The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

SPEP™ ID and Time: 189-T01

Agency Name: The Summit Academy

Program Name: The Summit Academy

Service Name: The Summit Academy Licensed Private Academic School

Cohort Total: 65

Timeframe of Selected Cohort: All the youth that received the service from January 6, 2016 through December 27, 2016

Referral County(s): (27) Allegheny, (1) Berks, (7) Cambria, (1) Centre, (1) Chester, (1) Dauphin, (2) Delaware, (2) Elk, (1) Fayette, (2) Franklin, (1) Lehigh, (3) Montgomery, (10) Philadelphia, (2), Westmoreland, and (4) York

Date(s) of Interview(s): January 18, 2017 and May 30, 2017

Lead County: Allegheny

Probation Representative(s): William Holt and Bill Shultz

EPIS Representative: Shawn Peck

Description of Service:

The Summit Academy is a private, residential school for court-adjudicated and dependent male youth ages 14-19 in grades 9-12. The program is multi-faceted, interweaving academics, counseling, trades training, and athletics. Youth with drug and alcohol issues reside on a different floor than those without drug and alcohol issues.

The Summit Academy Licensed Private Academic School, which is regulated by the Pennsylvania Department of Education and follows the School District of Philadelphia curriculum through their Office of Curriculum, Instruction and Assessment, including: core curriculum instruction, daily supplemental Math and English instruction, and special education. AIM's Web is utilized to identify needs and develop plans accordingly. The Pearson Vue GED Pre-Test Exam is used for GED pre-test and helps to identify the pages that the students work on. Two educational consultants are contracted to provide guidance on the educational system and individual students. Upon intake, students are placed in classes according to grades.

In addition, GED Testing is provided for students who are ineligible to earn a High School Diploma. Students who earn their GED while in the program, receive their GED from the Department of Education. Plato/Pathways is utilized for credit recovery. The school is a Pearson Vue Certified testing site and SAT Testing conducted to prepare students for college. Upon completion of GED or High School Diploma, students are eligible to take college courses offered on site by Bulter County Community College.

The four characteristics of a service found to be the most strongly related to reducing recidivism:

1. SPEP™ Service Type: Remedial Academic Program

Based on the meta-analysis, is there a qualifying supplemental service? No

If so, what is the Service Type? There is no qualifying supplemental service

Was the supplemental service provided? No   **Total Points Possible for this Service Type:** 15

Total Points Received: 10   **Total Points Possible:** 35

2. Quality of Service: Research has shown that programs that deliver service with high quality are more likely to have a positive impact on recidivism reduction. Monitoring of quality is defined by existence of written protocol, staff training, staff supervision, and how drift from service delivery is addressed.

Total Points Received: 20   **Total Points Possible:** 20

3. <u>Amount of Service:</u> Score was derived by calculating the total number of weeks and hours received by each youth in the service. The amount of service is measured by the target amounts of service for the SPEP™ service categorization. Each SPEP™ service type has varying amounts of duration and contact hours. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction.

Points received for Duration or Number of Weeks: 6
Points received for Contact Hours or Number of Hours: 8

Total Points Received: 14 **Total Points Possible:** 20

4. <u>Youth Risk Level:</u> The risk level score is compiled by calculating the total % of youth that score above low risk, and the total % of youth who score above moderate risk to reoffend based on the results of the YLS.

62 **youth in the cohort are Moderate, High, Very High YLS Risk Level for a total of youth** 10 **points**
14 **in the cohort are High or Very High YLS Risk Level for a total of** 5 **points**

Total Points Received: 15 **Total Points Possible:** 25

Basic SPEP™ Score: 59 total points received out of 100 points. Compares service to any other type of SPEP™ therapeutic service. *(e.g. individual counseling compared to cognitive behavioral therapy, social skills training, mentoring, etc.)*

Note: Services with scores greater than or equal to 50 show the service is having a positive impact on recidivism reduction.

Program Optimization Percentage: 74% This percentage compares the service to the same service types found in the research. *(e.g. individual counseling compared to all other individual counseling services included in the research.)*

The SPEP™ and <u>Performance Improvement</u>

The intended use of the SPEP™ is to optimize the effectiveness of reducing recidivism among juvenile offenders. Recommendations for performance improvement are included in the service Feedback Report, and these recommendations are the focus of the Performance Improvement Plan, a shared responsibility of the service provider and the juvenile probation department.

