ABSTRACT OF CAPSTONE

Harold Wallace

The Graduate School
Morehead State University
April 18, 2017
HIGH SCHOOL OUTSIDE THE NORM: A CASE STUDY OF NORTH POINT ACADEMY

Abstract of capstone

A capstone submitted in partial fulfillment of the Requirements for the degree of Doctor of Education in the College of Education At Morehead State University

By

Harold Wallace
Pikeville, Kentucky

Committee Chair: Dr. Shane Shope, Assistant Professor
Morehead, Kentucky

April 18, 2017

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ABSTRACT OF CAPSTONE

HIGH SCHOOL OUTSIDE THE NORM: A CASE STUDY OF NORTH POINT ACADEMY

The purpose of this study was to identify the various factors in Pike County Schools that led to the creation of North Point Academy. North Point Academy is an alternative school; however, it is also structured to help students who are behind academically. Participants in this study included past central office employees, past administrators at North Point Academy, teachers, present administrators at North Point Academy, and past and present students in grades 10-12.

Data collected included graduation rates and attendance rates. Interviews were also conducted with past and present central office employees, administrators at North Point Academy, current teachers, and past and present students. Data collected from all these sources were used to provide a rationale to the establishment of North Point Academy along with the impact upon graduation and attendance rates.

KEY WORDS: Graduation rates, attendance rates, poverty, free and reduced lunch rates, homeless students.
HIGH SCHOOL OUTSIDE THE NORM: A CASE STUDY OF NORTH POINT ACADEMY

By

Harold Wallace

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DEDICATION

This researcher would first and foremost like to thank God for giving him the strength and his blessings to overcome cancer and allow him to complete this journey. He would also like to thank his students and staff at North Point Academy! You guys are the best and it’s an honor and a privilege for him to be your principal! You all have been so supportive and encouraging to him throughout this entire process! He also wants to dedicate this to his grandparents that have passed on. He is the first college graduate in my family and the first to earn a doctorate. Not bad for the grandson of an illiterate coal miner, a grandson of a carpenter with a fourth-grade education, a grandson of a homemaking Grandmother with a third-grade education, and a Grandson of an alcoholic Grandmother who’s life ended way too soon. Lastly, he really wants to dedicate this to his brothers and sisters in cancer, many of whom are no longer here. This is for you!
ACKNOWLEDGEMENTS

I would like to thank Dr. Michael Kessinger for teaching me for the past 20 years! It’s been a lot of work, but also a lot of fun! He has been encouraging, but yet will provide the needed 2x4 when necessary! I also want to thank Dr. Shane Shope for working with me and stepping up in the face of a lot of change and turmoil. Both of you have been great! I would also like to thank Dr. David Barnett for teaching me and helping me in the early stages of this journey. I really appreciate it! I would also like to thank my old friend and colleague Dr. Ronnie Dotson for agreeing to serve on my committee.
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Executive Summary

What is the core of the capstone?

Introduction

In 2007, Pike County Superintendent Roger Wagner and Assistant Superintendent Roger Johnson examined the graduation data from 2004-2007 and came to the conclusion that something more had to be done to help struggling students be successful. As a result, North Point Academy was created to meet the needs of struggling students.

In 2015, Kentucky had an 88% completion rate for high school students (Kentucky Department of Education, 2017b). Approximately 12% of high school students in Kentucky are leaving high school without a diploma (Kentucky Department of Education, 2017b). Research indicates that most of that 12% are condemned to a life of poverty, substance abuse, crime, and for those who are able to obtain employment, minimum wage positions (Franko & Patel, 2011).

This drop out issue is even greater across the nation. In 2013-2014, the United States had a high school graduation rate of around 82% (USDE, 2015). This translates into approximately 18% of high school students that leave secondary school without a high school diploma. Research indicates that almost all of these students who do not graduate come from impoverished homes, regardless of race (Gandara & Contreras, 2009). These students that are at risk of dropping out of school have almost always been truant, had discipline problems, and have fallen behind academically from the very beginning of their time in school (Gandara & Contreras).
The Pike County School District desired a different learning environment for these struggling students. In 2008 investigative surveys suggested students that were behind academically experienced problems within the traditional school environment and were also showing patterns of truancy. Therefore, these students may require a different type of instructional setting. Surveys from the struggling students and teachers also indicated there were issues regarding how students viewed their educational experience and how teachers viewed struggling students (Tables 1, 2, and 3).

Students from impoverished backgrounds have a problem relating to a traditional school’s norms and values (Payne, 2005). Teachers from a traditional school setting have problems relating to students from impoverished backgrounds and have expectations of them being like their own children (Payne, 2005). Students from impoverished backgrounds are looking to establish relationships within the school, but are also fearful of teachers and administrators (Finn, 1993). Research indicates that students from impoverished backgrounds and their parents fear teachers and administrators because they cannot relate to their background and their parents typically had poor relationships in school (Payne, 2005).

North Point Academy was created to provide a safe, comfortable, and welcoming environment for struggling students. Student surveys demonstrated the need for a school setting that would provide these necessities to students. Each student would have his or her own personal education plan developed to address the deficiencies each student was experiencing. Counselors would go over student
transcripts to determine which courses to take and develop an in-school credit recovery program that was geared toward each student’s needs. Lessons would be developed according to each student’s ability level within a particular subject, and the material would be presented on a level that ensured each student had an opportunity for success and growth. Counselors would be staffed to assist students who had problems outside of school.

North Point Academy is an alternative school that focuses on working with students who are behind academically. North Point Academy was founded in 2008 and it services the students in the Pike County School District. This project examined the barriers associated with receiving a high school education and the need for an alternative program to help struggling students earn a high school diploma in Pike County Schools.

Based on the success of the Pike County District, it could be advantageous for schools to entertain the possibility of establishing schools like North Point Academy. As colleges have found ways to educate students with limited means to travel such as by offering on-line programs, secondary school districts must also continue to expand alternative settings to reach those students that are not successful in the traditional high school setting.

**Statement of the Problem**

Pike County Schools experienced a high dropout rate for several years. With the onset of No Child Left Behind legislation in 2008, schools and districts were given accountability standards for completion rates. North Point Academy was
created to improve completion rates. The purpose of this paper was to examine the background that led to the creation of North Point Academy, to explain how and why it was created, and determine to what extent it has had a positive impact on graduation rates in Pike County Schools. This paper also examined how the academy has evolved since its creation.

Increasing accountability at the state and federal levels has forced schools and districts across the country to pursue higher graduation rates for students. In response, Pike County School implemented several programs to improve their graduation rates and they implemented several programs to help combat the problem of students dropping out of school.

**Background of the Problem**

Education in the United States has been proven as a means for advancement economically and culturally. However, for many Americans, education has not always been easily obtained. In 1900 6.4% of Americans were high school graduates (Safe & Civil Schools, 2016). During the first half of the 20th century, an education was not needed to make a living. Manual labor positions required people with great physical endurance. America was in the midst of Industrial might during most of the first half of the century. The exception being the great depression of the 1930’s, but prior to and after that, industry was in great need of labor. In addition to this, factor in the rise of unions that negotiated contracts for workers that gave them a decent wage to make a living.
From the 1950’s until the present, America has placed a greater emphasis upon education. From 1951-2016 the high school graduation rate has increased from 58.6%-83% (Safe & Civil Schools, 2016). The reasons for this include the need for greater worker skills, the inclusion of technology in the workforce, and the need to be multi-tasking in the workplace. No longer could one rely on the need for pure labor to secure a comfortable employment position. American began several education initiatives to improve schools and create a better educated work force. After the Soviet Union deployed Sputnik, the first space satellite, the United States began an aggressive push for students to be better educated in the subject of science, so we could match and surpass the Russian space program.

Students dropping out of school are a problem that schools have dealt with for several years. In a conversation with a professor at Morehead State University regarding dropouts in high school, he said, “During my time in administration, we had those conversations regarding dropout rates in the 1970’s, and we were constantly brainstorming ideas about how to prevent students from dropping out.” Research appears to indicate that prior to accountability standards being placed on graduation rates, it was of secondary focus behind things like accountability testing. In 1990, Kentucky passed its landmark education reform bill, Kentucky House Bill 940 (HB 940). In this legislation were sweeping changes on how students would be taught in Kentucky and an accountability piece that would hold districts, schools, principals, and teachers responsible for student performance on state assessments.
Missing in HB 940 was accountability for student graduation rates. The legislation did in fact hold districts and schools accountable for student performance, and students did make gains on state assessments. Students who struggled to stay in school were often times encouraged to drop out in order to show positive growth in accountability assessments. In 2000, one decade after the passage of HB 940, Kentucky had a graduation rate of 64.7% (Richardson & Sebastian, 2013). After examining that percentage, it appears that prior legislative efforts failed to impact the graduation rate in Kentucky.

In 2002, the United States Congress passed the landmark education bill into law, No Child Left Behind or NCLB as it was to be known (NCLB, 2002). As a result of NCLB, schools were assigned Annual Yearly Progress (AYP) goals in reading and math but were given the same goal as it applies to the graduation rate. AYP goals required that districts in Kentucky show progressive growth. School districts across the United States were forced to look at their own graduation rates and develop strategies on how to combat the dropout rate of their schools.

Dropouts have always been an issue in Pike County schools; however, it was not of much concern in the past as many males, and in some cases females, dropped out of school early to accept positions in the coal mines. Education was not a priority because coal mining provided a living to many people in Pike County. Education was not viewed as a means to secure employment; therefore, graduation from high school was not seen as necessary to many people. As the need for coal disappeared and
technology replaced workers, employment opportunities became fewer for people. Therefore, education became a higher priority to secure employment.

Attempts were made to decrease the dropout rate. Pike County Schools has provided opportunities in the past for students to recover academic credits, mostly in the form of attending summer school. Summer school did indeed help many students earn high school credits, but it also was an obstacle for other students. Transportation was always an issue for many students because some parents were unable to get students to school. Lack of funding prohibited Pike County schools from providing transportation during leaner financial years. Summer school also interfered with other activities, such as summer employment, vacations, and sports, therefore, many students who needed to recover credits did not take advantage of summer school. Other programs, such as in-school credit recovery and Response to Intervention had limited success.

Response to Intervention (RTI) programs were placed in all of Pike County Schools to combat struggling reading and math students. The purpose behind RTI was to curb the struggling students when they were in early primary and to assist struggling students at the other grades. The district, to help students regain lost credit and help boost graduation rates throughout the district, purchased credit recovery programs.

These are two initiatives that Pike County Schools used to attempt to address the issue of students dropping out of school. In spite of these initiatives, little progress was made. Between the years 2004-2008, graduation rates in Pike County schools
went from 77%-81%. Gains were made during those years, but it was a very slow process. It was obvious that something new would need to be developed to increase those numbers.

Prior to the opening of North Point Academy in 2008, the district leadership team studied the dropout data, conducted surveys of teachers and students to determine why Pike County Schools had so many students struggling and dropping out. Surveys from teachers indicated that students simply had no desire to do the required work. Student surveys revealed a much deeper problem. Student survey responses indicated that they felt like teachers did not care about them, the school didn’t want them, and they felt like they were encouraged to drop-out of school. Data also revealed that almost all of the struggling students qualified for free and reduced lunch and missed more school than non-struggling students (Tables 1, 2, 3, and 4).

