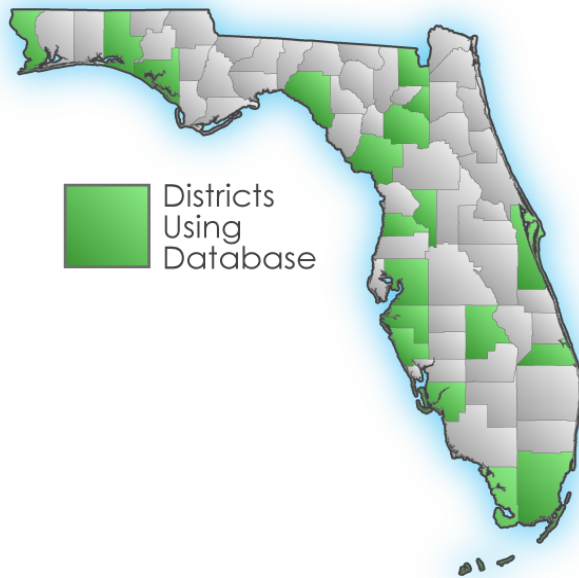# RtI:B Database Report

School Year 2014-2015

History

The RtIB database was developed by Florida's Positive Behavior Support Project as a way of supporting Florida schools to engage in effective data-based problem solving for behavior. At the time it was created, Florida schools had been paying annual licensing fees for a supplemental behavior database for several years. The number of schools paying the licensing fee had grown to such an extent that a home-grown alternative became a cost-effective option for Florida's public schools. In 2011, the RtIB database was made available to all public schools in Florida, to be used as a supplemental resource for problem-solving issues around student behavior, or as a model for a district's own data system.

Some key developments over time include:

- SY 2010-2011: RtI:B began its pilot phase
- SY 2011-2012: RtI:B made available free of charge to all public schools in Florida
- SY 2012-2013: Districts were provided a one-time-only incentive for using the database, producing a surge in school and user accounts
- SY 2013-2014: Major Tier 2 feature revisions were launched
- SY 2013-2014: RtI:B began the pilot phase for Tier 3 features
- SY 2014-2015: Full Tier 3 feature launch to all districts
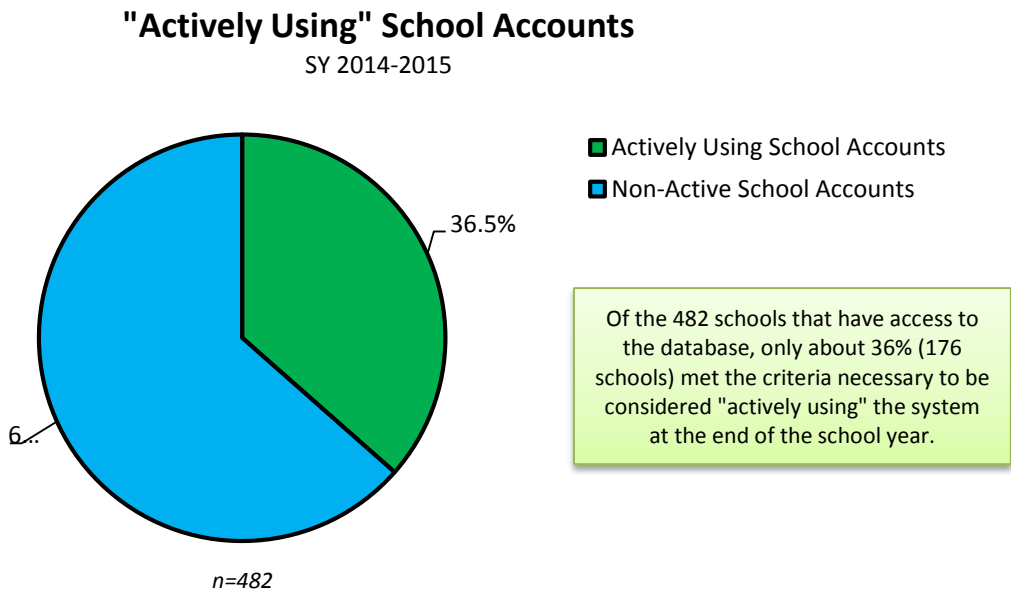
Use of the Database

The RtI:B Database allows qualified personnel to track behavior incidents, compiles progress monitoring data for students receiving Tier 2 and Tier 3 supports, aggregates information for school-and district-level analysis and drills down into school-level and student-level behavior data. This information can then be used to generate graphs to assist school teams with problem identification and analysis, intervention development and progress monitoring for behavior at Tier 1, Tier 2, and/or Tier 3.