The Summit Academy Licensed Private Academic School scored a 59 for the Basic Score and a 74% Program Optimization Percentage. It is classified as a Group 2 service type. The quality of service was found to be at a High Level. The amount of service provided to the clients was 64% of the recommended targeted weeks of duration and 91% of the recommended target contact hours for this service type. The risk levels of youth admitted to the program were 5% as low risk, 74% as moderate risk, and 21% as high risk. The program could improve its capacity for recidivism reduction through:

1. Regarding Service Classification: Consider enhancing job training as a supplemental service to the Remedial Academic Program.
2. Regarding Quality of Service Delivery:
  a. Written Protocol:
    i. Coordinated existing procedures/policies into an overarching policy/procedure that describes how all the components of this service fit together.
    ii. Develop documentation for the GED components to accommodate the existing documentation for Special Education and Credit Recovery components.
    iii. Develop a review schedule to update the protocols and ensure the latest version is dated.
  b. Staff Training:
    i. Develop documentation for the specialized training of the Special Education components to accommodate the existing documentation for the components of GED and Credit Recovery.
    ii. Develop documentation for the On-the-Training Process of Special Education.
    iii. Develop booster trainings for the GED components to accommodate the existing booster training for the components of Credit Recovery and Special Education.
  c. Staff Supervision:
    i. Enhance the existing supervision process for Special Education to include documentation of the grievance forms completed by youth.
    ii. Develop documentation for the components of Credit Recovery and Special Education to accommodate the existing documentation for the components of GED.
      1. Credit Recovery - enhance existing data collection system by adding a column to the spreadsheet to indicate when teachers are addressed by supervisors regarding a student failing to make progress.
      2. Special Education - develop documentation for the existing supervision process.
    iii. Ensure that written feedback is provided to those delivering the service.
    iv. Develop a process to monitor the over-arching policy/procedure that encompasses the entirety of this service to ensure adherence to protocol.
  d. Response to Drift:
    i. Coordinate and combine the existing procedures/policies into an overarching policy/procedure that includes specific action steps to prevent drift.
    ii. Ensure that the policies and procedures in response to drift include action steps, an if-then approach to ensure drift does not occur.
3. Regarding Amount of Service:
  a. Increase the amount of time that youth remain within the program to match the research recommended 26 weeks of service. This can be accomplished through collaboration with probation services to increase the expectation for the number of weeks in the program.

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Reassessment 1

SPEP™ ID and Time: 0189-T02

Agency Name:	The Summit Academy
Program Name:	The Summit Academy
Service Name:	Summit Academy Licensed Academic Private School
Cohort Total:	65 for Amount of Service; 62 for Risk Level
Timeframe of Selected Cohort:	Jan. 20, 2019 - Dec. 31, 2019

Referral County(s):

Adams (1); Allegheny (9); Armstrong (1); Beaver (1); Berks (1); Blair (2); Chester (2); Clinton (1); Crawford (2); Cumberland (1); Dauphin (1); Delaware (5)

Elk (2); Fayette (2); Franklin (1); Huntingdon (1); Lawrence (1); Lebanon (1); Monroe (2); Montgomery (1); Philadelphia (16); Schuylkill (1); Westmoreland (7); York (3)

Date(s) of Interview(s):	Dec. 9, 2019 & Dec. 9, 2019
Lead County:	Allegheny
Probation Representative(s):	William Shultz
EPIS Representative:	Christa Park

Description of Service:

The Summit Academy is a private residential school for young men, ages 12-18 in grades 7-12 who are overcoming delinquency, dependency, and addiction issues. The school provides a multi-faceted approach to treatment, rehabilitation and recovery for youth who have experienced substantial trauma and challenges in their past. Summit Academy's trauma-informed milieu interweaves academics, substance abuse treatment, mental health service, evidence-based counseling, family support services, trades training, community service, arts and athletics to provide a transforming opportunity and holistic support system. The unwavering encouragement and comprehensive competency skill development they receive enables them to redirect their lives and focus on healthy and positive futures.

Summit Academy's Licensed Private Academic School is regulated by the Pennsylvania Department of Education and implements curricula that is aligned with PA Common Core Standards. The core curriculum mirrors what has been used at the Academy's Charter School. Two educational consultants are contracted to provide guidance on the educational system. The focus is to follow youth through their educational goals and help youth identify a plan for when they leave placement. The AIM's Web is utilized to identify needs and develop plans accordingly. Upon intake youth are placed according to grades. Youth who graduate while at Summit Academy are recognized at a ceremony at Butler County Community College. SAT Testing is offered several times throughout the year.

Summit Academy's Licensed Private Academic School offers credit recovery as well as GED preparation & testing services. Plato/Pathways is a computer-based program used to determine the youths' base-line assessment and generate a prescription for what they need to work on during credit recovery. AIM's Web is also used for a GED pre-test and helps to identify the areas the youth should work on. Summit Academy is a Pearson Vue Certified testing site and offers GED testing weekly (pre-test and/or actual test). Once a youth is identified as being on the GED path, he is given a pre-test and placed in a general education class to get the information needed for the test. Some youth may be court-ordered to take the GED.