**Investigative Surveys**

Prior to the opening of North Point Academy in 2008, the district’s administration conducted an investigation regarding identified high school students that were behind academically. The criterion used was failing at least two classes. Attendance data were also collected on students as well as family income as it related to free and reduced lunch qualification. Surveys were given to students, teachers, and administrators with the purpose to identify problems with struggling students. These data show a gap in attendance and free/reduced meals.
Table 1  
*Attendance and Free/Reduced Meals (2008)*

<table>
<thead>
<tr>
<th></th>
<th>Free and Reduced lunch meals</th>
<th>Attendance Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggling students</td>
<td>99%</td>
<td>70.4%</td>
</tr>
<tr>
<td>Non-struggling students</td>
<td>54%</td>
<td>94.3%</td>
</tr>
</tbody>
</table>

Source: Maynard, 2008a

These data indicate there is a difference between students who struggle and the rest of the school population. Almost all of the struggling students qualified for free and reduced meals. Attendance rates for struggling students were much lower than the rest of the student population.

Survey data also indicated that there were trust issues with students and teachers. Teachers and administrators also felt that their school would have a better culture and atmosphere without those struggling students (See Tables 2 & 3).

Table 2  
*Pike County Survey Students Feelings About School (2008)*

<table>
<thead>
<tr>
<th>Felt Wanted</th>
<th>Felt picked on</th>
<th>Felt excluded in class</th>
<th>Trust at least one teacher</th>
<th>Trust at least one administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>7% yes</td>
<td>81% yes</td>
<td>88% yes</td>
<td>9% yes</td>
<td>4% yes</td>
</tr>
<tr>
<td>93% no</td>
<td>19% no</td>
<td>12% no</td>
<td>91% no</td>
<td>96% no</td>
</tr>
</tbody>
</table>

Source: Maynard, 2008b
Table 3

*Pike County Teachers and Administrators Attitudes Toward Struggling Students*

<table>
<thead>
<tr>
<th></th>
<th>Took up too much time</th>
<th>Disruptive</th>
<th>Lack of effort in class</th>
<th>Would the culture improve without them</th>
<th>Would you support an alternate placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>92% yes</td>
<td>97% yes</td>
<td>99% yes</td>
<td>99% yes</td>
<td>99% yes</td>
<td>99% yes</td>
</tr>
<tr>
<td>8% no</td>
<td>3% no</td>
<td>1% no</td>
<td>1% no</td>
<td>1% no</td>
<td>1% no</td>
</tr>
</tbody>
</table>

Source: Maynard, 2008c

These data indicated different perceptions of school by the students and the staff at their home schools.

In 2007, Pike County Superintendent Roger Wagner and Assistant Superintendent Roger Johnson came up with an idea – an alternative school that focused on academic remediation would be created. Site visits were conducted in Oldham County and Bullitt County to examine their alternative school setting. These visits allowed them to share ideas and to develop a plan to help the students of Pike County. This school would not only address credit recovery, it would also address the other problems found in the student surveys. A Framework in Poverty was studied to help students in poverty (Payne, 2005). As a result of all of this, it was decided that North Point Academy would focus on helping struggling students, and have training to help those in poverty.

Pike County Schools established North Point Academy. The school was established to address the issues identified in the investigative surveys. Staff received training needed to relate to struggling students. Class sizes were reduced for more
individual attention, and counselors were put in place to work with troubled students. Providing a school with a smaller, more individualized setting promoted a feeling of belonging for students, promoted the opportunity for building relationships, and help students comfort level within the school setting (Wilkerson, Afacan, Min-Chi, Justin, & Datar, 2015).

**Purpose**

The overall purpose of this capstone was to examine the effectiveness of North Point Academy during the beginning years of existence. Effectiveness was examined by graduation rates and attendance rates. The capstone also examined how North Point Academy impacted the graduation rate of Pike County schools, how it supported the increases in the district’s attendance rate. Various data were examined and included academic grades, attendance rates, percent qualifying for free and reduced meals, and along with personal interviews with past and present staff.

Table 4 contains a comparison of the various student demographics for the state of Kentucky compared to the Pike County School District.
Table 4

*Kentucky and Pike County Demographic Comparisons (2015-16)*

<table>
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<th>State(^1)</th>
<th>Pike County(^2)</th>
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<tbody>
<tr>
<td>Districts</td>
<td>173</td>
<td>1</td>
</tr>
<tr>
<td>High Schools</td>
<td>220</td>
<td>5</td>
</tr>
<tr>
<td>Total Students</td>
<td>654,289</td>
<td>9632</td>
</tr>
<tr>
<td>Males</td>
<td>51.3%</td>
<td>48.9%</td>
</tr>
<tr>
<td>Females</td>
<td>48.7%</td>
<td>51.1%</td>
</tr>
<tr>
<td>White</td>
<td>79.8%</td>
<td>98.2%</td>
</tr>
<tr>
<td>African/American</td>
<td>10.5%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5.1%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.5%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Native American</td>
<td>0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>2.8%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>1.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Qualify Free/Reduce Lunch</td>
<td>55%</td>
<td>67%</td>
</tr>
</tbody>
</table>

Source:  
\(^1\)Kentucky Department of Education, Kentucky state report card, 2017a  
\(^2\)Kentucky Department of Education, Pike County District report card, 2017b

**Research Questions**

This study focused on the following questions:

1. How were the various stakeholders involved in the planning process? How has stakeholder involvement been continued?

2. What were the objectives of North Point Academy? How have these changed over time? How have services provided to the students changed over time?

3. How has North Point Academy influenced student attendance rates? What specific programs have contributed to North Point Academy academic successes?
4. What North Point Academy programs or available resources support student success and higher graduation rates?

5. What is the current organizational structure? What are the current direction, purpose, and mission of North Point Academy?

**Review of Literature**

This section examined the existing literature related to why students fall behind, have poor attendance rates, and the impact on students in poverty. This review also studied programs offered to help struggling students, and schools that offer alternative settings. The review of literature also analyzed other factors that contributed to the need for alternate schools. The expectation of this review was to show the effectiveness of alternative schools for struggling students.

**Why Students Drop Out**

**Students of poverty.** As dropouts were addressed, students from impoverished backgrounds appear to be most at-risk. In examining dropouts, there are several reasons why students drop out. Payne (2005) states that students do not care what you know, until they know you care. She also states that students in poverty are much more likely to drop out of school because education is not valued in the home (Payne, 2005). Payne also found that students that come from poverty backgrounds are very reluctant to trust people in authority, especially educators. The reason for this is because the parents of those children most likely had bad experiences while they were in school, and they expect their own children to experience the same (Payne, 2005).
Students drop out of school for many reasons. Sometimes they have to and other times they are forced to. From a historical standpoint, drop outs have been studied since 1927. Fuller (1927) called it “school leaving” and suggested those students who were at risk to be “mentally inferior.”

Modern researchers have developed other reasons than those given by Fuller (1927). Students throughout the years dropped out of school for different reasons. During the first half of the 20th century, jobs were easily obtainable without the benefit of an education. Dropout rates did decline during this time, but they still hovered around 50% in 1950. During the second half of the 20th century, education became more inclusive, with the rise of females competing for jobs, and the civil rights movement that encouraged more African-Americans to seek higher education (Rumberger & Larson, 1998). Completion rates improved to 80% in the 1970’s and finally to 88% in 2015 (Rumberger & Larson; Safe and Civil Schools).

**Pushed out, pulled out, or fall out.** Doll et al. (2013) explains that there are three reasons why students leave school. Students are either pushed out, pulled out, or fall out. Jordan et al. (1994) explain that students can be pushed out of school for many reasons. These reasons include tests, attendance, discipline problems, and consequences of poor behavior. Further research by Franko and Patel (2011) also suggests that schools push students out prior to state and national accountability testing. Jordan et al. (1994) described this push out effect as school environment factors. Student fall out of school when they get so far behind that it appears that it is impossible to catch up and complete school on time.
Pushed out. Research indicated the pushed out effect has not had a positive impact on the improvement of high-stakes testing scores (Barr & Parrett, 2007; Orfield, 2004). Barr and Parrett also suggest that the NCLB legislation and the desire of some schools to achieve accountability requirements by pushing out their less productive students has only have had limited success in closing the achievement gap. Barr and Parrett have reported that limited progress has been made with Latino and African-American students because the NCLB has not eliminated the risk factors associated with these students.

Pulled out. Jordan et al. (1994) explains that the “pull out” effect involves factors inside of the student encourages them to drop out of school. Students might feel obligated to take care of responsibilities outside of the school. These factors include financial hardship, out of school employment, family needs, and family changes such as marriage or childbirth (Jordan et al.). Illness might be a pull out reason as well. Jordan et al. found in their research that students place a greater value on something other than an education.

Fall out. Watt and Roessingh (1994) say falling out of school happens when a student fails to make sufficient academic progress and becomes apathetic and disillusioned with school. Falling out is not necessarily influenced by any factor, but is more of a side effect of a lack of personal and academic support (Watt & Roessingh). The students who fall out are often the ones who are silent and unseen in school. They tend to shy away from attention to themselves, they are quiet in class,
and they avoid trouble. The school does not push out these students and they are not lured by something outside the school, they simply disappear or fall out of the system.

Dalton et al. (2009) found in their longitudinal study 21 factors related to why students dropped out of school. Dalton et al. categorized those 21 factors with 10 reasons why students were pushed out, eight reasons why they were pulled out, and three reasons why they fell out of school. Table 5 provides a listing of the reasons students drop out of school. One factor, truancy, can be related to getting poor grades, not keeping up with schoolwork, not liking school, and not feeling like they belonged there.
Table 5

Reasons Students Drop Out of School

<table>
<thead>
<tr>
<th>Type/Rank</th>
<th>Cause of Drop-out</th>
<th>Overall Frequency</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Percentage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>Pushed out – 10 Factors</td>
<td>48.7%</td>
<td>53.1%</td>
<td>47.1%</td>
</tr>
<tr>
<td></td>
<td>Pulled out – 8 Factors</td>
<td>36.9%</td>
<td>30.4%</td>
<td>40.0%</td>
</tr>
<tr>
<td></td>
<td>Failing out – 3 Factors</td>
<td>14.3%</td>
<td>16.5%</td>
<td>12.9%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0%</td>
<td>100%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**School related reasons**

| Push 1    | Missed too many school days | 43.5%  | 44.1%  | 42.7%  |
| Push 2    | Thought it would be easier to get GED | 40.5%  | 41.5%  | 39.1%  |
| Push 3    | Was getting poor grades/failing school | 38.0%  | 40.1%  | 35.2%  |
| Fall 4    | Did not like school | 36.6%  | 40.1%  | 32.0%  |
| Push 5    | Could not keep up with school work | 32.1%  | 29.7%  | 35.3%  |
| Push 8    | Thought could not complete course requirements | 25.6%  | 22.9%  | 39.0%  |
| Push 9    | Could not get along with teachers | 25.0%  | 27.7%  | 21.6%  |
| Fall 12   | Did not feel belonged there | 19.9%  | 19.9%  | 19.9%  |
| Push 13   | Could not get along with others | 18.7%  | 17.7%  | 20.1%  |
| Push 14   | Was suspended | 16.9%  | 22.9%  | 9.0%   |
| Fall 17   | Changed schools and did like new one | 11.2%  | 14.5%  | 7.0%   |
| Push 18   | Thought would fail competency test | 10.5%  | 9.0%   | 12.3%  |
| Push 19   | Did not feel safe | 10.0%  | 10.5%  | 9.5%   |
| Push 20   | Was expelled | 9.9%   | 15.2%  | 3.0%   |

**Family related reasons**

| Pull 6    | Was pregnant | 27.8%  | 0.0%   | 27.8%  |
| Pull 11   | Had to support family | 20.0%  | 17.6%  | 23.0%  |
| Pull 15   | To care for a member of the family | 15.5%  | 15.2%  | 16.0%  |
| Pull 16   | Became a father/mother of a baby | 14.4%  | 6.2%   | 25.0%  |
| Pull 21   | Married or planned to get married | 6.8%   | 3.0%   | 11.6%  |

**Employment related reasons**

| Pull 7    | Got a job | 27.8%  | 33.5%  | 20.3%  |
| Pull 10   | Could not work at same time | 21.7%  | 23.1%  | 19.9%  |

**Totals**

| Number of subjects, males, and females | 663 | 375 | 288 |

Source: Dalton et al., 2009

**Attendance.** Research indicates there is a strong connection between attendance and dropping out (Payne, 2005). In a survey conducted by Pike County Schools (2008b), students who were behind academically and were identified at risk of dropping out of school were present at school 24% less often than students who were on track. Also learned from the Pike County Schools survey was 99% of the
students identified as struggling students and were at risk of being a dropout also qualified for free and reduced meals. Students from low-income families are more likely to be absent from school (Payne, 2005).

