TBSP
Tennessee Behavior Supports Project

Longitudinal Annual Report
Data Summary Sheet

This is a summary of the information that your school team provided to TBSP each year about your school's RTI^2-B implementation.

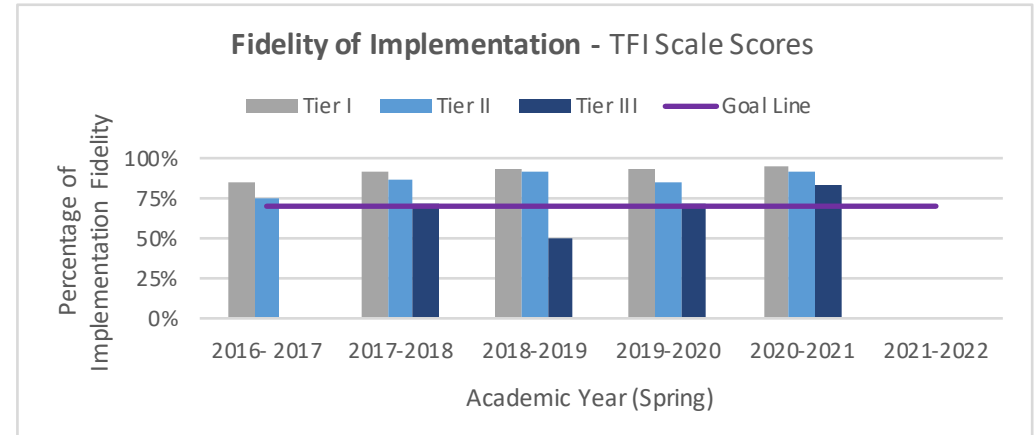**District:** Bramble County Schools   **School:** Bramble Elementary School   **Academic Year:** 2020 - 2021

Fidelity of Implementation

The Tiered Fidelity Inventory (TFI) measures the extent to which the core features of RTI^2-B are implemented as intended. Results are used to identify strengths and weaknesses of implementation across tiers and improve implementation fidelity over time.
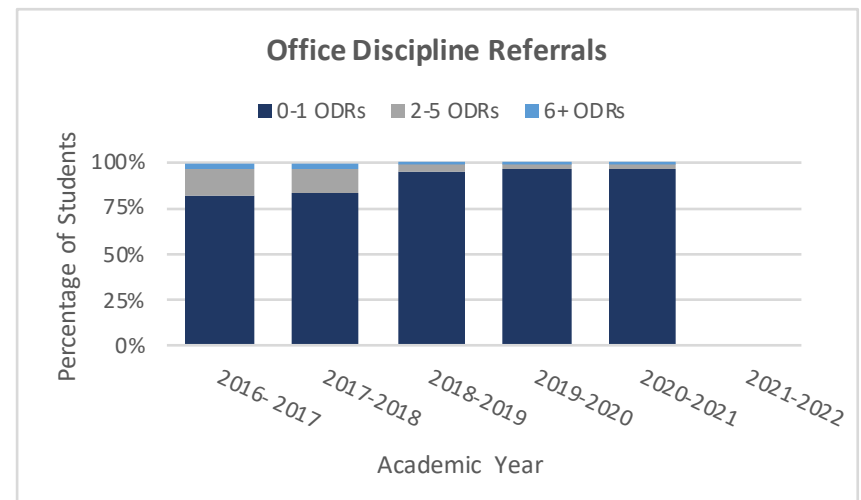
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Tier I Implementation %	85%	91%	93%	93%	95%	
Tier II Implementation %	75%	86%	92%	85%	92%	
Tier III Implementation %		72%	50%	72%	83%	

Fidelity of Implementation - TFI Scale Scores
Tier I · Tier II · Tier III · Goal Line
(Percentage of Implementation Fidelity vs. Academic Year (Spring))

Office Discipline Referrals

Office discipline referrals (ODRs) are used to systematically document problem behavior data. ODR counts can be used with other data sources to identify patterns of behavioral concern and problem-solve at schoolwide, classroom, and individual levels. Over time, the goal is to increase the percentage of students who receive few (i.e., 0-1) ODRs.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Student Enrollment	840	870	930	750	760	
Number of School Days	157	162	159	121	152	
Total Number of ODRs	62	105	135	102	94	
% of Students with 0-1 ODRs	82.0%	84.0%	95.0%	97.0%	96.0%	
% of Students with 2-5 ODRs	14.0%	13.0%	4.0%	2.0%	3.0%	
% of Students with 6+ ODRs	4.0%	3.0%	1.0%	1.0%	1.0%	

Office Discipline Referrals
0-1 ODRs · 2-5 ODRs · 6+ ODRs
(Percentage of Students vs. Academic Year)

Universal Behavior Screening

The *Student Risk Screening Scale - Internalizing and Externalizing* (SSRS-IE) is a systematic screening tool used to detect risk for externalizing and internalizing behavior issues. Results are used to adjust RTI^2-B systems and practices to address student need and reduce risk for problem behavior.