The RtI:B Database is a free resource for Florida's public schools, and because the database is an *optional* tool for our schools many users vary in the extent to which they make use of its features. This variation is addressed in this report by focusing on data from school accounts that appear to be utilized on a regular basis. These school accounts are referred to as "actively using" schools (and/or districts, and/or users).

DISCLAIMER: This report only intends to highlight how the database is being utilized by different schools. **The data in this report is meant for informational purposes only, and should NOT be interpreted or used as examples of state norms.**

Description of Data: This chart shows the percentage of school accounts that are "actively using" some feature of the database. Schools are considered to be "actively using" the database if their account has at least 20 Minors, Majors, SESIRS, or Tier 2 daily entries; **AND** if the school's last login date occurred within the last 2 months of the school year. These criteria were chosen as a response to individuals' fluctuating use of the database throughout the school year.
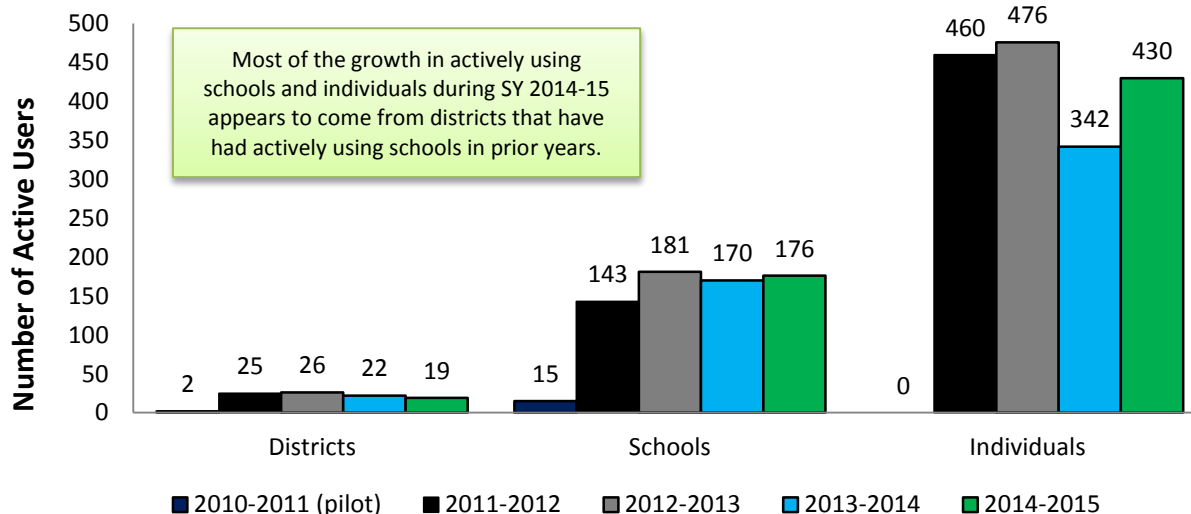
"Actively Using" School Accounts
SY 2014-2015

■ Actively Using School Accounts
■ Non-Active School Accounts

36.5%

6...

Of the 482 schools that have access to the database, only about 36% (176 schools) met the criteria necessary to be considered "actively using" the system at the end of the school year.

n=482

Response to the data: Once a school requests an account in the RtIB Database, their account remains open regardless of how frequently they use the system. As a result, the overall percentage of school accounts that meet our definition of "actively using" the database is relatively low. Starting in school year 2015-16, school accounts that have no log-ins for six months will be de-activated to allow our team to monitor participation more efficiently. A school's account may be re-activated at any time by emailing the database team; all previously entered data will be preserved and accessible by school users.