Students who are chronically truant from school tend to score lower on standardized tests and fall behind in their class work (Finn, 1993). Students who are absent from school often have situations that pull them away from school. Dalton et al. (2009) identified several factors why students did not succeed in school. Some of those factors included students taking on adult responsibilities such as childcare of their own or a younger sibling, taking care of a family member, or simply working to provide support for family members.

Students in other cases are simply not encouraged to attend school nor are the values of an education emphasized by family (Payne, 2005). Payne’s research also indicated there was an underlying desire by some families in poverty to keep children as close to them as possible. This result in discouraging students to achieve an education due to the fear of the child would leave the home (Payne, 2005).

**Cost of dropping out.** Despite the various reasons students fail to graduate, the long-term effects are detrimental not only to the student, but to society as well. Students failing to achieve a high school diploma face higher unemployment and lower wage earnings (Franco & Patel, 2011). This outlook is even worse for females, as they face higher unemployment and lower wage earnings than their male counterparts due to perceptions and discriminations placed upon females and limited opportunities for women without a high school diploma (Franco & Patel). The annual
median income for a 24-year old male with a high school diploma is $37,000 as opposed to $27,000 for the same without a high school diploma (Franko & Patel). Even if a student gets a General Education Diploma (GED), they may have a difficult time obtaining employment. Students who earn a traditional high school diploma are more likely to secure employment over someone who has completed a GED (Tyler & Lofstrom, 2009). Employers have the attitude that a traditional high school diploma is more valuable than a GED certificate (Tyler & Lofstrom).

Society also bears the cost of students who drop out of school. Franco and Patel (2011) found that a lack of a high school diploma is associated with a higher rate of incarceration. Individuals without a high school diploma are much more likely to be in prison (Harlow, 2003). Harlow also noted that in 1997, 75% of people incarcerated in state and 59% of federal inmates do not have a high school diploma.

National High School Graduation Rates

Nationwide high school graduation rates have improved (National Center for Education Statistics, 2017). Minority graduation rates are somewhat less and continue to lag behind Caucasian students (National Center for Education Statistics, 2017). This problem is even more severe with minority students. In 2008, nearly 50% of African-American and Hispanic students did not graduate on time (Dessoff, 2009). These numbers are also comparable to larger cities. Dessoff reports that in America’s 50 largest cities, 53% of all students graduate on time, the rest either drop out or graduate later in life.
Table 6

*National Graduation Rates*

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>04-05</td>
<td>70.6%</td>
</tr>
<tr>
<td>05-06</td>
<td>69.2%</td>
</tr>
<tr>
<td>06-07</td>
<td>68.8%</td>
</tr>
<tr>
<td>07-08</td>
<td>71.7%</td>
</tr>
<tr>
<td>08-09</td>
<td>72.9%</td>
</tr>
<tr>
<td>09-10</td>
<td>74.7%</td>
</tr>
<tr>
<td>10-11</td>
<td>79%</td>
</tr>
<tr>
<td>11-12</td>
<td>80%</td>
</tr>
<tr>
<td>12-13</td>
<td>81.4%</td>
</tr>
</tbody>
</table>

Source: 1Graduation rate trends, (2013)
2USDE, (2015)

Finn’s 1993 study of student success gave some insight as to why students are dropping out. Students must feel a sense of belonging and have a connection with someone in the school. Students who do not have that sense of belonging or connection are more likely to struggle or drop out. Students in this category feel that they are not wanted at their school and may feel excluded or picked on (Finn).

Finn (1993) also stated that student’s level of participation in school strongly parallels the school’s quality of instruction. Participation of students in extra-curricular activities are indicators of success (Finn). Participation in academic requirements and overall general attitude about the school itself are also indicators of success (Finn). If a student does not participate in activities or does not have a connection to someone within the building, schools should immediately identify that student as a possible drop out and begin intervention strategies to ensure they stay in school. Research indicates that if students aren’t participating in school activities, they are at high risk for falling behind and dropping out (Finn).

*Alternate Education Programs*

**Identifying at-risk students.** When students drop out, or become at risk for falling behind in graduation requirements, the mismatch between student needs and
expectations and school demands and benefits must be acknowledged (Stanley, 2013). Somewhere along the path of the student’s career, both he and the school have separated. Research has indicated there are certain behaviors that identify the potential for a student to become at risk or drop out (Stanley).

Motivation to be successful in school is important and students may lack motivation for several reasons. Research conducted by Stanley (2013) suggests that reduced parental influence as students reach high school age has a strong influence on potential of dropping out. Difficult transition to a new school can influence a student to give up and drop out. Fear of failure and learned helplessness can be factors for students dropping out of school. Unfamiliar high school organization and climate are also another of the reasons students struggle to maintain motivation and begin to fall off track toward graduation requirements (Stanley).

There are several social factors that act as predictors for at-risk students. It appears that the gender may be a variable as more males drop out of school (Stanley, 2013). Students from poverty backgrounds, single parent families, or have discipline problems at school are at a higher risk for dropping out (Payne, 2005). Having anti-social peer relationships, and having a person or family history of under-achievement are more likely to drop out (Stanley). At-risk students also tend to be more extrinsically motivated, which places them more at risk for truancy and eventually dropping out of school completely (Stanley).

There are also academic factors that act as predictors for at-risk students. Under achievement or failing grades in two or more classes tend to discourage
students and contribute to the student giving up (Stanley, 2013). Low scores or skills on standardized tests can convince a student that the work is too difficult and encourage them to drop out (Stanley). A mismatch between the student’s unique learning needs and curricular expectations can force a student to question the need for an education (Stanley).

A lack of connections to meaningful programs or people can produce a feeling of being unwanted or accepted in school (Finn, 1993). Multiple behavioral referrals and inconsistent attendance can put a student further behind academically and can be an influence for them giving up (Payne, 2005). Low social and personal capita can trigger feelings of inferiority and self-worth and as a result, the student will feel more empowered to drop out (Stanley, 2013). When social and academic factors act as barriers, students require an alternate educational setting that is more suited to the student well-being (Stanley).

**Alternative schools.** In studies conducted by Kim and Taylor (2009) and Wilkerson et al. (2015) involving alternate programs, they revealed some positive findings. They discovered many of the students in those programs had similar attitudes about traditional school settings but felt much more at-ease, comfortable, and safe in an alternative setting. Students were also observed to have much more self-confidence and had established relationships with the staff at the schools studied. Research also indicated that students in those settings were less likely to have office referrals and missed fewer school days than students in a traditional school setting (Kim & Taylor).
School culture and environment has a strong impact on student success (Finn, 1993). School districts should focus on changing existing school culture or creating an environment conducive for at-risk students to have an opportunity to be successful. Traditional schools have many programs, activities, and are held accountable for multiple subjects. Students who do not achieve, are not involved, or have discipline issues are cast aside in favor of other students who are comfortable in the given environment. School districts could make a greater impact on the at-risk population with some changes to their current structure.

Not all of the research supports the value of alternative education programs. In a study done by Kim and Taylor (2006), they found that the alternative program can provided a warm and caring environment. Students also had greater self-esteem and confidence, and students were successful in regaining lost credits. Kim and Taylor further stated that the alternate program provided students acceptance, safety, and comfort for the students, but felt the rigor of the curriculum needed to be questioned. Also learned was alternative education students were less prepared when leaving high school than traditional students (Kim & Taylor). Additionally, the research by Kim and Taylor indicated that support was lacking from the district office and greater counseling services were needed to assist those students that desired to pursue post-secondary studies. It should be noted that Kim and Taylor’s study was limited to one alternative school in one district.

Wilkerson et al. (2015) conducted a much larger study of alternative programs. In this study, 832 students in multiple alternative education programs
across different districts in several states were examined. Wilkerson et al. determined that students who attended alternative programs gained significantly more credit than their traditional school counterparts, despite a shorter instructional day. Wilkerson et al. also found that students in the alternate schools had less office referrals than their traditional school counterparts. They observed a greater attendance rate among alternative school students and found the school culture to be very welcoming in the alternate setting (Wilkerson et al.).

**Accountability**

**No Child Left Behind.** In 2002 No Child Left Behind (NCLB) required districts to address graduation rates of their students (NCLB, 2002). Historically Kentucky did not have large accountability requirements for completion rates in its high schools. For the first time, there was legislation that required Kentucky and its school districts to improve the graduation rates of secondary schools (NCLB, 2002). NCLB also mandated that schools had to report their Annual Yearly Progress (AYP) towards meeting academic and non-academic goals. One of the goals was an established improvement goal related to the graduation rates of high schools. Also, districts and schools were held accountable for not reaching benchmarks in academic areas, such as reading and math plus graduation rates.

Districts and schools were now required to address graduation rates as well as academic accountability. Historically, there has not been legislative accountability placed upon the percent of students graduating from high school. Examining the history of education in Kentucky, as recently as 2000 Kentucky’s laws regarding
education did not place a lot of accountability on schools to graduate their students. HB 940, the Kentucky Education Reform Action, was such an example. Education Week (2013) indicated 65.3% of Kentucky’s seniors graduated high school as recently as 2001. With changes in the laws at the federal and state level, schools and districts had to make adjustments in their educational programs to meet new accountability benchmarks.

Combating risk factors associated with dropping out of school (Lehr et al., 2004; Romo & Flabo, 1996) coupled with the accountability requirements of NCLB have created a “pushing out effect.” Lower performing students are encouraged by administrators to drop out of school in an effort to increase accountability scores in state mandated tests (Barr & Parrett, 2007). As a result, schools that enroll students who were “pushed out” are now trying to combat the issues students bring with them, including a negative attitude toward school in general (Barr & Parrett).

The research involving NCLB legislation can be viewed as both positive and negative as it relates to students’ education (Gandara & Contreras, 2009). The requirement to report test results on all the sub-groups helped highlight the substantial performance gaps among various groups of students. This reporting was a positive aspect of NCLB, because educators had specific data on students that require intervention and assistance with their education (Gandara & Contreras).

