

Tiered Fidelity Inventory (Version 2.1) 2024-2025 Michigan Data Summary

Introduction

The purpose of this summary report is to provide information about Michigan schools' use of and scores on the [Positive Behavioral Interventions and Support Tiered Fidelity Inventory \(PBIS TFI\) 2.1](#) during the 2024-2025 school year. Data for these analyses were generated from the MiMTSS Data System.

About the TFI

First released in September 2019, the PBIS TFI 2.1 was succeeded by the PBIS TFI 3.0 in April 2025, which incorporated updates better aligned with current PBIS practices and priorities (PBISApps, 2025).

The purpose of the PBIS TFI is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of PBIS (Algozzine et al., 2019).

“The TFI is completed by a school Systems Planning Team (typically 3-8 individuals, including a building administrator and external coach or district coordinator), often with input from Tier 1, 2, and/or 3 teams if these are independent groups. It is strongly recommended that the TFI be completed with an external PBIS coach as facilitator” (Algozzine et al., 2019, p. 3).

“The TFI is divided into three sections (Tier 1: Universal PBIS Features; Tier 2: Targeted PBIS Features; and Tier 3: Intensive PBIS Features) that can be used separately or in combination to assess the extent to which core features are in place” (Algozzine et al., 2019, p. 3).

Administrations

Assessment authors state that “school teams are encouraged to self-assess PBIS implementation when they initially launch implementation of PBIS, and then every third or fourth meeting until they reach at least 70% fidelity across three consecutive administrations. Once fidelity on a tier is met, the team may choose to shift to annual TFI assessment for the purpose of evaluating sustained implementation” (Algozzine et al., 2019, p. 3).

From 2020–2021 to 2023–2024, the number of schools administering TFI 2.1 and the total number of administrations increased annually. Each declined slightly in 2024–2025 following the release of TFI 3.0. In 2024–2025, 585 Michigan schools completed 998 administrations (Figure 1). Of those schools, 289 (49%) administered the assessment once, 195 (33%) twice, 90 (15%) three times, and 11 schools administered it between four and six times.

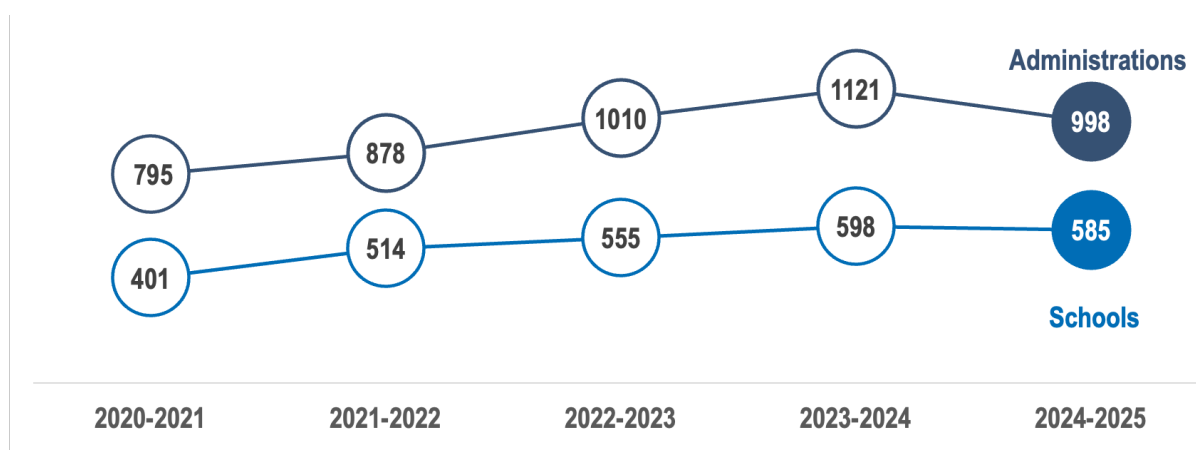


Figure 1. Annual Number of Schools Administering the PBIS TFI 2.1 and Total Administrations in Michigan, 2020-2021 through 2024-2025

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Unit	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Administrations	795	878	1010	1121	998
Sites	401	514	555	598	585

Administrations by Tier

“The first time the TFI is used, we recommend that a team examine all three tiers. If the resulting action plan focuses only on one or two tiers, then progress monitoring (use of the TFI every 3-4 months) may only include those tiers addressed in the action plan. Note that the TFI may be used to assess only one or two of the tiers. In most cases, it will be useful to have the end-of-the-year administration of the TFI include scoring for all three tiers” (Algozzine et al., 2019, p. 3).

Figure 2 displays the distribution of TFI 2.1 administrations by tier and tier combination during the 2024–2025 school year, showing that most administrations assessed either all three tiers or tier 1 only. Table 2 shows that 40% of administrations assessed all three tiers, while 36% assessed only Tier 1.

