New Hampshire MTSS-B Fidelity Inventory
District Module

School District/LEA: **State:** **Date completed:**

Name of person facilitating administration of this NH-MFI module:

What is the role of the facilitator?

Is this the District/LEA's first administration of the NH-MFI District Module? YES NO

How long has the District/LEA been implementing MTSS-B?

Instructions

The Behavioral Health Improvement Institute has made the NH-MFI freely available as part of the NH MTSS-B toolkit. Do not alter the tool without their permission.

- Please send copies of all completed NH-MFIs to bhii.ksc@gmail.com to support validation and ongoing development of the tool. This data will be kept secure and used and reported only in aggregate; no district/school identifying information will be released or reported by BHII.
- Please use the following citation in all references to the NH-MFI:
  Phillips, M. & Fauth, J. (2020). *The New Hampshire MTSS-B Fidelity Inventory (NH-MFI).* Behavioral Health Improvement Institute, Keene State College.
- Download and save a copy of this form before completing the NH-MFI.

Purpose

The NH-MFI assesses the degree to which districts and schools are implementing the core features of the NH MTSS-B framework and helps district and school teams understand the relative strengths and weaknesses of their MTSS-B implementation. The NH-MFI's District Module is one of four modules (District, Schoolwide/Tier 1, Advanced Tiers, and Behavioral Health Integration) and is designed to measure the quality of your district-level implementation, including district-level leadership, support, and teaming structures. Scores should be used to support strategic/action planning using the corresponding NH MTSS-B Action Planning Tools at the district (D-MAPT) and school (S-MAPT) levels, monitor progress, and gauge fidelity to the NH MTSS-B framework.

Administration

This module should be completed a minimum of once a year, during the district/school's typical planning time (e.g., just prior to the start of or after the close of the school year, etc.). In addition, the NH-MFI can be administered again mid-year to gauge ongoing implementation progress, if desired. Each module requires approximately 30-40 minutes to complete. An MTSS-B coach should facilitate administration, helping the team fully understand each item, reality-check their perceptions of implementation, and reach consensus on scoring.

MODULE	TEAM	ADMINISTRATION	FACILITATOR
District	**District-Community Leadership team** At minimum, this should include a district-level leader (Superintendent, Asst. Superintendent, and/or Dir. Student Services), administrators from each participating school, a teacher, a school behavioral health lead, a community-based mental health leader, a leader from other key child-serving organizations, and family and youth representatives.	**Annually, during typical district/ school planning time** to support annual strategic/action planning using the NH MTSS-B Action Planning Tools **Optional: one additional administration** mid-year to gauge ongoing progress	Internal or external MTSS-B coach

Scoring

Each item on the NH-MFI describes a MTSS-B ideal/gold standard. The relevant team should work through the items one by one, in order. First, each team member – independently – considers the degree to which an item/gold standard is currently in place: not at all, a little, somewhat, considerably, or completely – and what evidence they could cite to support that rating. Then, team members share their individual ratings with the team along with an explanation of any evidence supporting those ratings. Especially with teams that are newer to the NH-MFI, the MTSS-B coach can then offer a score (e.g., that sounds like a "2"), inviting the team to agree or disagree and discusses any discrepancies - ultimately generating a single, agreed-upon consensus score for each item. As a general rule, teams should err on the side of being conservative in their scoring – if you're not sure which response option fits best, or think reality falls right in between two possible response options, choose the lower one. See below for further guidance on what each response option represents in visual/symbolic and quantitative terms.

RESPONSE OPTIONS	SYMBOL	SCORE	PERCENT IMPLEMENTED
Not at all in place	○	0	~0% in place
A little in place	◔	1	~25% in place
Somewhat in place	◑	2	~50% in place
Considerably in place	◕	3	~75% in place
Completely in place	●	4	~100% in place