However, the negative aspects of the NCLB were observed by the impact on school climate (López, & Pabón-López, 2010). Policies and procedures implemented in many schools to assist students who do not perform well on accountability
assessments were negatively impacted. NCLB did not require schools to report dropout numbers as part of its accountability requirements (Barr & Parrett, 2007). There were indications that schools developed attendance or behavior policies that coax or required lower performing students to withdraw from the school. Administrative reasons for withdrawing were poor performance or behavior, however encouraging students to withdraw was more often those students with low academic achievement (Barr & Parrett).

This push-out effect negatively impacted student beliefs regarding schools and educators. Relationships and trust had to be built to give the student an opportunity to complete high school. Finn (1993) emphasized the importance and relationship between students’ sense of belonging to a school and their academic success. Students who do not feel a part of the school could be far less likely to try to complete assignments, cooperate with teachers and administrators, or give their best effort on state-required accountability assessments (Gandara & Contreras, 2009).

Gandara and Contreras (2009) also questioned the appropriateness of a single high-stakes test to assess academic performance based upon differences in the culture, race, home language, health, and economic status of the students assessed. The same researchers addressed the fairness of a single test accountability requirements of the NCLB because the test results only applied to certain groups of students in the United States. Students who were not part of the groups that NCLB applied to were likely to have a negative outlook on high-stakes testing (Gandara & Contreras, 2009). Research by Gandara and Contreras appear to indicate that pushing students out of
school for the purpose of improving high stakes accountability scores was not effective.

Finn (1993) stated students who had not built a level of trust with teachers did not perform well and ultimately dropped out or failed to graduate when they do not participate in school activities. Students that do not identify with the school will not have a sense of belonging to that school will also drop out (Finn). As a result of the NCLB legislation, it appeared that schools were identifying underperforming students through high-stakes testing data, attendance rates, and behavioral indicators in an effort to convince them to move to other schools (Barr & Parrett, 2007). Finn suggested that breaking the bond between students and their schools produces dropouts.

Schools have been under pressure to achieve high test scores with the onset of high stakes accountability programs. Educators have been under increasing pressure to perform well to meet accountability goals. Students who drop out do not count toward a testing accountability. In Kentucky, student assessment results were not counted toward the individual’s school unless they have been enrolled in the school for 100 days. Dropouts or transfers before that time were not counted toward the overall state accountability. Dessoff (2009) reports in an interview with Bob Smoots, Director of SAFE, Jackson, Michigan Public schools “If a student doesn’t work, sleeps in class, or has an attitude toward a teacher, they will be dropped” (p. 44).

Franco and Patel (2011) also reported similar attitudes. In their research involving credit recovery, they state that due to increasing demands of higher test
scores, school administrators were encouraged to drop failing students as it would have a negative impact upon the overall accountability score of the school (Franco & Patel).

**Credit recovery.** Credit recovery in high schools is not a new concept; in fact, it has been with us for many years. What has changed is how students receive credit recovery. Before the computer and internet age, students who fell behind academically had to rely on classes after school or summer school. If the school they attended did not offer after school classes or summer school, students had to look for opportunities from other schools to make up credits that were not earned during the academic year.

Credit recovery programs of multiple modes of delivery have been on the rise since the mid-1990’s (Dessoff, 2009). As schools have had to find more effective ways to increase graduation rates due to federal graduation requirements (NCLB, 2002), these programs were steadily gaining in popularity. Credit recovery programs have diversified the way student regained credit for a failed class or classes. Students who have failed a course or courses had the opportunity to make it up using different online programs. Credit recovery programs of type relieved some of the burdens school districts faced in the past, as many of these programs have been completed during the school day and reduced the chances of students dropping out of school (Dessoff).

There were various types of credit recovery programs available. Some are for profit, such as Apex, Keystone, Compass Learning, and A+. Districts typically
purchase a type of credit recovery program accredited by their State and used this to help students gain credit for a failed course. These types of programs were typically integrated into the mainstream school. Some school districts have a special non-traditional type school that offered regular instruction along with on line credit recovery. Students not only had the opportunity to recover credits, but also to master content of subject matter.

The credit recovery programs were unique in the sense they specialize in that group of student that was behind academically. These students were typically behind multiple grade levels regarding reading and mathematics; therefore, they were the most at-risk students to drop out (Dessoif, 2009). Instruction was very focused individually at their appropriate grade level. This allowed students to master their current knowledge base, and it provided them opportunities to improve their reading and math levels. Other required subjects such as social studies and science were also offered to meet the requirements needed to earn a diploma.

**Summary**

A review of the literature indicated that students in poverty are more likely to be at risk of dropping out of school. They were also more likely to be truant and miss more school that students who were not in poverty. The reasons why students drop out of school were because they are pulled out, pushed out, or they fall out. The costs of dropping out of school are high. Research indicates that students who drop out of school are more likely to be in jail, have substance abuse problems, be on public assistance, and have employment that pays minimal wage. Students who drop out also
have a higher divorce and pregnancy rate than students who graduated from high school (Franco & Patel, 2011).

One study indicated that graduation rates across the nation and Kentucky were on the rise (Barr & Parrett, 2007). Research also indicated that states had placed a greater emphasis on graduation rates due to increasing accountability standards and with the passage of No Child Left Behind (Barr & Parrett).

According to Barr and Parrett (2007) and Orfield (2004), some schools have attempted to take the easy way out by encouraging some students to withdraw or transfer to other schools. The literature suggests this approach has had limited or no success (Barr & Parrett; Orfield). Schools that provide quality instruction, encourage students to get involved in school activities, and in the student’s academic preparation and career have a greater impact on the student (Finn, 1993). Schools that promote a welcoming, student friendly environment will have better success in graduating its students (Finn, 1993). Research appears to indicate that some schools have sacrificed graduation rates and accountability requirements for higher test scores (Gandara & Contreras, 2009). Research also appears to indicate there were no significant differences between high stakes testing scores before or after struggling students have been pushed out of school (Barr & Parrett).

In spite of the efforts to offer various credit recovery options, one aspect of the problem had not been addressed. Students had to feel welcome at the school they attended (Finn, 1993). Credit recovery options failed to address the problems struggling students were having in the school. Students were having a difficult time at
the school they were attending. Struggling students face many challenges with the stigma of being poor, being labeled as troublemaker, truant, or someone who just refused to learn. As a result, districts had to explore other options to educate these students.

**Another Choice for Pike County Students**

Some students might think of high school as a period of good times, friends, memories that last a lifetime, sports, and thinking about one’s future. For many kids, that was their high school experience. For others, the experience could be somewhat different. High school for some students was a time of being unloved, neglected, not being wanted, unable to fit in, and rejection from classmates and teachers. For these students, high school was not an enjoyable experience. In fact, it was a very troubling time for them. In our day of research, technology, and advanced methods of acquiring knowledge, we still have students that suffer from stigmatism, neglect, and are cast away. A single answer or solution does not exist to explain why some of our students are in that position, but research seems to indicate that traditional schooling was not effective for everyone.

In 2008 Pike County Schools planned an innovative program to help students who were in danger of dropping out. North Point Academy was established to assist students who were high risk for dropping out, in need of academic assistance, poor test scores, and poor attendance. The district recognized that they were dealing with a large dropout rate and students were not being successful in their traditional schools.
Pike County Schools began by looking at the students. Struggling students were identified using grades, attendance rates, dropout rates, discipline reports, and student surveys were examined to get a better picture of our high schools. A review of these data uncovered major gaps in student achievement, attendance, and a staggering dropout rate. Student surveys also indicated problems with how teachers treated some students, particularly those who were in poverty.

A disturbing finding in the surveys was the perception students had toward teachers within their building. Student surveys said that they felt that many teachers did not care about them. Some teachers did not know or did not care how to handle students in poverty. Parent surveys also indicated a lack of trust between them and the teachers. Many parents were fearful of teachers and administrators because they have had a poor experience in schools (Payne, 2005). Research demonstrates that students have to feel welcome and wanted to be successful (Barr & Parrett, 2007; Finn, 1993; Payne, 2005; Orfield, 2004). North Point Academy was structured to help these students and parents.

In configuring North Point Academy, there were several challenges that had to be dealt with. Pike County is the largest county in land area east of the Mississippi River. Its widest points were 53 miles apart and some of the roads were difficult to navigate in buses. North Point Academy was placed north of the city of Pikeville to centrally located and was located close to a main road to make transportation somewhat easier. North Point Academy serviced every high school in the district to ensure everyone had an opportunity to attend. North Point Academy was initially
funded by a grant to help struggling students. It was staffed to offer regular classroom instruction, offer counseling services to students, and it was equipped with a computer-based credit recovery programs to help students reclaim lost credits.

The opportunity to be enrolled in North Point Academy was based on a referral system. Schools met with struggling students that were failing two or more classes and offered them the opportunity to attend North Point Academy to receive credit recovery services and take regular high school courses. Schools then completed an admission forms, the student and parent signed them, and then the student came to North Point to complete the enrollment process. A common misconception among some schools and people was they felt that North Point was a school for serious behavior problem students. North Point was not a school to handle serious behavior problems as Pike County Schools had a day treatment programs for those students. For struggling academic students, North Point Academy was an opportunity for an alternative approach to receive an education.

When students arrived at North Point Academy, they met with the principal and counselor to develop a custom schedule tailored to suit their academic needs. Students were then provided with a copy the rules of North Point Academy and attended an initial counseling session. They were asked questions about their past academic experiences, home life, and any other problems they might be dealing with. The policy of North Point Academy was to offer each student a clean slate regardless of past behaviors. North Point Academy’s motto was “Everyone gets a second chance” which was communicated with every new student. Almost all of North Point
Academy students came from high poverty backgrounds and had bad experiences in the traditional school. So, time was taken by North Point Academy staff to build trust with students. Building trust is an important goal of the program.

North Point Academy operated like a traditional school in many ways, but North Point Academy differed in the fact that they offer expanded counseling opportunities, a 12-1 student to teacher ratio, and more importantly, most students came from similar socio-economic backgrounds. North Point has students from different races, beliefs, and sexual orientations. Discipline issues arising as a result of race, beliefs, or sexual orientations were seldom dealt with. Based on these data, it appeared that North Point Academy students had very few issues with each other.

North Point Academy has been successful with helping student’s complete high school with a 98% completion rate. The school’s graduation rate was well above the state average, which was 88% in 2016 (Kentucky Department of Education 2016b). As North Point Academy continued to be successful in that area, it appeared the school continued to branch out and develop new ways to assist students, not only while they were in high school, but when they graduated as well. North Point offered career fairs and invited colleges to present to the students. Assistance was offered in filling out applications for college and jobs along with filling out financial aid forms, took field trips to schools, businesses, and the job corps. North Point Academy also planned to offer vocational programs and training in the near future. This study focused part of its attention to the individual stories of the students and teachers at North Point Academy. This study examined the successes, failures, problems,
choices, and sacrifices of the people who work there and the students who attend North Point Academy.

**How was the capstone project implemented?**

**What data were collected?**

The capstone was a study of North Point Academy. North Point Academy at the time of this report, was a non-traditional school in the Pike County Kentucky school system. North Point Academy was studied to show the operation of the school, and a story was told. Students, teachers, administrators, and central office staff were interviewed. They were asked to tell their stories of the school and some of the struggles they have had in all aspects of life and how North Point Academy has impacted their lives during their time spent here. Data were collected from the Kentucky Department of Education (KDE) regarding graduation rates and ethnic races attending schools (Kentucky Department of Education, 2016b). Data were also collected from North Point Academy regarding attendance, individual grades, ethnic backgrounds, and completion rates.

