

Tiered Fidelity Inventory (Version 3.0) 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 Behavior Interventions and Support Tiered Fidelity Inventory \(PBIS TFI\) 3.0](#) during the 2024-2025 school year. Data for these analyses were generated from PBIS Eval Next.

About the TFI

The PBIS TFI 3.0 was released in April of 2025. “The TFI 3.0 replaces the TFI 2.1, incorporating updates better aligned with current PBIS practices and priorities” (PBISApps, 2025). “The purpose of the assessment is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of Positive Behavioral Interventions and Supports. The TFI is completed by a school’s Leadership Team or 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” (Center on PBIS, 2025, p. 6). For more information related to PBIS TFI 3.0, visit the [Implementation Resources](#) page.

Administrations

Assessment authors recommend that “school teams self-assess PBIS implementation when they initially launch implementation of PBIS and then every third or fourth meeting until they reach fidelity across three consecutive administrations. Once fidelity on a tier is met, the team may choose to shift to annual TFI assessment to evaluate sustained implementation. Note that schools new to PBIS may start by using only the Tier 1 section of the TFI, and as they improve their implementation of Tier 1, they may add assessment of Tier 2 and/or Tier 3 features” (Center on PBIS, 2025, p. 6).

During 2024–2025, 40 Michigan schools completed 46 administrations of the PBIS TFI 3.0. Six schools administered the assessment twice during the school year (Figure 1).



Figure 1. Participation in the PBIS TFI 3.0 by Schools and Administrations, 2024-2025

Table 1. Participation in the PBIS TFI 3.0 by Schools and Administrations, 2024-2025

Unit	2020-2021
Administrations	46
Schools	40

Administrations by Tier

“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. Schools new to PBIS may start by using only the Tier 1 section of the TFI, and as they improve their implementation of Tier 1, they may add assessment of Tier 2 and/or Tier 3 features” (Center on PBIS, 2025, p. 6).

When Michigan schools used the TFI 3.0 during 2024-2025, they most commonly administered Tier 1 items. Tier 2 items were administered less often, and Tier 3 items were administered the least (see Figure 2). Tier 1 was included in 87% (40) of the administrations, Tier 2 in 63% (29), and Tier 3 in 24% (11).



Figure 2. PBIS TFI 3.0 Total Administrations and Administrations by Tier, 2024-2025

Table 3. PBIS TFI 3.0 Total Administrations and Administrations by Tier, 2024-2025

Unit	Tier 1	Tier 2	Tier 3	Total Administrations
Administrations	40	29	11	46

Total and Subscale Scores

The statewide average Total score was lower than the average Tier scores because schools may have only administered one or two Tiers at a time. Items not administered are counted as zero when calculating the total score (see Figure 3). During 2024-2025, the state’s average Tier scores on the Tiered Fidelity Inventory 3.0 were very similar across Tiers 1, 2, and 3, all of which approached the recommended 50% fidelity threshold. The highest average score was for Tier 1.

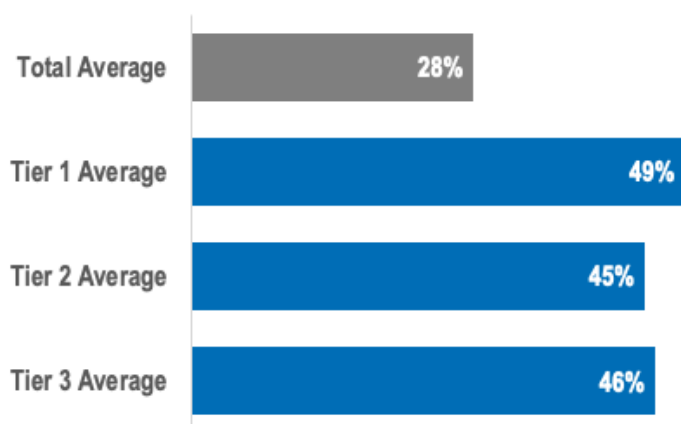


Figure 4. Total and Subscale Statewide Averages

Table 5. Total and Subscale Statewide Averages

Unit	Tier 1	Tier 2	Tier 3	Total
Average Scores	49%	45%	46%	28%

Item Scores

All TFI 3.0 items are scored on a 5-point scale: 0 (not implemented), 1, 2, 3, or 4 (fully implemented). Items with higher statewide average scores are presented with darker blue backgrounds, and items with lower average statewide scores are presented in lighter shades of blue or white (Table 4). Averages across all 46 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	Lighter Blue	Light Blue	Royal Blue	Navy Blue
Average Item Score Range	0.00 – 0.99	1.00 – 1.99	2.00 – 2.99	3.00 – 3.99	4.00 – 5.00

Table 5. Tier 1 Items

Item Number	Item Description	Average Score
1.01	Team Composition	1.27
1.02	Team Operating Procedures	1.67
1.03	Schoolwide Expectations	2.20
1.04	Schoolwide Expectations Taught	2.58