When aggregated across combinations, data show that Tier 1 was assessed in 91% of administrations, Tier 2 in 64%, and Tier 3 in 42%.

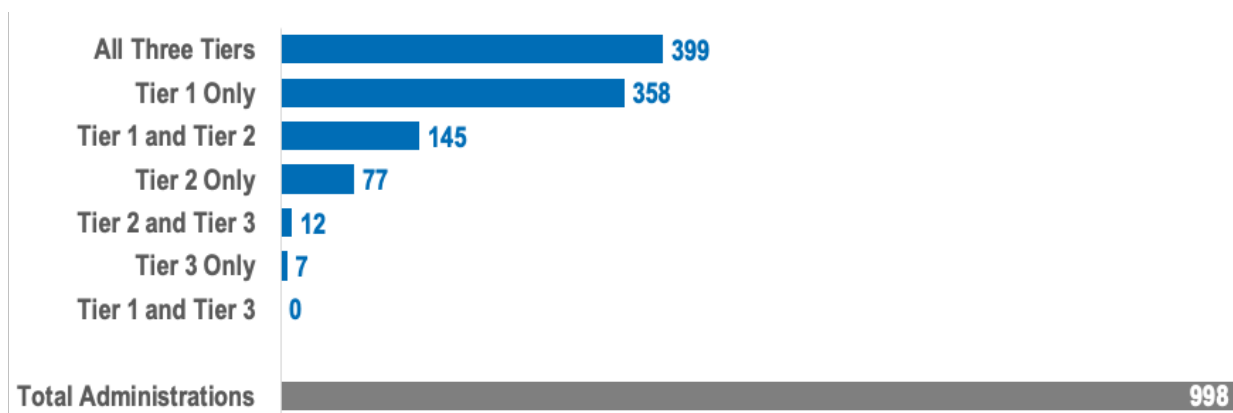


Figure 2. Structure of PBIS TFI 2.1 Administrations by Tier, 2024–2025

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Unit	All Three Tiers	Tier 1 Only	Tier 1 and Tier 2	Tier 2 Only	Tier 2 and Tier 3	Tier 3 Only	Tier 1 and Tier 3	Total Administrations
Administrations	399	358	145	77	12	7	0	998
Percentage	40%	36%	15%	8%	1%	1%	0%	100%

Total and Subscale Scores

“Completion of the TFI produces scale and subscale scores indicating the extent to which Tier 1, Tier 2, and Tier 3 core features are in place. As a general rule, a score of 70% for each tier is accepted as a level of implementation that will result in improved student outcomes, but research is currently underway to identify a specific criterion for each tier of the TFI” (Algozzine et al., 2019, p. 3).

In 2024–2025, statewide average TFI 2.1 tier scores were highest for Tier 1 and similar across Tiers 2 and 3; all three tiers met the recommended 70% fidelity threshold on average (Figure 3). Despite all tiers meeting the fidelity threshold on average, the proportion of schools that met that threshold varied across tiers: 78% met the benchmark in Tier 1, 59% in Tier 2, and 61% in Tier 3, indicating continued opportunity for growth, particularly in advanced tiers.

Items from tiers not assessed are automatically scored as zero, which affects the overall total score and explains the Total Average (Figure 3).



Figure 3. Average PBIS TFI 2.1 Scores in Michigan by Tier, 2024-2025

Table 3. Average PBIS TFI 2.1 Scores in Michigan by Tier, 2024-2025

Unit	Tier 1	Tier 2	Tier 3	Total
Average Score	79%	72%	72%	49%

Item Scores

All TFI 2.1 items are scored on a 3-point scale that reflects degrees of implementation (0 = Not implemented, 1 = Partially implemented, 2 = Fully implemented). Items with higher statewide average scores are shown with darker blue backgrounds in the three tables below. Items with lower average statewide scores are presented in lighter shades of blue or white (Table 4). Average scores across all 998 administrations for 2024-2025 are presented in Table 5.

Table 4. Legend for the cell background colors in tables 5, 6, and 7.