Data were collected from North Point Academy students, teachers, staff, and administrators, past and present. In addition, central office administrators (current and previously employed) that were involved in the creation of North Point Academy were interviewed. These individuals were selected based upon their involvement with North Point Academy and their ability to give their thoughts and experiences in the school.
Impact of the Capstone

Perceptions of North Point Academy among some people have not been positive in the past. There was intent to use this capstone to impact the perceptions of North Point Academy in a positive way. Sadly, the same can be said of the students who attended North Point Academy. Too often in the past some educators have looked upon North Point Academy as a “dumping ground” for teachers as well as students. It was the intent of North Point Academy to change that mindset. This capstone achieved this by demonstrating the value of North Point Academy. Interviews with students, and staff showed the human side of the people who worked here and attended school here. Students that attended North Point Academy had many barriers and obstacles to overcome to achieve a high school education. Mainstream educators were aware of this, but perhaps they were not aware of the severity of the obstacles.

A goal of this capstone was to make a positive impact on students in poverty. Research shows students in poverty are more likely to fall behind academically (Finn, 1993). Schools can examine the research and help identify those students who are in poverty and are the most likely to drop out at a young age. Schools can then ensure these students have someone with whom they can connect. As Finn (1993) stated, “Students who do not identify with someone inside the school are likely to drop out” (p. 62). Schools might also use this capstone to relate to those students in poverty that have a different way of expressing themselves and communicating with others. Students in poverty have a different language than students in middle- and upper-
class backgrounds (Payne, 2005). Understanding, relating, and mentoring are the key in helping students in poverty succeed (Payne).

**Results and Findings of the Data**

Graduation rates in Pike County schools were very unstable for the years preceding the opening of North Point Academy. These data show an overall decrease in the graduation rates for Pike County.

Table 7

*Graduation Rates Prior to North Point Academy*

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<tbody>
<tr>
<td>Graduation Rate</td>
<td>81.5%</td>
<td>81.8%</td>
<td>85.8%</td>
<td>84.5%</td>
<td>81.23%</td>
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Source: Maynard, 2009

As Table 7 presents, graduation rates were in a cycle of no overall improvement for a period of 5 years. The overall graduation rate decreased slightly from 2004-2005 to 2008-2009. Some of the high schools in the Pike County School District had graduation rates in the 70% ranges. Overall improvement was lacking in spite of implementing various programs within each school to improve graduation rates. Credit recovery programs such as A+ and Response to Intervention programs focusing on reading and math improvements had little impact on the graduation rates in the Pike County School District. As a result of this, the administration of the Pike County School District realized that something else had to be done to improve the graduation rates of the district. The idea of North Point Academy evolved. A new
school would be developed to assist students that were struggling in a traditional school environment.

The administration understood that the problem was more than programs and strategies within the schools. Intervention and credit recovery programs had been tried and failed to improve graduation rates therefore other aspects of the student education had to be examined and addressed.

**Research Questions**

A series of questions was asked to find out who was involved in the planning of North Point Academy, how it was structured and organized. What services would be offered to the students? What would be the criteria for admission and how students would be enrolled into school? What outcomes would be expected and how would they be measured? What programs would be offered to assist students and what is the future plans for the school? To investigate these questions, five research questions were examined through various data collection methods.

**Stakeholder Involvement**

Research Question 1 examined the following: How were the various stakeholders involved in the planning process of North Point Academy? How has stakeholder involvement been continued?

According to Roger Johnson, then Assistant Superintendent of Pike County Schools, “We formed a committee made up of me, the instructional supervisors, two principals, and two community people, and one member of the board of education” (R. Johnson, personal communication, January 30, 2017). When asked about the
strategies that would be used in the school, Johnson responded, “We spent a lot of
time researching the various programs that were being used to help kids recover.
Most of the alternative models that are being used center around discipline. North
Point Academy would be academically focused therefore we had to make the
necessary adjustments to ensure academic focus” (R. Johnson, personal
communication, January 30, 2017).

Prior to the planning stages of North Point Academy, graduation rates and
student achievement were the main focus of high school principals in the Pike County
School District. In administrative meetings, a lot of time was focused on graduation
rates and student achievement. As the principal of another school in Pike County, the
researcher often worked on plans to help students to be better prepare for high school.
Administrators were concerned about a stigma being placed on North Point Academy.
Many people regard alternative settings as a place where “bad students go.”

According to Assistant Superintendent Roger Johnson, “we felt that we were
at a crossroads with what we were doing academically, we felt very good about the
programs we were offering our best academic students, but we felt that if we didn’t
do something to improve achievement among our struggling students, it would bring
us down overall” (R. Johnson, personal communication, January 30, 2017). Site visits
were conducted in Oldham County Schools and in Bullitt County Schools to speak to
the people who were in charge of their alternative programs and to observe an actual
school day. According to Roger Wagner, then Superintendent of Pike County Schools
“We got some good ideas from those visits, but we felt like we needed to offer more
to the students than what those programs provided” (R. Wagner, personal communication, January 11, 2017).

Offering more choices was something that the committee unanimously agreed upon. The committee wanted to offer as many courses as possible, and they also wanted to provide enough staff to address the other issues students have in their personal life. According to Chad Thompson, principal at North Point Academy at that time, staff selection was the most important component (C. Thompson, personal communication, January 31, 2017). Thompson said “selecting the right people to identify with our students was a difficult thing to do. The stigma that was placed on the school from the start made good teachers shy away from coming there” (C. Thompson, personal communication, January 31, 2017). Stigma is something that alternative schools are constantly dealing with. Several researchers have referred to stigma in their studies (Payne, 2006; Finn, 1993; Franco & Patel, 2011; Gandara & Contreras, 2009).

As a result, staffing was a challenge. Thompson said, “We tried to staff North Point Academy on a voluntary basis, posting internally, but unfortunately, we didn’t get the response we had hope for, so we eventually had to do non-tenured transfers and advertise for positions” (C. Thompson, personal communication, January 31, 2017). North Point Academy still struggles getting qualified staff, many teachers view working in this setting as punishment, or being dumped in this school. However, it appears that many teachers are satisfied with their placement. According to Frances Stanley, a practical living teacher at North Point Academy, she would not want to be
anywhere else. Mrs. Stanley said “I have been at North Point Academy since its creation. At first, I thought this was some sort of punishment, but as time went on I began to feel a true satisfaction for helping kids that truly needed it, I wouldn’t want to be anywhere else” (F. Stanley, personal communication, January 27, 2017).

Student Counseling

Another important element in the staffing of the school was counseling services for the students. The committee was well aware that many of the kids that would be attending North Point Academy were dealing with more problems than just schoolwork. Chad Thompson said “Getting to the reasons why our kids were struggling was the top priority for us. We knew that in order to really be effective with them, they had to feel safe in talking to us” (C. Thompson, personal communication, January 31, 2017). The same philosophy holds true today, several researchers have made reference to students finding someone to identify in the school. Payne (2005), Finn (1993). Franco and Patel (2011), and Gandara and Contreras (2009) as well as the study by Wilkerson et al. (2015) all made reference to the necessity of counseling.

Bob Thompson, a counselor at North Point Academy in the beginning and who, at the time of this writing was Dean of Students reflects on the creation of the school. “I was employed by the court system and I was working with the Pike County Drug Court at the time I was approached about the possibility of working at North Point Academy. I was familiar with some of the students, because I had worked with them in drug court and I had gotten to know them. I liked the idea of working in the
school with the kids on a daily basis and I thought that if I was there, I could prevent some of them getting into trouble with the legal system.” (B. Thompson, personal communication, January 31, 2017).

The role of the counselor at North Point Academy was somewhat different than at other high schools. The committee saw a need for intervention for students, not only academically, but in other aspects of student life as well. Counselors primarily would serve as front line interventionists. If they see a student has problems, they alert the proper people. Counseling has not differed in the present, except counselors try to assist students more with programs for after graduation. Counselors also assist the principal, assistant principal, and dean of students in the day to day operation of the school.

Stakeholder involvement is still a big part of North Point Academy, but it appears to have more involvement than in years past. The addition of partnerships and job fairs indicates strong interest in the school. In addition to the instructional staff at the board of education and a few parents,

North Point Academy increased involvement tremendously. North Point Academy developed partnerships with the Pike County Sheriff Department, Pike County Jailer, Pikeville City Police, and the Kentucky State Police. Each of these organizations routinely visited the school to meet with the students, bring their drug dogs, and played basketball games with them. Members of these groups also gave Christmas gifts and had Christmas dinner with the students.
North Point Academy also had involvement with higher education organizations, such as Pikeville College, Big Sandy Community and Technical College, The National College of Business, and Pikeville Beauty College. North Point Academy also secured a partnership with Branch Banking and Trust bank. BB&T is a large donor to the school and our programs, providing not only money, but education materials on financial responsibility and management. These materials were incorporated into practical living classes.

North Point Academy also developed partnerships with local businesses. Those businesses participated in the annual career fair for the students and businesses such as Tim Short Automotive have placed several of the students in jobs.

**North Point Academy Objectives**

Research Question 2: What were the objectives of North Point Academy? How have these changed over time? How have services provided to the students changed over time?

The committee that developed North Point Academy came up with six objectives. Those objectives were:

1. Develop an individualized program to address student needs;
2. Help student change their negative behavior to positive behaviors;
3. Provided a positive and structured learning environment;
4. Reduce the high school dropout rate;
5. Provide credit recovery for students; and
6. Prepare students for life beyond graduation.
Individualized programs. North Point Academy developed an individualized program to address student needs. According to Chad Thompson, then principal of North Point Academy, “Our students were at least two grade levels behind. We wanted to make sure that we tailored an academic program that met what was needed and also to ensure that we had the number of credit recovery assignments needed to make up credit” (C. Thompson, personal communication, January 31, 2017). The school continued this process. North Point Academy developed an individual program for every student. At the beginning of North Point Academy, there were a considerable number of students who were behind. Over time, North Point Academy reduced the number of students behind and has helped students earlier in their academic studies. As a result of these efforts, the amounts of credit recovery that are needed were considerably less.

Improve student behavior. North Point Academy helped students to change their negative behaviors to positive behaviors. Many of the students at North Point Academy had negative behaviors toward school. According to Payne (2005), students in poverty have a negative outlook upon school because their parents often had poor outcomes during their education in school. Finn (1993) also stated that students that failed most likely did so because they had a poor experience in the school and did not have a person to relate to. Doll et al. (2013) listed several reasons students failed, including guidance, acceptance, and support within the school.

According to John C. Chaney, then chairman of the Pike County Board of Education, improving student behaviors was one of the most important reasons he
voted for the creation of North Point Academy. “When Mr. Wagner first brought up the idea of North Point Academy, one of the first things we discussed was to improve the behavior of students and eliminate some of the discipline problems we had in our high schools. I also felt that the culture and discipline would be improved in our regular high schools if we created a place for the other students to go that had struggled in the regular school setting. I felt like it was a win-win for both” (J. Chaney, personal communication, January 28, 2017). In district wide meetings, principals were saying that their school would be so much better if they could send a few of the kids somewhere else.

Roger Johnson, then Assistant Superintendent of Pike County Schools remarked “One of the biggest complaints we had from high school principals was what to do with the kids that were struggling. These students weren’t always a big behavior problem within the school, they just had a negative attitude toward school in general” (R. Johnson, personal communication, January 30, 2017). Struggling students with negative attitudes was an issue at North Point Academy upon enrolling. North Point Academy administration made it a priority to meet with every student that enrolled at North Point Academy and to speak with him or her individually. North Point Academy administration attempted to make every student feel welcome and introduced him or her to the entire staff. North Point Academy’s goal was to make sure that students could identify with at least one adult and feel safe in talking to them.
This does not mean that North Point Academy did not have rules and expectations regarding behavior. North Point Academy had high expectations for the students. North Point Academy had three rules that would cause students to be withdrawn from the program.