Externalizing Behaviors	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
% of students at low risk	75%	78%	82%	79%	78%	
% of students at moderate risk	18%	19%	14%	14%	18%	
% of students at high risk	7%	3%	4%	7%	4%	

Internalizing Behaviors	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
% of students at low risk	83%	85%	81%	84%	83.0%	
% of students at moderate risk	8%	9%	13%	10%	9.0%	
% of students at high risk	9%	6%	6%	6%	8.0%	

Universal Behavior Screening
SSRS-IE - Students at Risk for Externalizing Behaviors
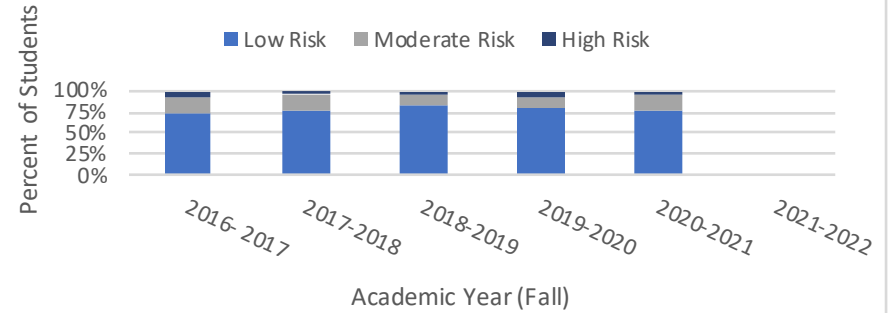
Universal Behavior Screening
**SRSS-IE - Students at Risk for Internalizing Behaviors**
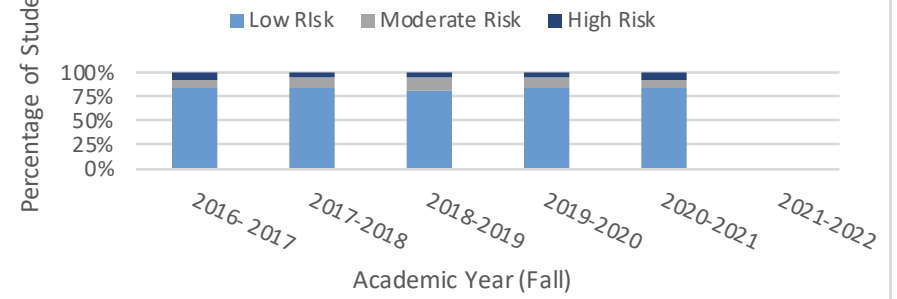
Social Validity

The Primary Intervention Rating Scale (PIRS) measures the perceived acceptability, social importance, and effectiveness of a Tier I RTI^2-B implementation plan, as measured by staff input. Results are used to drive continuous improvement of RTI^2-B implementation, yielding positive or improved perceptions of a Tier I plan over time.

|	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
% of Overall Acceptability	84%	77%	80%	82%	80%	
Number of Staff who Completed PIRs	26	33	65	57	51	

Social Validity - PIRS Scores
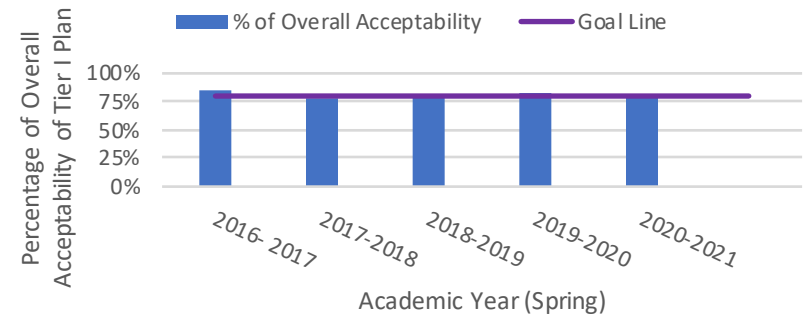
Overview of RTI^2-B Support by Tier