Average Item Score Background Color	White	Light Blue	Royal Blue	Navy Blue
Average Item Score Range	0.00 – 0.49	0.50 – 0.99	1.00 – 1.49	1.50 – 2.00

Table 5. Tier 1 Items

Item Number	Item Description	Average Score
1.01	Team Composition	1.48
1.02	Team Operating Procedures	1.66
1.03	Behavioral Expectations	1.76
1.04	Teaching Expectations	1.65
1.05	Problem Behavior Definitions	1.64
1.06	Discipline Policies	1.59
1.07	Professional Development	1.46
1.08	Classroom Procedures	1.60
1.09	Feedback and Acknowledgement	1.60
1.10	Faculty Involvement	1.55
1.11	Student/Family/Community Involvement	1.39
1.12	Discipline Data	1.79
1.13	Data-based Decision Making	1.42
1.14	Fidelity Data	1.77
1.15	Annual Evaluation	1.34

Table 6. Tier 2 Items

Item Number	Item Description	Average Score
2.01	Team Composition	1.77
2.02	Team Operating Procedures	1.62
2.03	Screening	1.59
2.04	Request for Assistance	1.44
2.05	Options for Tier 2 Interventions	1.49
2.06	Tier 2 Critical Features	1.47
2.07	Practices Matched to Student Need	1.48
2.08	Access to Tier 1 Supports	1.80
2.09	Professional Development	1.27
2.10	Level of Use	1.24
2.11	Student Performance Data	1.23
2.12	Fidelity Data	1.25
2.13	Annual Evaluation	0.99

Table 7. Tier 3 Items

Item Number	Item Description	Average Score
3.01	Team Composition	1.68
3.02	Team Operating Procedures	1.62
3.03	Screening	1.57
3.04	Student Support Team	1.52
3.05	Staffing	1.67
3.06	Student/Family/Community Involvement	1.57
3.07	Professional Development	1.18
3.08	Quality of Life Indicators	1.36
3.09	Academic, Social, and Physical Indicators	1.47
3.10	Hypothesis Statement	1.45
3.11	Comprehensive Support	1.37
3.12	Formal and Natural Supports	1.36
3.13	Access to Tier 1 and Tier 2 Supports	1.68

Item Number	Item Description	Average Score
3.14	Data System	1.24
3.15	Data-based Decision Making	1.31
3.16	Level of Use	1.35
3.17	Annual Evaluation	1.36

Discussion

The number of schools administering the TFI 2.1 increased steadily from 2020–2021 through 2023–2024, reflecting expanding use of the tool statewide. Despite a small decline in 2024–2025 following the release of TFI 3.0, overall trends suggest increasing engagement in PBIS fidelity monitoring across Michigan.

School Implications

Schools may use these statewide results to compare their local implementation levels with broader patterns across Michigan and to identify priorities for continued strengthening across tiers. It is promising that 40% of administrations are measuring the three tiers, indicating that schools are following the recommendation to measure them at least once a year, even if they decide to focus on a subset in subsequent administrations. On average, schools met the recommended fidelity benchmark across all three tiers. Still, the proportions of schools that reach this benchmark varied by tier, indicating opportunities for growth, especially in advanced tiers.

District, ISD, and State-Level Implications

Districts and ISDs supporting the development of schools' MTSS systems may use these results to identify areas of relative strength and areas where additional support may be beneficial.

TFI 2.1 guidance recommends more frequent administration during early implementation and annual administration once sustained fidelity is established. Close to half of the schools in 2024–2025 administered the TFI 2.1 once, suggesting an opportunity for districts and ISDs to support schools in monitoring implementation progress more consistently throughout the year. Additionally, schools' prioritization of Tier 1 administration highlights an opportunity to build system capacity to support the implementation of Tiers 2 and 3.

Individual item average score patterns indicate that schools may benefit from additional support in Professional Development across the three tiers. Other areas that may warrant attention include Data-Based Decision-Making and Annual Evaluation.

In terms of reaching fidelity, the proportion of schools achieving fidelity was higher in Tier 1 and decreased in Tiers 2 and 3, suggesting opportunities for coaching and professional learning, particularly to strengthen advanced tier supports.

Regarding fidelity outcomes, the proportion of schools achieving the 70% benchmark was highest in Tier 1 and lower in Tiers 2 and 3, reinforcing the opportunity to strengthen system capacity and professional learning focused on advanced tiers.

At the state level, these results may help inform ongoing efforts to promote sustained PBIS implementation within an MTSS framework across Michigan. Although schools administering the TFI 2.1 represented approximately 18% of all schools statewide, the relatively strong mean fidelity scores suggest that building and scaling MTSS-aligned PBIS systems is feasible when appropriate structures and supports are in place.

References

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2019). School-wide PBIS Tiered Fidelity Inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

URLs Used in Document

[Tiered Fidelity Inventory \(TFI\) 2.1](https://www.pbis.org/resource/tfi)

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About the MiMTSS TA Center

Michigan's MTSS (MiMTSS) Technical Assistance Center works on behalf of the Michigan Department of Education to provide a continuum of technical assistance to ISDs, districts, and schools. The mission is to support educators in building their knowledge and skills to serve all students equitably using a Multi-Tiered System of Supports framework. We are committed to helping educators use data, systems, and practices that honor individual identities and provide opportunities for all to achieve their dreams.

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