Database Accounts Over Time

Description of Data: This chart highlights the number of districts, schools, and individuals using the database from 2010-2015. Districts identified are those that have at least one school that is actively using the database, and individuals identified are those that have logged into the database once in the last two months of school.
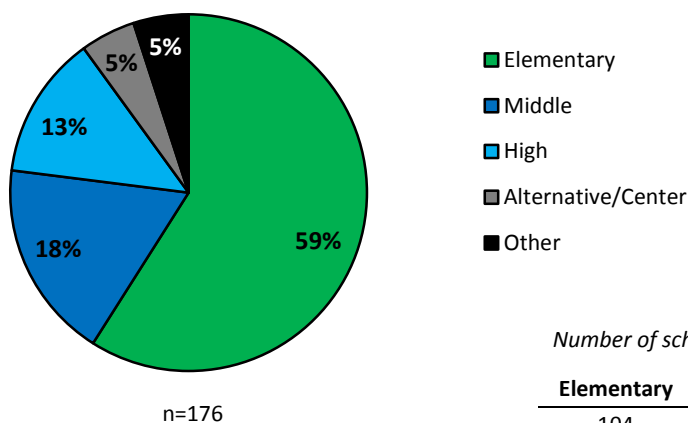
Actively Using Accounts Over Time

Most of the growth in actively using schools and individuals during SY 2014-15 appears to come from districts that have had actively using schools in prior years.

Legend: 2010-2011 (pilot), 2011-2012, 2012-2013, 2013-2014, 2014-2015

Response to data: After a small decrease in the number of individuals and schools actively using the RtIB Database in 2013, the number of active accounts increased during the 2014-15 school year. Although reasons for schools' use/non-use of the system vary, feedback from our users suggests that new features (such as our Tier 3 progress monitoring) and other system improvements make the database a valuable tool for Florida's schools.

Actively Using Schools by Type
SY 2014-2015

Elementary 59%
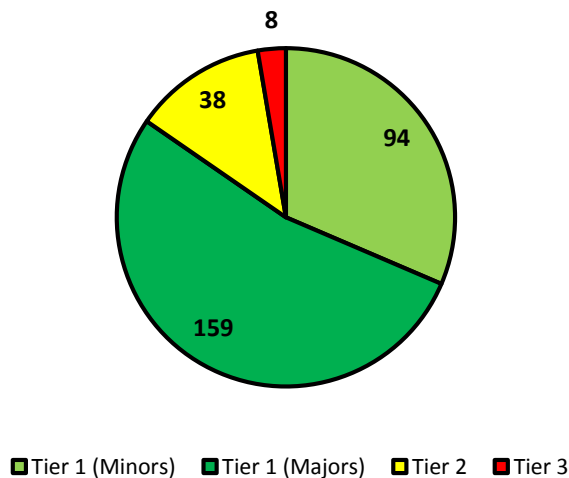Middle 18%
High 13%
Alternative/Center 5%
Other 5%

The majority of active school accounts are for elementary schools.

n=176

Number of schools:

Elementary	Middle	High	Alt/Center	Other
104	32	23	8	9

4

Actively Using Accounts by Tier
SY 2014-2015

Legend: Tier 1 (Minors) ■ Tier 1 (Majors) ■ Tier 2 ■ Tier 3
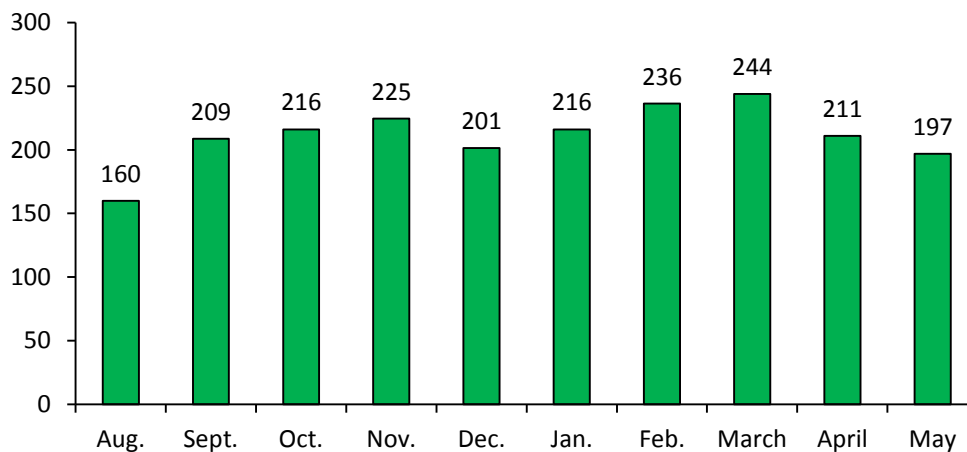
Pie values: 8, 38, 94, 159

> The majority of schools are actively using the Tier 1 features of RtIB. "Actively Using" schools must have logged in at least once in the last 2 months of the school year, and accumulated at least 20 data points under any one tier of features.