RTI^2-B relies on a continuum of evidence-based practices matched to student need. All students should receive universal support at Tier I. Some students (10-15%) may need additional targeted support at Tier II, and few students (3-5%) will need intensive and individualized interventions at Tier III.
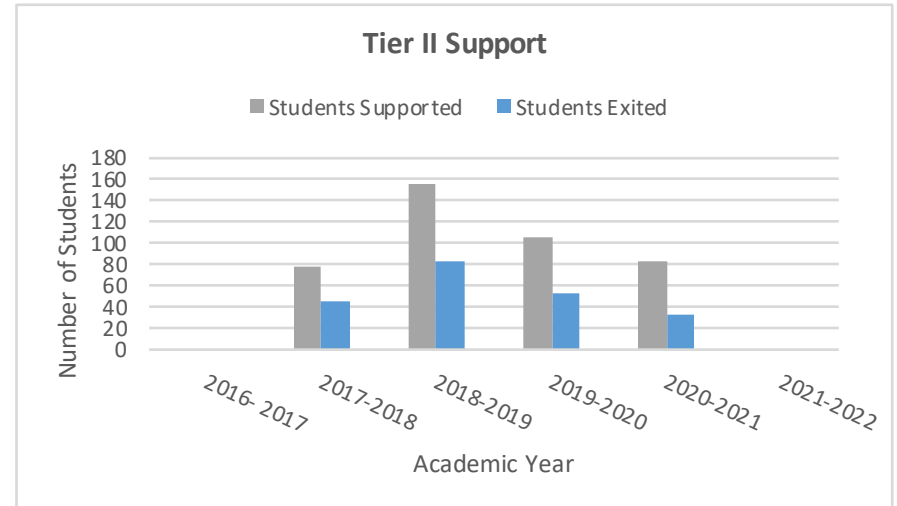
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Student Enrollment	840	870	930	750	760	
% Students Supported in Tier I		90.9%	82.8%	85.3%	88.1%	
% Students Supported in Tier II		9.1%	16.9%	14.1%	11.1%	
% Students Supported in Tier III		0.0%	0.3%	0.5%	0.8%	

RTI²-B Support by Tier
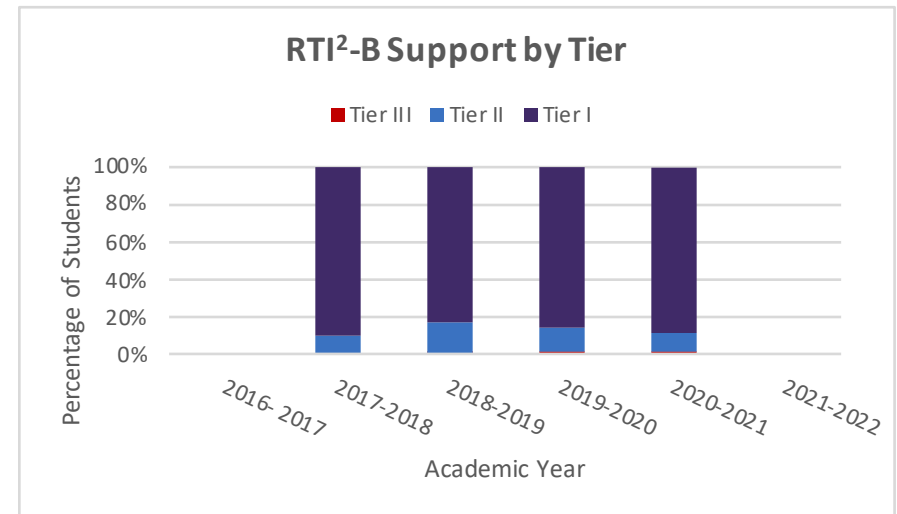
Tier II Support

Tier II practices and supports are used to support students inadequately responsive to Tier I supports alone. Counts of students supported by Tier II intervention and counts of students successfully exited from receiving Tier II intervention can be used to evaluate the level of use and effectiveness of Tier II support. The goal is to establish Tier II systems and practices that adequately address the needs of at least 5% (and up to 10-15%) of students.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Student Enrollment	840	870	930	750	760	
# Students Supported in Tier II		79	157	106	84	
% of Students Supported in Tier II	0.0%	9.1%	16.9%	14.1%	11.1%	
Students Successfully Exited		45	82	54	33	

Tier II Support

Tier III Support

Tier III practices and supports are used to address the needs of students inadequately responsive to Tier I and Tier II support. Counts of functional behavior assessments (FBAs) and behavior support plans (BSPs) can be used with other data to evaluate level of use of Tier III support. The goal is to establish Tier III systems and practices that adequately address the needs of 3-5% of students.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Student Enrollment	840	870	930	750	760	
FBAs Completed by Tier III Team			5	4	6	
BSPs Completed by Tier III Team			3	4	6	
% Students Supported with a BSP	0.0%	0.0%	0.3%	0.5%	0.8%	

Tier III Support

FBAs Completed ■ BSPs Completed ■