1. Drugs: If you are caught with drugs you will be arrested for possession and referred back to your home school.

2. Fighting: This is a school for learning, not a boxing ring. If you have a problem, bring it to our attention, and we will work with both students.

3. Disrespect: Students were to be respectful toward all faculty and staff.

All students were treated with respect and staff demanded the same. If a student thought they have been treated unfairly, they were to bring it to the administration’s attention, and they would discuss the situation with the staff member. These expectations are final and non-negotiable. North Point Academy, at the time of this report, was proud to say that there had not been a fight in the building in three years. For other offenses, the administration would work with students and in some cases, be lenient, but North Point Academy believes strongly in the three basic rules.

**Positive learning environment.** The committee knew that providing a positive and structured learning environment was an important piece of North Point Academy. The students who would be attending already had a negative attitude toward school in general, and structure was lacking because of their poor academic record. According to the former principal of North Point Academy, having a
structured day was critical to the success of the program. “We wanted to make sure that we provided each student with a class schedule that left no open time for them. Many of the students we had were not used to doing work, and in many cases, had skipped class, so we wanted to eliminate those opportunities” (C. Thompson, personal communication, January 31, 2017).

In addition to the structure, it was also very important that the staff knew exactly what students were being served. According to Frances Stanley, a teacher at North Point Academy, “It did take some getting used to for everyone. I have taught for many years and I was used to having a mix of students from academic achievement levels. But this was the first time that I had worked with all struggling students. I remember that when we started, many of our kids were fearful and expected us to treat them the way other teachers had in the past. I made it a point to be patient and take time to work with every student in order to gain their trust” (F. Stanley, personal communication, January 27, 2017).

North Point Academy adopted a block schedule for classes that was done to maximize the use of time. One of the challenges the school faces is the long bus ride some students have to get there. Some students from schools like East Ridge High School and Phelps High School have 40-50 minute bus rides to and from North Point Academy. This challenge remained the same. North Point Academy had to maximize every minute possible in order to get in the required number of instructional minutes, and time had to be effectively used. North Point Academy continued to use a block schedule and classes changed every semester.
**Decrease the district’s dropout rate.** North Point Academy was committed to reducing the high school dropout rate. Improving graduation outcomes was a key component of North Point Academy. With increasing federal requirements and lagging graduation rates, Pike County Schools had to try a different approach to help students be successful. According to the former assistant superintendent, this was the biggest part of the program. “We were concerned about meeting Federal guidelines in regards to graduation rates. All of our past efforts of doing credit recovery in the regular school setting and one to one interventions had failed” (R. Johnson, personal communication, January 30, 2017). High schools in the district incorporated these strategies and district principals assisted the high schools by identifying struggling students and providing intensive interventions in reading and math prior to students entering high school.

The committee expected that North Point Academy would provide an environment welcoming to the students that needed services and it would provide what was needed for students to be successful. During North Point Academy’s existence, it has been very successful at improving graduation outcomes. Data clearly show that North Point Academy has improved its’ graduation rates.

Table 8

**North Point Academy Graduation Rates**

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<tbody>
<tr>
<td>Graduation Rate</td>
<td>80.5%</td>
<td>80.1%</td>
<td>80.4%</td>
<td>89.7%</td>
<td>92.2%</td>
<td>96.3%</td>
<td>98.2%</td>
</tr>
</tbody>
</table>

Source: Heise, 2016a
These data show that North Point Academy’s graduation rates flat lined in its first three years. However, according to Blanchard (2011) it takes three to five years for a new program to come to full maturity. After those first three years, North Point Academy has excelled in the number of student completing high school successfully.

Provide credit recovery opportunities. North Point Academy provided credit recovery for students. Part of the challenge in the development of North Point Academy was building time into the schedule to allow for credit recovery. According to Thompson, former principal of North Point Academy, a lot of creativity was used. “We really struggled in the beginning with credit recovery time, because we had so many students who needed a lot of credit recovery to get caught up” (C. Thompson, personal communication, January 31, 2017).

North Point Academy had a 25-station computer lab, and each classroom had 8 individual workstations. In addition, North Point Academy had access to a larger 40-station computer lab located on the 2nd floor. North Point Academy used the A+ credit recovery program by APEX from its opening until 2015. Currently it was easier to manage students needing credit recovery because the school had been in existence for seven years, and they were able to get students when they started to fall behind, so not as much time was needed for credit recovery. North Point Academy used Edmentum credit recovery by Plato Learning Systems since 2015.

Prior to the opening of NPA, staff received professional development in anger management, students in poverty, discipline techniques, and working with students who were behind. Thompson remarked “It took a great deal of patience from all of us
to work with some of our students. No one had ever worked in a setting like this before, so we weren’t exposed to a great deal of bad behaviors. We provided a lot of training before we started school to learn how to address this problem” (C. Thompson, personal communication, January 31, 2017).

Bob Thompson, former counselor at North Point Academy said, “We taught the kids that when they felt themselves getting angry to get up and come to one of us. It took some time for them to trust us enough to do this, but once we were able to get them used to it, we were able to calm them down” (B. Thompson, personal communication, January 27, 2017). Much of the same techniques were continued as the school evolved. Students with behavioral issues were encouraged to get up and find one of the staff to discuss the problem. Most of the time it was successful, but there were set-backs. North Point Academy took disciplinary action with students who failed to comply with the rules.

The school currently has a partnership with Mountain Comprehensive Care, a behavioral healthcare system that services eastern Kentucky. Mountain Comprehensive Care had placed a mental health counselor at North Point Academy to help students with behavioral problems. The service was provided free to the school for the students.

**Prepare students for life beyond graduation.** North Point Academy needed to take the next step to prepare students to make their way in adulthood. North Point Academy had developed several programs to help students successfully transition from student to adulthood. These programs included financial literacy, workforce
development, career fairs, college financial aid workshops, and field trips to colleges and businesses.

**North Point Academy student programs.** BB&T Bank became a partner to North Point Academy and had awarded grant money and educational materials for students to become financially literate. According to Rick Branham, Homeless Coordinator for Pike County Schools, this is something lacking for many students. “I have worked with many students who are homeless and receive Social Security, food stamps, and other benefits. They have no knowledge of how to manage money, open a bank account, or even write a check” (R. Branham, personal communication, January 27, 2017). Students who participate in financial literacy are given a certificate of completion provided by BB&T Bank.

North Point Academy also provided a career fair for the students. Once a year in the spring, local businesses and the military were invited to the campus to set up tables and the students will walk around to the various businesses to talk with them and get information about employment. In addition to this, North Point Academy incorporated resume development into Practical Living classes. Students work with the teacher to develop their resume and learn how to properly fill out a job application. These skills gave students an advantage when applying for employment.

North Point Academy had also provided a financial aid workshop. Students were taught how to apply to college and how to complete financial aid forms. North Point Academy invited United States Armed Forces recruiters to meet with students about the possibility of making the military a career option.
North Point Academy has also developed a work force development program. In this program students were assigned tasks to do two days a week for short periods of time. Students were given the same guidelines as Pike County Board of Education employees. They are allowed to miss 10 days a year without penalty. They must not get any behavior referrals and they must report to their assigned task on time. Upon completion of this program, students were awarded an electronic device valued at $1,000.00. BB&T Bank generously provided the funds for this program.

**Attendance**

Research question: How has North Point Academy influenced student attendance rates? What specific programs have contributed to North Point Academy’s academic success?

The formation committee for North Point Academy was aware that many of the students that would be referred there had severe attendance issues. One of the biggest complaints from principals of the traditional high schools was how a few students impacted their school’s attendance rates. According to Wagner, attendance was a concern for multiple reasons. “We got our funding from average daily attendance percentages (ADA), and our high schools were hurting our overall average. It was hoped that North Point Academy could help us increase those percentages” (R. Wagner, personal communication, January 11, 2017).

Another issue related to attendance was the staffing of personnel in the schools. Staffing allocations are calculated based upon the enrollment numbers of the district’s seventh month attendance numbers. According to Wagner this was an area
of concern prior to the creation of North Point Academy. “We had principals in our district that were trying to push lower achieving students out to raise test scores. Two problems resulted from that, our drop-out rate increased and our staffing allocation dropped” (R. Wagner, personal communication, January 11, 2017).

The actions of some of the principals was confirmed through the research of Gandara and Contreras (2009), Barr and Parrett (2007), Orfield (2004), and Doll et al. (2013), who all found that some schools were attempting to push students out to meet accountability standards, but it did not translate into higher test scores, attendance, or graduation rates. Thompson indicated, “We knew that one of the biggest challenges we had was getting the students to come to school. We knew that the students we were getting had truancy issues, but not all of them were due to just wanting to miss school. Many of our students had problems they were dealing with, such as taking care of younger siblings or in some case, other family members” (C. Thompson, personal communication, January 31, 2017).

The principal of North Point Academy faced similar challenges. Many of the students were missing school to help in other roles at home. Many of the students were parents or caregivers to children. In some cases, they were taking care of parents or other family members. Staff also discovered that some of our students did not attend school due to the lack of clean clothing. North Point Academy instituted several programs to help student attendance. Washing and drying machines were purchased along with canvas bags for students to carry clothing back and forth from home. This program was embedded into the Practical Living class.
Gym on Fridays were used, rewarding students with some free gym time once a month and movie days were implemented, also once a month, complete with drinks and popcorn to reward students who attended school. Clubs were created with teacher sponsors to reward students. The workforce development program that was implemented had attendance requirements for students. These initiatives have not only helped with attendance, but with school culture and a sense of belonging to the school. Sadie (not the student’s real name) said, “I thought that going to North Point Academy would be like going to a juvenile home or something. I expected a lot of rules and not getting to do anything. But when I got down there, it was more like a family, and the teachers were really nice to me.” Attendance data before the establishment of North Point Academy presented Table 9 showed that attendance was in the upper 80 percentiles. Data in Table 10 indicated that attendance improved significantly after the creation of North Point Academy.

Table 9

| Student Attendance Prior to North Point Academy (2004-05 to 2008-09) |
|------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 88.1%            | 88.4%           | 89.2%           | 88.3%           | 89.7%           |

Source: Maynard, 2008d

Table 10

| Student Attendance After Establishing North Point Academy (2009-10 to 2015-16) |
|------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 93.8%            | 94.2%           | 94.2%           | 94.2%           | 95.1%           | 94.8%           | 95.2%           |

Source: Heise, 2016b
A comparison of the attendance rate before and after the establishment of NPA indicated an improvement in the district wide attendance of Pike County High School students. Future plans for improving attendance rates included a continuation of the past programs and an expansion of work place development programs.

**Student Success**

What North Point Academy programs or available resources support student success and higher graduation rates?

The committee that established North Point Academy wanted to ensure that the students had a smaller teacher to student ratio than the traditional schools. Thompson, former principal at North Point Academy stated the importance of a smaller student to teacher ratio “Our students were used to being in very large classes, in some cases 50 students. It was very easy for them to be overlooked and forgotten. We wanted to be able to set class sizes so teachers could spend additional time working with them” (C. Thompson, personal communication, January 31, 2017).