Utilization

Description of data: It has been identified that double-entry has been a barrier to using the RtI:B Database. In spite of this, there are still educators across the state logging in to RtI:B thousands of times each month. The database provides a simple count of each individual's login date and time, which can then be tallied to produce a total number of log-ins for specific time periods. This information shows the total number of log-ins per month, divided by the number of school days in that month. This is referred to as the average number of log-ins PER DAY per month.

Log-Ins per Day per Month
SY 2014-2015

Bar chart values: Aug. 160, Sept. 209, Oct. 216, Nov. 225, Dec. 201, Jan. 216, Feb. 236, March 244, April 211, May 197

> On average, approximately 380 unique individuals access the database each month.

Response to data: The time required to "double enter" discipline data in RtIB may reflect a *perceived* barrier to using the system, rather than an *actual* barrier. Individuals' use of the database picks up in September, and remains fairly stable throughout the rest of the school year. During those months, people log into the database an average of 218 times each day.

Utilization Continued…

Utilization of RtIB Database Data
SY 2013-2015

Legend: SY 2013, SY 2014, SY 2015

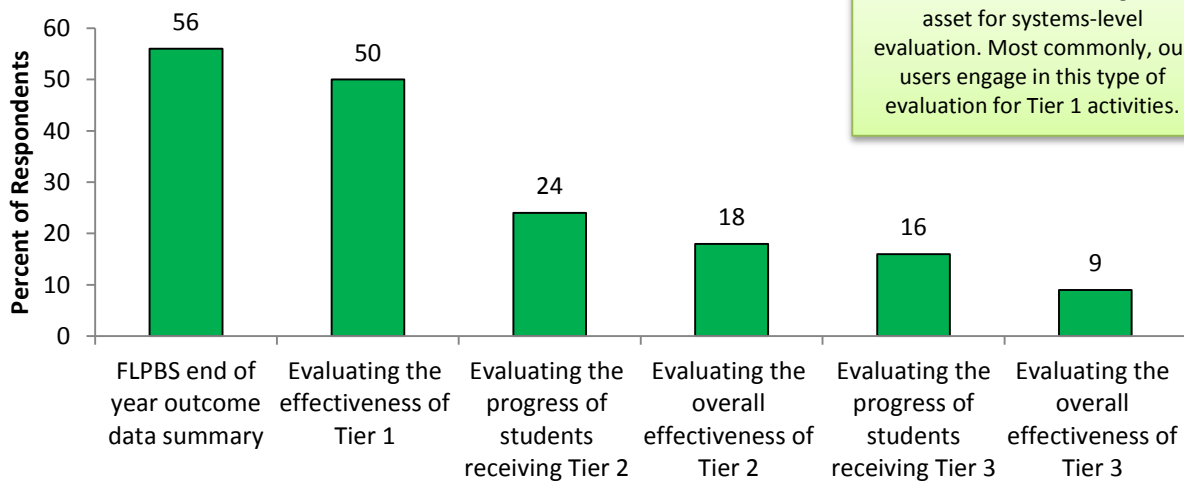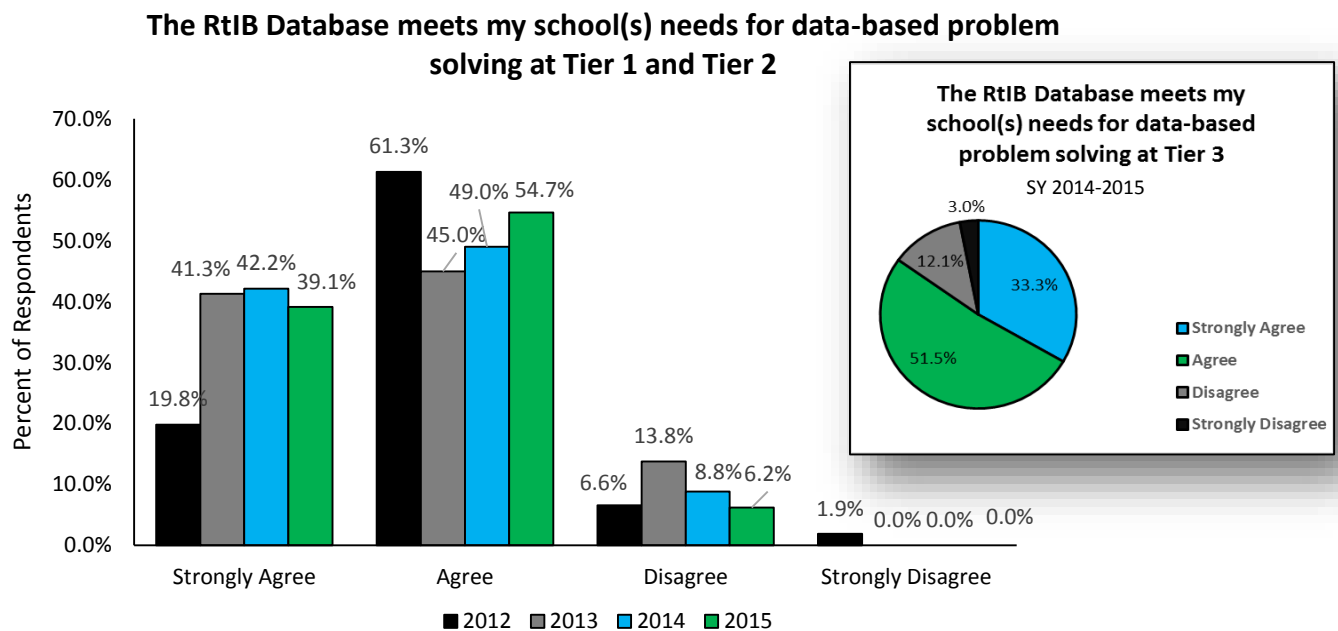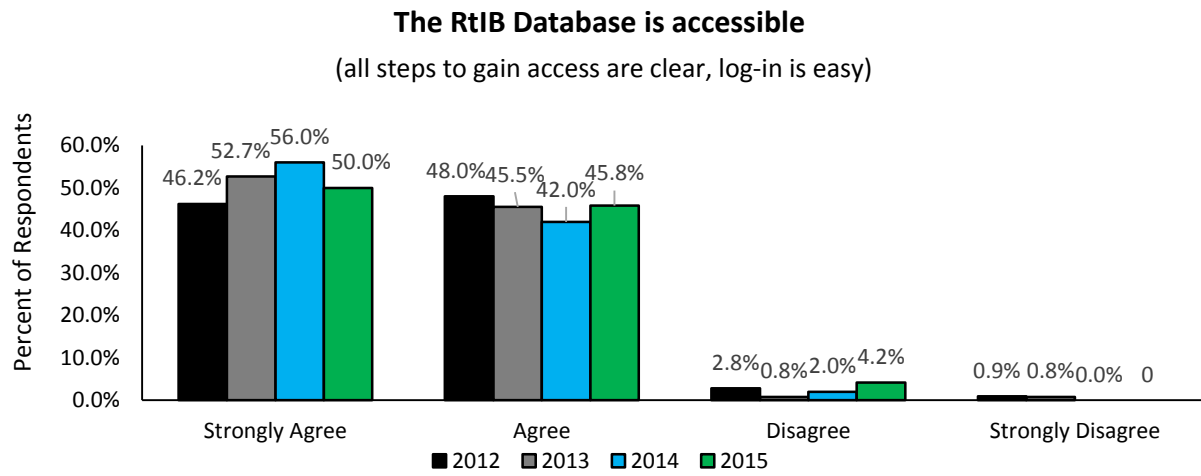| Category	SY 2013	SY 2014	SY 2015
Unknown	14	10	15
District PBS Coaching Meeting	39	49	49
School-based grade level team meetings	46	51	40
Professional development meetings/trainings	35	49	39
Allocating resources	4	10	3
Identifying behavior goals for a student	46	58	30
Identifying behavior goals for the school	47	72	64
Developing school-wide interventions (Tier 1)	46	53	55
Screening for students who need Tier 2 support	35	50	37
Identifying Tier 2 interventions needed by our...	21	34	30
Other	3	8	1

Y-axis: Percent of Respondents

> Users apply the data from RtIB to activities across a variety of areas. Increasingly, schools are using Tier 1 data to identify school-wide interventions.

Other Uses for RtIB Data
SY 2014-2015

Category	Percent
FLPBS end of year outcome data summary	56
Evaluating the effectiveness of Tier 1	50
Evaluating the progress of students receiving Tier 2	24
Evaluating the overall effectiveness of Tier 2	18
Evaluating the progress of students receiving Tier 3	16
Evaluating the overall effectiveness of Tier 3	9

Y-axis: Percent of Respondents

> The RtIB Database is a great asset for systems-level evaluation. Most commonly, our users engage in this type of evaluation for Tier 1 activities.