District Module

TO BE COMPLETED BY A DISTRICT-COMMUNITY LEADERSHIP TEAM

District Leadership and Support	○	◔	◑	◕	●
D1 District buy-in District administrators are knowledgeable, engaged, and visible champions of MTSS-B. They place social, emotional, and behavioral wellness at the center of a "whole student" vision of education and learning as articulated in the district vision/mission statement and/or strategic plan. They regularly demonstrate understanding and support of MTSS-B in internal and external communications such as district publications, school board presentations, staff meetings, etc.	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
D2 District alignment and prioritization MTSS-B is included as a goal in the district's three- to five-year strategic plan and aligns with other district priorities and initiatives. Other district priorities and initiatives complement and augment (i.e., shared goals/outcomes and resources) rather than compete or detract from MTSS-B.	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
D3 District fiscal support District administration prioritizes and fully resources MTSS-B in the district budget as allowable, including adequate funding for professional development, internal and external MTSS-B and mental health coaching, human resources, stipends for team participation and other implementation tasks, data systems, curricula, and other materials.	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
D4 District human resource support Staff recruitment and selection procedures (i.e., position announcements, evaluative criteria, and hiring decisions) prioritize MTSS-B knowledge, experience, and interest/buy-in. Job descriptions include sufficient dedicated time for MTSS-B-related roles, training, and duties.	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place

	District Leadership and Support continued	○	◔	◑	◕	●
D5	**District technology and data** The district acquires and effectively uses districtwide and other data platforms and technologies that enable strategic planning and data-based decision-making to support MTSS-B (e.g., School-wide Information System, etc.), including provision of necessary data entry training, monitoring, and quality control. The district provides sufficient training and institutional technology support to achieve high-quality data entry and reporting.	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
D6	**District professional development (PD)** A districtwide PD plan collaboratively developed by district and community partners supports MTSS-B implementation, differentiated across schools based on data/need and implementation phase. PD includes MTSS-B key messages, school delivery systems, social emotional learning, youth mental health, and the impact of trauma on learning.	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
D7	**District equity focus** District-wide access and outcome data related to behavioral health and wellness are analyzed for racial, ethnic, socioeconomic, language, sex, disability status, and other inequities. The district develops a plan collaboratively with school-level stakeholders to address any observed inequities and reports on progress in subsequent years.	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
D8	**District accountability and outreach** Districtwide MTSS-B access, fidelity, and outcome data are collected, analyzed, and shared annually with the entire district and local community in a way that is easy to access and understand (e.g., presentations at school/community events, newsletters, digital/social media, etc.). District leaders regularly share MTSS-B progress/updates to promote scale-up and dissemination and advocate for supportive policies at the local and state level (e.g., with school board, legislature, state-level child-serving agencies).	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place

	District-Community Leadership Team	◯	◔	◑	◕	⬤
D9	**District team structure** The district team meets at least monthly; uses structured agendas, roles, and problem-solving operating procedures (e.g., Team-Initiated Problem Solving, etc.); and routinely reviews data, updates action plans, and monitors overall MTSS-B implementation progress. The district team produces recorded, publicly available agenda and minutes for each meeting.	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
D10	**District team composition** The district team includes: (1) consistent representation (>80% meeting attendance) from district and school administrators, teachers, school behavioral health, community-based mental health, other child-serving organizations, family, and youth; (2) knowledge and expertise in student academic and behavior patterns, school operations across grades and programs, community data, behavioral health, implementation science, and facilitation/coaching; and (3) decision-making authority about districtwide MTSS-B related policy and procedures and allocation of funding and other resources (program implementation, professional development, supportive technology and data systems, etc.).	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
D11	**District team data-based decision making** The district team reviews existing MTSS-B-related data at least quarterly, including school data (attendance, grades, suspensions, expulsion, placement in restrictive settings, universal screening data, school climate, etc.) and community data (suicidal ideation/attempts, hospitalizations, child welfare contacts, juvenile justice interactions, etc.). The district team uses the data to support strategic planning, including assessing needs/gaps, prioritizing district-wide goals, and choosing appropriate intervention strategies.	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
D12	**District team facilitation/coaching** The district team receives at least two hours of coaching/facilitation per month from an external and/or internal coach with expertise in NH's MTSS-B framework. The coach socializes the district team to the MTSS-B framework, processes, and role of the coach; facilitates district team meetings; guides planning and implementation; supports completion of MTSS-B tools; and provides interactive problem-solving and support.	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place

NH MTSS-B
TECHNICAL ASSISTANCE CENTER