North Point Academy continued to make smaller student to teacher ratios a priority. Having smaller class sizes enabled faculty to develop a rapport with students, and it provided them the opportunity to have someone they could relate to. North Point Academy student to teacher ratio is 12-1 compared to 29-1 for other high schools in the Pike County District. Flexible credit recovery times during the day provided opportunities for students to regain failed credit. Individualized scheduling and instruction ensured that every student had what they needed toward graduation.
In the beginning of North Point Academy, this was a challenge given the fact that many of the students were behind multiple grades and had to do a large amount of recovery in order to be on grade level. In addition, many of the students were multiple years behind academically. Developing an individual instruction program gave teachers an opportunity to adjust classroom work to fit the needs and abilities of each individual student.

Some who believe or have the misconception that the classwork was easy and not rigorous for students has criticized alternative schools such as North Point Academy. Wilkerson et al. (2015) made reference to this in their study, but this author will counter that assumption with the fact that rigor is subjective to the individual. According to Johnson, then assistant superintendent of Pike County Schools “A student who is multiple grade levels behind cannot be expected to master material that is foreign to them. Adjusting the academic expectations to match their ability level is rigorous instruction for the student” (R. Johnson, personal communication, January 30, 2017).

Carl (not the student’s real name) remarked “I was totally lost at my home school, so I just gave up. I couldn’t understand what the teacher was talking about, and they wouldn’t help me, so I gave up. When I came to North Point Academy, the teacher gave me work that I could do, I understood it, and after a while they started giving me harder work and I could do it.”

Another aspect of student success is the impact Rick Branham, Homeless Coordinator for Pike County Schools has had on the students. These data have shown
several times that all of the North Point Academy students are eligible for free lunch, but beyond that, several of them live in horrible generational poverty. Branham, commented on this. “I can’t tell you how many times I have gotten kids that literally had no place to live and either brought them to my house, or secured housing for them. Currently, North Point Academy has 9 students that are homeless” (R. Branham, personal communication, January 27, 2017).

Students who are homeless cannot be expected to place school as the top priority. They are concerned about where they are going to live and what, if anything, they will eat. Thanks to a grant from BB&T Bank, Branham has funds at his disposal to secure housing for students that are homeless. The grant also feeds and clothes homeless students. Removing barriers allows the students to focus on completing school. Future plans include development of more vocational opportunities for North Point Academy students.

**North Point Academy Organizational Structure**

What is the current organizational structure? What are the current direction, purpose, and mission of North Point Academy?

North Point Academy currently has one principal, one assistant principal, one dean of students, one guidance counselor, seven teachers, one secretary, two custodians, and two cooks. They are structured as follows.
The Principal served as the instructional leader and monitored the day to day operations of the school. The Assistant Principal managed the academic programs of the school and serves as a resource for teachers. The Assistant Principal collected lesson plans and helped evaluate staff. The Dean of Students handled day to day discipline issues and completed the enrollment process for the students. Both positions assisted the principal in the school operations.

The Guidance Counselor worked with students dealing with issue in and out of school, offers guidance academically and assists them in pursuing higher educational opportunities. Teachers provided individualized instruction for students in their content area(s), and they also served as mentors and someone students could talk to. The secretary coordinated the main office, she assisted the Principal with
paperwork and scheduled meetings and appointments for the Principal. She was also responsible for payroll preparation and served as the financial officer for the school. The secretary also served as a mentor and a go-to person for students.

Cooks prepared the meals for the students and are under the direction of the District Food Service office. They collected any monies for meals and the head cook was in charge of ordering supplies and submitting required paperwork to the District Food Service Director. They also served as someone for students wishing to talk with someone. Custodians were in charge of keeping the building clean and troubleshooting any issues with the physical plant. The head custodian was responsible for repairs within his ability and completed work orders for problems beyond his ability. He also placed all the supply orders and submitted any necessary paperwork to the Principal or Building and Grounds Director. The cooks and custodians also serve as contacts for students.

The direction of North Point Academy appeared to be under constant change. For the 2017-18 school year, Day Treatment programs were planned to be moved to the North Point Academy campus. The principal would be in charge of all programs. North Point Academy intends to include more workforce development programs and work to expand the school’s curriculum to include more vocational opportunities. North Point Academy will be focusing more toward helping students succeed after graduation. North Point Academy’s purpose is to provide students with another opportunity to be successful in school. North Point Academy’s mission is to ensure
that all of our students receive a diploma, and be prepared for post-secondary education and become active, productive members of society.

Limitations of the study

This study was limited to North Point Academy, a not-traditional high school that is part of the Pike County School District. This study might not reflect findings from other schools, in other states, with a more diverse background.

Reflections

For the researcher, this capstone was a journey and unfinished business. The researcher wanted to complete this program a few years ago, but medical issues prevented this researcher from doing it at that time. This was also a journey to discover why North Point Academy was created. Discover how North Point Academy was operated and learn about the people who were a part of it. Finally, this was also a journey to discover how North Point Academy has impacted the lives of its students.

Implications of future research. Schools like North Point Academy that focus on students with academic problems are in their infancy in education. It is the hoped that educators will take this work to use as a model, or idea and develop programs to assist students in different counties and or states. It is also hoped of this researcher that this work can be expanded and continue the long term impact it has had on students.
References


Finn, J. D. (1993), School engagement & students at risk, National Center for Educational Statistics, Washington, D.C


Appendices
Appendix A

Pike County Board of Education

Record of Board Proceedings

June 23, 2009

The special called meeting of the Pike County Board of Education was conducted at the new Mullins School at Buckley’s Creek in Pikeville, Kentucky with the following present: Board Members: Bobby Varney, Chairman, Virgil Osborne, Vice Chairman, Frank McGuire, and J.C. Chaney. Others Present: Roger Wagner, Superintendent, Neal Smith, Attorney, Nancy Ratliff, Treasurer, and Teresa Reynolds. Secretary. Members absent: Earl Thacker

The meeting was called to order by Mr. Varney at 5:30 p.m. Mr. Varney led the pledge and Mr. Kilgore led those present in prayer.

**Item#: 09-06-II **

**Adopt Agenda**

Mr. McGuire stated that items#: 09-06-VI-08 and 09-06-VI-09 be deleted from the agenda because they would be addressed at a later date. Mr. Varney explained Mr. Thacker’s absence was due to training he was receiving out of town regarding his employment. Upon the recommendation by the Superintendent, Mr. McGuire made the motion, seconded by Mr. Chaney, that the board approve the aforementioned changes to the agenda. Upon the recommendation by the Superintendent, Mr. McGuire made the motion, seconded by Mr. Chaney, that the board approve adopting the agenda with the aforementioned change. The vote was unanimously affirmative.
Item#:09-06-III  Communications

The board members welcomed the members of the audience, discussed being in the new school, what a wonderful facility it was and how much the students and faculty were looking forward to school starting. The board members also discussed the dinner that was conducted prior to the board meeting for the retiring employees and what a great job they had done for the school system.

Mr. Wagner discussed the future of the new school construction and the alternative school.

Walter Coleman introduced and recognized the individual school winners and the overall county winner, Amber Johnson, of the AARP Grandparent of the Year Essay Contest. Amber read her essay about her grandmother, Linda Johnson. Mr. Osborne stated the contest was only for fifth graders and that it was sponsored by AARP.

Paul Pelphrey of Peking’s Restaurant presented a check in the amount of $1,585.00 to Johns Creek Elementary and Belfry Middle Schools to assist in their recovery from the damages caused by the May flooding.

Mr. Wagner recognized and presented certificates of appreciation to the following for their assistance at the Johns Creek Elementary and Belfry Middle Schools during the May flooding: Belfry Fire Department, Coal Run Fire Department, Johns Creek Fire Department, Kimper Fire Department, WestCare Foundation, Rodney Scott, Pike County Jailer, and the inmates of the Pike County Detention Center.
Bill Richardson, architect, gave an update on the following projects: Belfry Middle School flood repairs, Belfry High School football field house, District facilities plan, Dorton Elementary School cafeteria renovation, Johns Creek Elementary school flood repairs, Mullins Elementary, Pike Central softball field, Phelps High School new softball field addition and existing football field and baseball field realignment, and Shelby Valley High School softball field (drains, concession stand, toilets, press box, and second floor).

Billy Lane and Jim Martin representative of Codell Construction, discussed the impact of the flooding on Johns Creek Elementary and Belfry Middle Schools and also thanked all the volunteers who helped in the clean up of the schools.

Don Adkins, Millard citizen, requested the board to consider discharge lines to his property across from Millard Elementary in order to save him $40,000.00 to $45,000.00. Mr. Wagner and Mr. Chaney explained that this was a special called meeting and no items, other than what was on the agenda, could be added, but his proposal would be considered.

**Item#: 09-06-IV Instructional Dialogue**

There was no instructional dialogue

**Item#: 09-06-V Action by Consent**

Upon the recommendation by the Superintendent, Mr. Varney made the motion, seconded by Mr. McGuire, that the board approve the following action by consent items#: 09-06-V-01 through 09-06-V-34:
1. Approve the minutes of the May 19, 2009 regular meeting and the minutes of the June 2, 2009 special called meeting of the Pike County Board of Education.


3. Approve creating the positions of principal/program coordinator and food service assistant I for the Mullins Learning Center.

4. Approve an Educational Professional Standards Board Application for Adjunct Instructor Certificate (Form TC-25) pursuant to KRS 161.046 and KRS 161.048 (5).

5. Approve a student teacher agreement between the Pike County Board of Education and Campbellsville University.

6. Approve the issuance of a Veteran High School Diploma to Jesse Lee Dotson.


8. Approve the Pike County Schools Comprehensive District Improvement Plan Mid-Year Report for 2009.

9. Approve the Pike County Schools District Assurances.

10. Approve advertising for contract drivers for the 2009-2010 school year.

11. Approve competitive negotiations for CDL physicals for the 2009-2010 school year

12. Approve the transportation department to bid retro fitted clean burning mufflers for 51 buses.
13. Approve Change Orders # 2-7, 12-5, and 3-7 for the new Mullins School.

14. Approve Codell Construction Company as the construction manager for the Dorton School cafeteria project, subject to the approval of the Kentucky Department of Education Facilities Management.

15. Approve advertising and accepting bids for the Dorton School cafeteria project, subject to the approval/recommendation of the Kentucky Department of Education Facilities Management.

16. Approve agreements/contracts for the subcontractors for the Johns Creek Elementary School and Belfry Middle School projects, subject to approval of Kentucky Department of Education Facilities Management.

17. Approve the Treasurer’s report, monthly financial statement and accepting, depositing and transferring on orders of the Treasurer, all receipts to the appropriate accounts.

18. Approve payment of bills, which includes the following: General Fund, Fund Two, Capital Outlay, Construction Fund, Building Fund, Technology Fund, and School Food Service.

19. Approve payment of salaries, which includes the following: General Fund, Fund Two, and School Food Service.


21. Approve contracts.

22. Approve tax refunds.

23. Approve acknowledging current investments.

25. Approve declaring surplus, and disposing of, the attached list of items.

26. Approve acknowledging receipt of monthly school balances.

27. Approve grant applications.

28. Approve acknowledging receipt of donations to schools.

29. Approve the fiscal year 2010 Migrant Consortium Agreement with Letcher County and Jenkins Independent.


32. Approve the 2009-2010 custodial and maintenance bids.

33. Approve the 2009-2010 KVEC Consortium Membership renewal.

34. Approve the 2009-2010 salary schedules and 12 month equal pay plan.

The vote was unanimously affirmative.