Item Number	Item Description	Average Score
1.05	Schoolwide Acknowledgement	1.96
1.06	Contextually Appropriate Behavior Definitions	1.96
1.07	Responses to Contextually Inappropriate Behavior	1.56
1.08	Crisis and Emergency Response Plan Linked to Schoolwide Supports	1.69
1.09	Schoolwide Practices Used in Classrooms	2.36
1.10	Classroom Practices	1.51
1.11	Established Priority	2.64
1.12	Schoolwide Professional Development and Coaching	0.89
1.13	Classroom Professional Development and Coaching	1.24
1.14	Faculty and Staff Engagement	2.02
1.15	Student Engagement	1.02
1.16	Family and Community Engagement	1.04
1.17	Decision Making with Behavior Data	2.00
1.18	Using School and Community Data to Inform Tier 1	1.38
1.19	Decision Making with Fidelity Data	1.58
1.20	Evaluation Plan	2.04

Table 6. Tier 2 Items

Item Number	Item Description	Average Score
2.01	Team Composition	1.16
2.02	Team Operating Procedures	1.42
2.03	Screening	1.84
2.04	Request for Assistance	1.49
2.05	Options for Tier 2 Interventions	1.71
2.06	Decision Rules for Assigning and Exiting Students for Intervention	1.47
2.07	Access to Tier1 Supports	2.13
2.08	Orientation and Training	0.87
2.09	Level of Use	0.98
2.10	Student Engagement	0.24
2.11	Family and Community Engagement	0.22
2.12	Faculty and Staff Engagement	0.62
2.13	Decision Making with Student Performance Data	1.11
2.14	Decision Making with Fidelity Data	1.04
2.15	Evaluation Plan	0.58

Table 7. Tier 3 Items

Item Number	Item Description	Average Score
3.01	Team Composition	0.42
3.02	Team Operating Procedures	0.58
3.03	Screening	0.84
3.04	Comprehensive Assessment Protocol	0.87
3.05	Individual Support Plan Protocol	0.47
3.06	Access Tier 1 and Tier 2 Supports	0.89
3.07	Leadership Team Professional Development and Coaching	0.47
3.08	Level of Use	0.58
3.09	Staffing	0.38

Item Number	Item Description	Average Score
3.10	Student Engagement	0.04
3.11	Family and Community Engagement	0.07
3.12	Faculty and Staff Engagement	0.13
3.13	Decision Making with Aggregated Student Performance Data and Fidelity Data	0.18
3.14	Evaluation Plan	0.24
3.15	Individual Support Team	0.60
3.16	Individual Assessment Plans	0.67
3.17	Individual Support Plans	0.67
3.18	Individual Support Plan Orientation and Training	0.18
3.19	Individualized Data-Based Decision Making	0.33

Discussion

School Implications

These statewide data may help schools understand how their local scores from 2024-2025 compare to those of other early adopters of the TFI 3.0.

In 2024–2025, 40 schools completed 46 administrations of TFI 3.0 following its April 2025 release, reflecting early adoption as schools begin transitioning from TFI 2.1, which had 988 administrations across 585 schools. Statewide adoption therefore remains in its initial phase, with participation expected to grow in future years.

District, ISD, and State-Level Implications

As more schools consider transitioning from TFI version 2.1 to version 3.0, district, ISD, and state-level staff will need to be prepared to assist with administrations, answer questions, and provide professional learning aligned with the new content and rigor of TFI 3.0.

In 2024-2025, more schools administered the Tier 1 scale of the TFI 3.0 than the Tier 2 and Tier 3 scales.

Regarding fidelity outcomes, TFI 3.0 average scores per tier did not meet the 50% threshold, whereas all TFI 2.1 tiers met the recommended 70% benchmark. This pattern should be interpreted cautiously: TFI 3.0 was intentionally designed to capture greater depth and nuance of implementation, and its expanded rating scale allows for more differentiated scoring, which can yield lower initial averages.

While the average scale scores were similar for Tiers 1, 2, and 3, individual item average score patterns demonstrate that Michigan schools have a stronger implementation of Tier 1 items and a lower implementation of Tier 3 items. Michigan schools may need more support to both implement and measure Tier 3 components of PBIS.

At the state level, the transition from TFI 2.1 to TFI 3.0 provides an opportunity to align guidance and resources with the updated measure and continue strengthening PBIS implementation across Michigan. For more information related to PBIS TFI 3.0, visit the [Implementation Resources](#) page.

References

Center on PBIS. (February 2025). *Tiered Fidelity Inventory (TFI) Manual*. University of Oregon. www.pbis.org.

URLs Used in Document

[Tiered Fidelity Inventory \(TFI\) 3.0](https://www.pbis.org/resource/tfi-3)

(<https://www.pbis.org/resource/tfi-3>)

[Implementation Resources](https://www.pbis.org/featured/tfi-3-implementation-resources)

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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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