Description of Data: Taken from the 2012-2015 Annual RtIB Users' Surveys, the following graphs depict respondents' overall satisfaction with the RtIB Database defined in terms of accessibility, ease of use/efficiency and ability to meet their needs for data-based problem solving at Tier 1, 2 and 3.
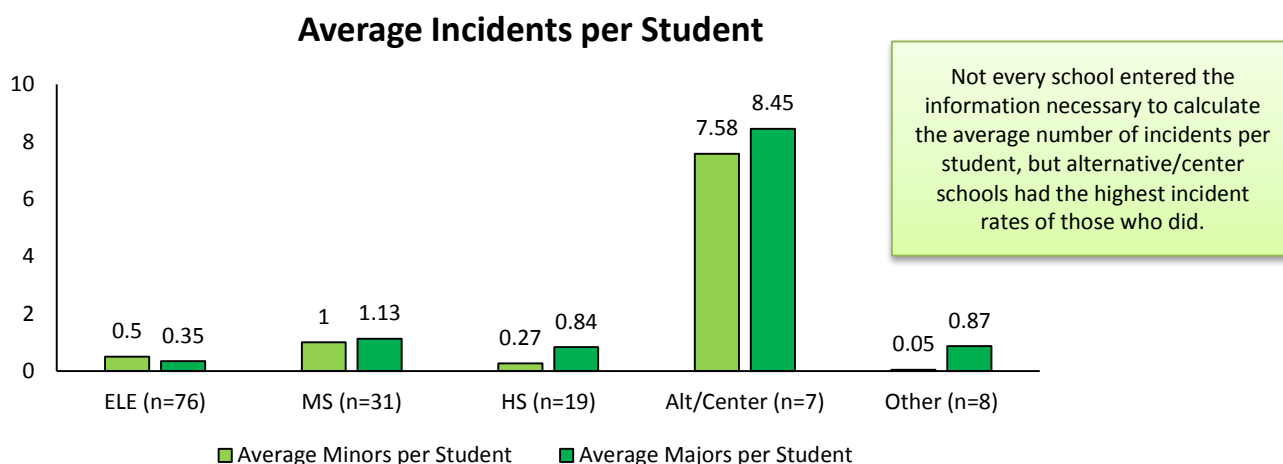
The RtIB Database is accessible

(all steps to gain access are clear, log-in is easy)

The RtIB Database meets my school(s) needs for data-based problem solving at Tier 1 and Tier 2

Response to data: In general, feedback regarding accessibility, ease of use and efficiency of the database continues to be rated consistently high by our users. Respondents to our annual database survey indicate the least certainty regarding the database's Tier 2 and Tier 3 features, which are used by a small portion of our schools. As more schools utilize these features, our team will work to ensure the system meets schools needs in these areas. *Note: The survey did not address Tier 3 until SY 2014-2015 when it was fully launched.*

Comments from the annual database users' survey (2015):
- *"I love the features that the RtI:B system provides and plan on filtering this system into our school-wide program for monitoring at Tier 1 and 2"*
- *"Attendance feature would be nice & a simple report for the equity profile data needed for end of year reports in PBSES"*
- *"It is fine the way it is"*
- *"There are aspects of the program that are time-consuming and could be streamlined"*
- *"The data base team are amazing! Very helpful!"*

Tier 1 RtI:B Data

Description of Data: The following data captures how schools are tracking data at Tier 1. "Major" incidents are defined as an **office-managed** discipline referral, while a "Minor" is defined as a **classroom-manage**d discipline referral. The terms "major" and "minor" do <u>not</u> provide information about the severity of the offenses, only where the student's disciplinary decision was provided.

Majors

17

159

- ■ Number of Schools Actively Tracking Majors
- ■ Number of Actively Using Schools Tracking Something Else

Minors

82

94

- ■ Number of Schools Actively Tracking Minors
- ■ Number of Schools Actively Tracking Something Else

Average Incidents per Student

	ELE (n=76)	MS (n=31)	HS (n=19)	Alt/Center (n=7)	Other (n=8)
Average Minors per Student	0.5	1	0.27	7.58	0.05
Average Majors per Student	0.35	1.13	0.84	8.45	0.87

Not every school entered the information necessary to calculate the average number of incidents per student, but alternative/center schools had the highest incident rates of those who did.

