The Standardized Program Evaluation Protocol (SPEPTM):

**Service Score Results:** Baseline

<table>
<thead>
<tr>
<th>Name of Program and Service:</th>
<th>The Summit Academy-The Summit Academy Licensed Private Academic School</th>
<th>SPEP ID: <strong>189-T01</strong></th>
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<tbody>
<tr>
<td>Cohort Total:</td>
<td>65</td>
<td></td>
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<tr>
<td>Selected Timeframe:</td>
<td>Jan. 6, 2016-Dec. 27, 2016</td>
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<tr>
<td>Date(s) of Interview(s):</td>
<td>Jan. 18, 2017 &amp; Jun. 1, 2017</td>
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<tr>
<td>Lead County &amp; SPEP Team Representatives:</td>
<td>Bill Holt &amp; Bill Shultz, Allegheny Co. &amp; Shawn Peck, EPISCenter</td>
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<td>Person Preparing Report:</td>
<td>Shawn Peck</td>
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**Description of Service:** This should include a brief overview of the service within the context of the program, the location and if community based or residential. Indicate the type of youth referred, how the service is delivered, the purpose of service and any other relevant information to help the reader understand the SPEP service type classification. (350 character limit)

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 Butler County Community College.

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

1. **SPEPTM 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 Earned:** 10

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 and supervision, and how drift from service delivery is addressed.

   **Total Points Earned:** 20
   
   **Total Points Possible:** 20
3. **Amount of Service**: Score was derived from examination of weeks and hours each youth in the cohort received 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 dosage. 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 Dosage or Number of Hours**: 8

Total Points Earned: 14 Total Points Possible: 20

4. **Youth Risk Level**: 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 or Very High YLS Risk Level for a total of 10 points
- 14 youth in the cohort are High or Very High YLS Risk Level for a total of 5 points

Total Points Earned: 15 Total Points Possible: 25

**Basic SPEP™ Score**: 59 total points awarded out of 100 points. Compares service to any other type of SPEP therapeutic service. *(eg: 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. *(eg: individual counseling compared to all other individual counseling services included in the research)*

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**The SPEG and Performance Improvement**

The intended use of the SPEG 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 local juvenile court. The recommendations for this service included in the feedback report are:

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

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