To advance accountability, excellence, and sustainability for school health services nationwide by establishing an *online census* and national performance measures. The SHAPE System serves as the *portal* by which comprehensive school mental health systems can access the census and performance measures, as well as obtain customized school and district level progress reports and useful resources to improve system quality and sustainability.

SHAPE

School
Health
Assessment and
Performance
Evaluation System

Teaming → Needs Assessment & Resource Mapping → Screening → Evidence-based Services & Supports → Evidence-based Implementation → School Outcomes & Data Systems → Date-Driven Decision Making

QUALITY INDICATOR	DEFINITION	CONSIDERATIONS
Teaming	Collaboration between teams of school and community stakeholders that meet regularly to support student mental health.	• Are teams multidisciplinary? • Do teams promote efficiency? • Use best practices? • How is data shared? • Teams connected to community resources?
Needs Assessment Resource Mapping	Process to evaluate the unique breadth, depth, and prevalence of mental health needs. On-going method to identify needs and link school and community entities. There should be an agreed upon vision, organizational goals, strategies, or expected outcomes.	• Conduct needs assessment • Utilization of needs assessment • Conduct resource mapping • Utilization of resource mapping
Screening	Assessment of students to determine whether they may be at risk for a mental health concern.	• # of students who were identified as being at risk for/having a MH problem that interfered with functioning • # of students who received services within 7 days of identification • # of students who received screening for: ✓ depression, suicidality, substance use, trauma, anxiety, general/other mental health, screening
Evidence-Based Services and Supports	Based directly on scientific evidence and evaluated in large scale studies. Have been shown to reduce symptoms and/or improve functioning. recognized in national evidence-based registries.	*Considerations for Tier 1 (All), Tier 2 (Secondary/Prevention), Tier 3 (Tertiary/Intervention)* • # of students who received MH services at each Tier • # of students who received evidence-based MH at each Tier • All services evidence-based?
Evidence-Based Implementation	Identification and integration of programs, services, or supports that have been empirically shown to reduce symptoms, improve functioning.	• System to determine evidence based? • Fit with strengths, needs, and cultural linguistic considerations? • Use training/implementation best practices?
School Outcomes and Data Systems	Measures the ability to track student mental health data, such as mental health services, outcomes, and data systems.	• # of students with documented improvement in academic, social-emotional functioning at each tier • # of students who received at least one Tier 2 OR 3 service • # of referrals (in and out of school) • # of referral resulting in students receiving services and time sensitivity efficiency • # of out of school placements, in-patient hospitalizations • Identified barriers?
Data-Driven Decision Making (DDDM)	Assessing the process of using observations and other relevant data/information to make decisions that are fair and objective.	• Systems that support appropriate student supports? • What systems are in place where data determines interventions? • Systems to monitor progress, fidelity, and outcomes across Tier 1, 2, 3

To advance accountability, excellence, and sustainability for school health services nationwide by establishing an *online census* and national performance measures. The SHAPE System serves as the *portal* by which comprehensive school mental health systems can access the census and performance measures, as well as obtain customized school and district level progress reports and useful resources to improve system quality and sustainability.

Center for School Mental Health Services=CSMHS

S H A P E

School
Health
Assessment and
Performance
Evaluation System

| SUSTAINABILTY | Funding Resources | Resource Utilization | System Quality | Documentation & Reporting on Impact | System Marketing & Promotion |

INDICATOR	*DEFINITION*	*CONSIDERATIONS*
Funding Resources	Funding and Resources assessed in this section refer to strategies in place to leverage and apply various financial and non-financial assets in your district.	• Use multiple and diverse funding • Rely on strategy of leveraging • Have adequate funding at each tier • Have strategies to retain staff
Resource Utilization	Resource utilization refers to the extent to which your CSMHS is actively accessing and maximizing the financial and non-financial assets available or potentially available to your system.	• Use stakeholders to support professional development • Access updated resource map • Monitor policy • Use third-party reimbursement • Maximize opportunities to bill • Provide continuum of care
System Quality	The quality or standard of services and supports provided to students and families is highly important to system sustainability. Fundamental aspects of quality including use of evidence-based services and supports, regular use of data for decision making and youth and family partnership are included in this section.	• Use evidence-based services • Use data to inform decision-making • Involve youth and families in CSMHS
Documentation & Reporting on Impact	It is critical to document and report on the impact of your system to a wide range of stakeholders who play a role in your system's sustainability. These activities can also support your advocacy for the system's maintenance, growth and change in many ways over time.	• Document academic impact of CSMHS • Document emotional/behavioral impact of CSMHS • Document impact CSMHS sustainability factors • Report overall impact of CSMHS
System Marketing & Promotion	It is critical to actively market and promote your system to a wide range of stakeholders who play a role in your system's sustainability.	• Disseminate findings to community • Market CSMHS to school district leaders • Market CSMHS to non-education partners