Schools that were Actively Tracking Classroom-Managed Referrals ("Minors")

	Elementary (n=57)	Middle (n=16)	High School (n=12)	Alt/Center (n=5)	Other (n=4)
Minimum	25	81	20	43	25
Average	249	521	483	431	35
Maximum	3505	1492	2567	920	48

Schools that were Actively Tracking Office-Managed Referrals ("Majors")

	Elementary (n=91)	Middle (n=31)	High School (n=20)	Alt/Center (n=8)	Other (n=9)
Minimum	21	72	26	123	39
Average	190	808	1142	497	388
Maximum	612	1776	2754	828	774

Response to the data: More schools are using RtIB to track office-managed incidents than classroom-managed incidents (159 schools versus 94 schools). On average, middle and high schools enter the most incidents of either type. These summaries should not be interpreted as norms, however, as the consistency with which schools use the RtIB database varies considerably from place to place and throughout the year.
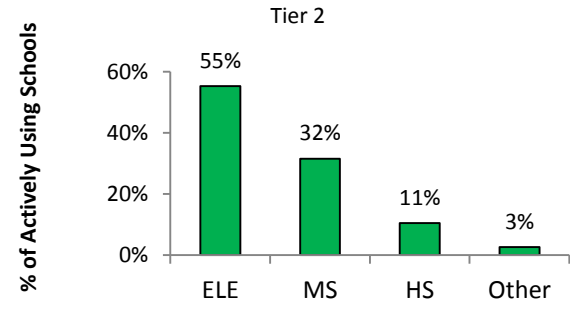
Tier 2 RtI:B Data

Description of data: The following charts depict how schools are using Tier 2 across school types. It drills further to examine how many students are being impacted by the database's Tier 2 features.
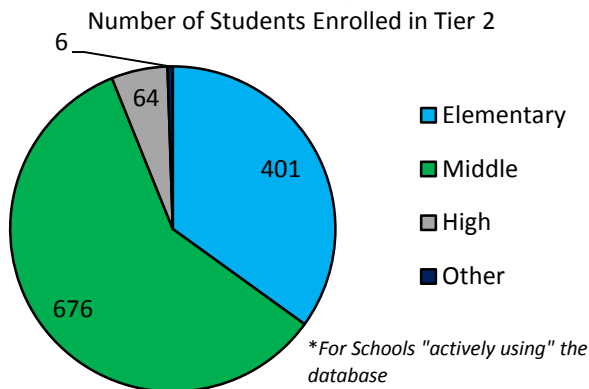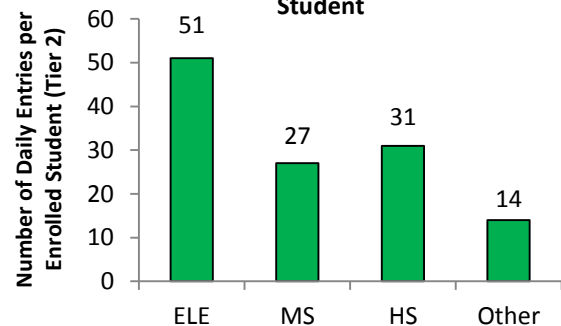
Tier 2 Utilization
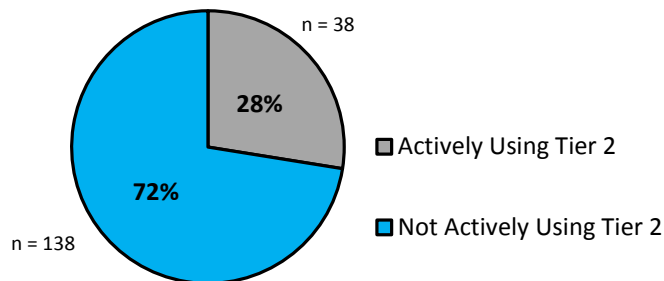
n = 38

28%

72%

n = 138

☐ Actively Using Tier 2

☐ Not Actively Using Tier 2

Actively Using Schools by Type

Tier 2

% of Actively Using Schools

55% (ELE)
32% (MS)
11% (HS)
3% (Other)