Summit Academy's College within the High School are fully-transferable college credits offered and credentialed by Butler County Community College. Butler County Community College offers online college courses to students with a diploma or GED. Summit Academy facilitates placement testing, course funding, and selection. Course offerings differ, but are typically psychology and history focused.

Summit Academy offers a variety of interscholastic sports including Football, Basketball, Baseball, Volleyball, Golf, and Wrestling. The school is considered to be "single A". Other extra-curricular activities include Choir, PEP Club, and Drum-line.

The four characteristics of a service found to be the most strongly related to reducing recidivism:

1. SPEP™ Service Type: Remedial Academic Program

Based on the meta-analysis, is there a qualifying supplemental service? Yes

If so, what is the Service Type? Job Related Training

Was the supplemental service provided? No   **Total Points Possible for this Service Type:** 15

Total Points Received: 10   **Total Points Possible:** 35

2. Quality of Service: Research has shown that programs that deliver service with high quality are more likely to have a positive impact on recidivism reduction. Monitoring of quality is defined by existence of written protocol, staff training, staff supervision, and how drift from service delivery is addressed.

Total Points Received: 20   **Total Points Possible:** 20

3. <u>**Amount of Service:**</u> Score was derived by calculating the total number of weeks and hours received by each youth in the service. The amount of service is measured by the target amounts of service for the SPEP™ service categorization. Each SPEP™ service type has varying amounts of duration and contact hours. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction.

Points received for Duration or Number of Weeks: 2
Points received for Contact Hours or Number of Hours: 8

Total Points Received: 10 **Total Points Possible:** 20

4. <u>**Youth Risk Level:**</u> The risk level score is compiled by calculating the total % of youth that score above low risk, and the total % of youth who score above moderate risk to reoffend based on the results of the YLS.

49 / 62 **youth in the cohort are Moderate, High, Very High YLS Risk Level for a total of youth** 7 **points**
19 / 62 **in the cohort are High or Very High YLS Risk Level for a total of** 10 **points**

Total Points Received: 17 **Total Points Possible:** 25

Basic SPEP™ Score: 57 total points received out of 100 points. Compares service to any other type of SPEP™ therapeutic service. *(e.g. individual counseling compared to cognitive behavioral therapy, social skills training, mentoring, etc.)*

Note: Services with scores greater than or equal to 50 show the service is having a positive impact on recidivism reduction.

Program Optimization Percentage: 71% This percentage compares the service to the same service types found in the research. *(e.g. individual counseling compared to all other individual counseling services included in the research.)*

The SPEP™ and <u>Performance Improvement</u>

The intended use of the SPEP™ is to optimize the effectiveness of reducing recidivism among juvenile offenders. Recommendations for performance improvement are included in the service Feedback Report, and these recommendations are the focus of the Performance Improvement Plan, a shared responsibility of the service provider and the juvenile probation department.

Summit Academy's Licensed Private Academic School received a 57 for the Basic Score and a 71% Program Optimization Percentage. These Basic Scores represent a decrease of 2 percentage point(s) from the initial SPEP™ Assessment. These POP Scores represent a decrease of 3 percentage point(s) from the initial SPEP™ Assessment.

The service was classified as a Group 2 service; Remedial Academic Training Service Type. There is a qualifying supplemental service of Job-related interventions found in the research, which was not used to enhance this service. The Quality of Service Delivery was found to be at a High Level. For Amount of Service, 28% of the youth received the recommended targeted weeks of duration and 81% of the youth received the recommended targeted contact hours for this service type. The Risk Levels of Youth admitted to the service were: 21% low risk, 48% moderate risk, 31% high risk, and 0% very high risk. The service could improve its capacity for recidivism reduction by addressing the following recommendations:

1. Regarding Quality of Service Delivery:
   a. Written Protocol:
      i. Enhance existing policy to include utilization of the YLS (i.e., risk, needs, and responsivity factors) when identifying youth appropriate for the service.
   b. Staff Training:
      i. Ensure all requirements for service delivery (including GED Proctor, Credit Recovery Instructor) are outlined within the written manual (or job description is included with the binder).
   c. Organizational Response to Drift:
      i. Review the "Response to Drift" policy on a pre-determined basis and note such review on the policy itself.
      ii. Enhance the drift policy to include examples of service-specific drift and include an "if-then" approach for corrective action steps to be taken for service-specific drift.
      iii. Enhance current practices to include data collection specific to service delivery.
      iv. Enhance current practices to include data analysis specific to service delivery and utilize analysis to impact service delivery.
2. Regarding Amount of Service:
   a. Maintain communication with referral JPO to better match research recommendations for the target amount of service and appropriate length of stay for each youth.
3. Regarding Risk Level of Youth Served:
   a. Collaborate with referral JPO to consider the appropriate risk level for each youth.
   b. Collaborate with referral JPO to consider each youth's responsivity factors during service delivery.