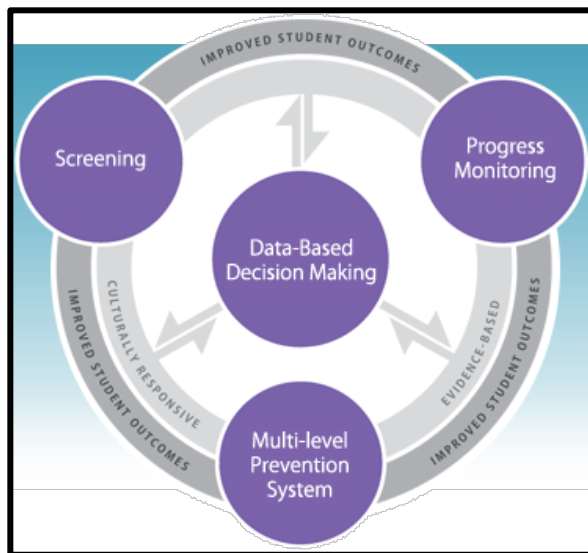
Derry Cooperative School District

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The RTI Process

RTI is the practice of providing high-quality instruction and/or intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions.

Each child, on a regular basis is monitored for progress in reading and math. Results of this monitoring are used to make decisions about the need for further intervention at students' educational levels.



Benefits of Response to Instruction

The use of RTI as part of the school's procedures for addressing all students' needs can potentially:

1. Increase the number of students who succeed within the general curriculum.
2. Provide critical information about the instructional needs of the student, which can be used to create effective educational interventions.
3. Ensure that students receive appropriate instruction through extension or intervention lessons.
4. Make students feel confident about their success and enjoy coming to school.

A Three-Tier Model

Students are screened (assessed) throughout the school year to determine individual and collective strengths or areas requiring improvement. In addition to core curriculum, educators provide direct instruction in small groups as determined by assessment data.