Student Impact

Number of Students Enrolled in Tier 2

6

64

401

676

☐ Elementary
☐ Middle
☐ High
☐ Other

For Schools "actively using" the database

Average Number of Daily Entries per Student

Number of Daily Entries per Enrolled Student (Tier 2)

51 (ELE)
27 (MS)
31 (HS)
14 (Other)

Response to data: The Tier 2 features of RtIB are under-utilized. Many schools take an individualized approach to Tier 2 progress monitoring that is not supported by the database, and survey respondents reported that they have a different system for monitoring progress at this level of support. Middle schools appear to set up the most students for Tier 2 progress monitoring, but the average number of daily entries per student shows that elementary schools tend to record more entries per student, followed by high schools. Notably, there were no Alternative/Center schools that met the criteria for active use of Tier 2 features.

Tier 2 Interventions

Schools have the ability to track up to six Tier 2 interventions, which can include packaged programs or school-based strategies developed from local data. Here is a summary of the interventions schools have identified in RtIB:

- 5000 Role Model
- All-Stars Afterschool Program
- Check-In / Check-Out
- City Year
- Data Chat
- Life Skills/Social Skills Development
- Mr. Grumpy vs The Good Sport Reward Points
- Positive Imprint

- Reverse CI/CO
- Reward System
- Self- Monitoring
- Social Skills Group
- Staff Mentor
- Team Leaders Mentorship Program
- Touchdown Group
- Weekly Counseling (individual and/or group)

Tier 3 RtI:B Data

Description of data: The data below summarizes the number of schools using Tier 3 features and the number of students that are impacted by Tier 3 supports at those schools.
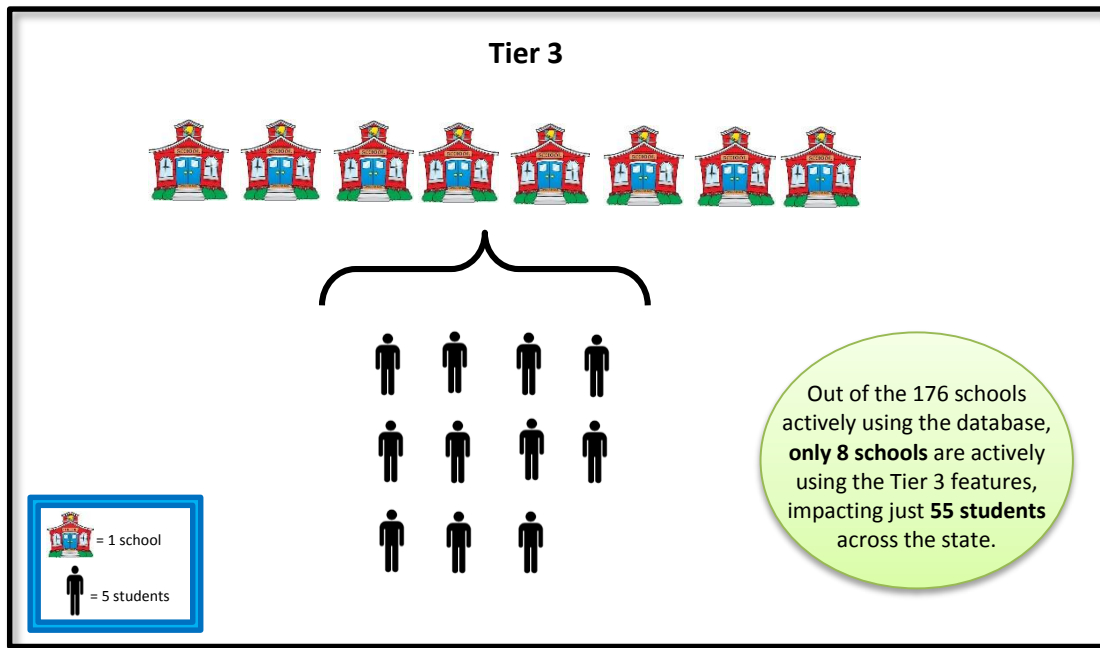
Response to data: The Tier 3 features are expected to be utilized more with time, as they were only released to schools this past school year (SY 2014-15). RtIB's Tier 3 features are unique in that they allow schools to approach Tier 3 support in the same fashion that they approach Tier 1 support: by compiling progress monitoring information across all students, schools will be better able to identify "systems-level" variables that can improve support (and outcomes) for large numbers of students. This approach to support provision is more efficient than a student-by-student analysis.