Item#: 09-06-VI Learning Support Action with Discussion.

Item#: 09-06-VI-01 Approve the first reading of KSBA policy update #32 and procedure update #13. (Procedures only require one reading). Upon the recommendation of the Superintendent, Mr. Osborne made the motion, seconded by Mr. Chaney, that the board approve the first reading of KSBA policy update #32 and procedure update #13. The vote was unanimously affirmative.
Item# 09-06-VI-02 Approve the second reading of the following new policies: school bus idling, voluntary reduction in contracted work days (classified personnel), voluntary reduction in work days (certified personnel). Upon the recommendation by the Superintendent, Mr. Varney made the motion, seconded by Mr. Osborne, that the board approve the second reading of the following new policies: school bus idling, voluntary reduction in contracted work days (certified personnel), and voluntary reduction in contracted work days (classified personnel). The vote was unanimously affirmative.

Item#: 09-06-VI-03 approve the second reading of the following revised policies: 03.122 holidays and annual leave, 08.113 graduation requirements, 08.222 assessment, 09.2323 access to electronic media, and 09.36 school-related student trips. Mr. Osborne and Mr. Johnson discussed the Arts & Humanities and the latitude of the graduation requirements. Upon the recommendation by the Superintendent, Mr. Osborne made the motion, seconded by Mr. Chaney, that the board approve the second reading of the following amended policies: 03.122 holidays and annual leave, 08.113 graduation requirements, 08.222 assessment, 98.2323 access to electronic media, (and accompanying procedure, 08.222 AP 21). And 09.36 school-related student trips. The vote was unanimously affirmative.

Item#: 09-06-VI-04 approve a waiver from Belfry High School for the physics requirement for a gold seal diploma. Mr. Wagner stated he did have some concerns about this item, for example, students transferring from other schools and further stated his recommendation would be to not approve this item. Mr. Varney made the
motion, seconded by Mr. McGuire, that the board table approving a waiver from Belfry High School for the physics requirement for a gold seal diploma. The vote was unanimously affirmative to table the item.

Item#: 09-06-VI-05 approve insurance renewal premium. Bruce Hopkins explained that there was only one insurance premium to renew and there was not student accident insurance included in this because it would be discussed at the July board meeting. Mr. Hopkins discussed the three options involved, educators’ legal liability (ELL), self-insurance, workers compensation, and liabilities to the school district. Mr. Smith discussed the only current ELL claim, which was from the prior administration and was now in the Court of Appeals. Mr. Hopkins said he would recommend option 1. **Upon the recommendation by the Superintendent, Mr. McGuire made the motion, seconded by Mr. Osborne, that the board approve option 1 of the insurance renewal premium. The vote was unanimously affirmative.**

Item#: 09-06-VI-06 approve accepting the Transportation Department’s bids for parts, fuel, uniforms and accessories for the 2009-2010 school year. Mr. Casey explained that the bids in each category that were highlighted in yellow were the ones that the Transportation Department was accepting. **Upon the recommendation by the Superintendent, Mr. McGuire made the motion, seconded by Mr. Chaney, that the board approve accepting the Transportation Department’s bid for parts, fuel, uniforms, and accessories for the 2009-2010 school year. The vote was unanimously affirmative.**
Item#: 09-06-VI-07 approve accepting the Transportation Department’s bid for a drug testing company for the 2009-2010 school year. Ancie Casey stated he would recommend Melbrook because they had done a good job in the past. Upon the recommendation by the Superintendent, Mr. McGuire made the motion, seconded by Mr. Osborne, that the board approve accepting the Transportation Department’s bid for a drug testing company (Melbrook) for the 2009-2010 school year. The vote was unanimously affirmative.

Item#: 09-06-VI-08 approve retiring into executive session to discuss personnel matters. This item was deleted.

Item#: 09-06-VI-09 approve returning to the special called meeting of the Pike County Board of Education. This item was deleted.

Item#: 09-06-VI-20 approve the Superintendent’s evaluation. Mr. McGuire made the motion, seconded by Mr. Varney, to table the Superintendent’s evaluation. The vote was unanimously affirmative.

Item#: 09-06-VI-11 approve the Superintendent’s employment contract. Due to Mr. Thacker’s absence, Mr. Varney read a letter that Mr. Thacker had asked him to read at this time. Portions of the letter read as follows:” I am in favor of extending Mr. Wagner’s contract as Superintendent of the Pike County School District until June 30, 23014. Mr. Wagner has demonstrated that he has the ability to keep our school district on the right track. I am very confident in his abilities to handle the affairs of the school system.” Mr. Varney made the motion, seconded by Mr. McGuire, that the board approve an extended/new contract for Superintendent
Roger Wagner through June 30, 2014. Mr. Chaney stated he agreed with Mr. Thacker’s comments and thought Superintendent Wagner had done a fine job in the leadership of the school district and he was certainly in favor of extending Mr. Wagner’s contract until June 30, 2014. Mr. Osborne said he had always received full cooperation from Mr. Wagner and he felt he had all the children of the Pike County School System best interests at heart. Mr. McGuire said he agreed with all the board member’s comments and he wanted to echo those sentiments as well and also, comment on the continuity Mr. Wagner had shown, such as the decrease in lawsuits that had started with Mr. Welch, but had continued with him. Mr. McGuire further stated that Mr. Wagner had gone through a tough time economically with the school district and he had to make tough decisions regarding personnel and therefore, he would also vote to extend his contract. Mr. Varney stated that as he thought back to when Mr. Wagner had become Superintendent, he was the only board member sitting here that had voted against Mr. Wagner at that time, but now he would overwhelmingly support him for a new contract. Mr. Varney also stated that Mr. Wagner had risen to the top during the tough economic times that this board had faced and he had denied raises for the last three years. Mr. Varney stated again, that he would vote overwhelmingly to extend or give a new contract to Mr. Wagner through June 30, 2014. The vote was unanimously affirmative to extend/give a new employment contract to Superintendent Roger Wagner through June 30, 2014.
After these comments from the board members, Mr. Wagner received a standing ovation at this time.

Mr. Wagner made the following statement: “I appreciate all the comments and I appreciate the board. This makes me 39 years and I have found out you’re only as good as the people around you and I want to say thanks to the people that have supported and worked so hard for me. Also, some of you may have read don’t ever forget who packed your parachute for you: I have tried to do that through life. Things are not over yet; daily we have challenges in this school system and it requires a group effort. I do appreciate Mr. Varney as Chairman and all the board members and hopefully, we can make this school system as good as we can, Thank you.”

**Item#: 09-06-VII Discussion Without Action**

There were no items.

**Item#: 09-06-VIII Adjourn**

Upon the recommendation by the Superintendent, Mr. McGuire made the motion, seconded by Mr. Varney, that the board adjourns this special called meeting of the Pike County Board of Education. The vote was unanimously affirmative and the meeting adjourned at 7:15 p.m.
Appendix B

Pike County Board of Education

Record of Board Proceedings

July 21 2009

The regularly scheduled meeting of the Pike County Board of Education was conducted at the C.H. Farley administration building in Pikeville, Kentucky with the following present: Board members: Bobby Varney, Chairman; Virgil Osborne, Vice Chairman; Frank McGuire, Earl Thacker, and J.C. Chaney. Others Present: Roger Wagner, Superintendent, Neal Smith, attorney; Nancy Ratliff, treasurer, and Teresa Reynolds, secretary. Members absent: None.

The meeting was called to order by Mr. Varney at 5:40 p.m. Mr. Varney led the pledge and Mr. Kilgore led those present in prayer.

**Item#: 09-07-11 Adopt Agenda**

Mr. Varney requested items #: 09-07-VI-09 and 09-07-V-10 be deleted from the agenda because more information was needed for the BG-1s for Belfry Middle and Johns Creek Elementary Schools. Mr. Varney stated the when the information became available for these items, they would be addressed. Mr. Wagner requested the following be added to the agenda: Item# 09-07-V-25 Approve the following corporate sponsors of the Pike County Schools Academic/Athletic Hall of Fame. Codell Construction Company and the Elliott Companies (Elliott Contracting, Inc. and Elliott Supply and Glass Inc.),
Upon the recommendation by the Superintendent, Mr. McGuire made the motion, seconded by Mr. Osborne, that the board approve the aforementioned deletions and addition to the agenda. Upon recommendation by the Superintendent, Mr. McGuire made the motion, seconded by Mr. Osborne, that the board approve the agenda with the aforementioned changes. The vote was unanimously affirmative.

Item#: 09-07-III Communications

Mr. Thacker said he thought the Hall of Fame was one of the better events the school district hosted because it recognized the students for their achievements in academics and athletics. Mr. Thacker also recognized his sister Carol Napier, Dixie Thacker, and Monk Sanders who were in the audience. Mr. Chaney discussed the beginning of a new school year and caution being taken with the school buses on the road again. Mr. McGuire thanked everyone in the audience for their attendance. Mr. McGuire also stated that one of the reasons it was difficult for teachers to educate students was because of things such as the exorbitant media coverage of the death of Michael Jackson, who was a pedophile and a drug addict and he felt this was sending the wrong message to students, when other notable people had passed away at the same time such as Walter Cronkite, who received very little media coverage. Mr. Osborne also welcomed everyone to the meeting and stated he was looking forward to the beginning of another school year and hoped it would be better than last year because every year should be better than the previous one and the only way that can happen is for all educators to dedicate themselves to that thought. Mr. Varney stated
he also agreed with Mr. McGuire’s thoughts regarding the news coverage of Michael Jackson’s death and further stated that at the same time the media should cover more on the young men and women who have lost their lives in our military. Mr. Wagner stated he appreciated the board members and their comments.

Mr. McGuire introduced Charles “Monk” Sanders, who spoke about the possibility of HOPE purchasing the Greasy Creek Elementary School to be used for transitional housing for church groups, inmates, etc. Mr. Varney said he would help in this matter any way he could. Mr. Wagner asked Mr. Sanders if he had been promised and severance money; Mr. Sanders said Representative Keith Hall had told him he could go up to a certain amount, but that would be all. Mr. Sanders said he hoped he would have enough money left over from that amount to purchase 120 beds. Mr. Wagner also discussed the plans that the Fiscal Court had for a community center on that property where the baseball field is located, but the building itself would still be left. Mr. Wagner said that the district was bound by certain laws, and he would be willing to work with Mr. Sanders and his organization. Mr. Sanders stated if he was just given enough time, he would get the money.

Bill Richardson, architect, gave an update and scope of work on the following projects: Belfry Middle School Field House, Belfry High School flood repairs, district facilities plan, Dorton Elementary School cafeteria renovation, Johns Creek Elementary School flood repairs, Mullins Elementary, Pike Central softball field, Phelps High School new softball field addition and existing football and baseball field realignment, and Shelby Valley High School softball field (drains, concession stand,
toilets, press box, 2nd floor). The board members, Mr. Wagner, Mr. Richardson and a Codell representative discussed have the flood repairs at Johns Creek and Belfry Middle Schools completed in time for the first day of school for the students. The Codell representative stated that Johns Creek would definitely be ready and only the outsidework at Belfry Middle would be lacking, so that work would not interfere with classes. Mr. Wagner stated that school was on target to start for the teachers on August 10th and for the students on August 12th. Mr. Osborne and Mr. Richardson discussed the Dorton project.

**Item#: 09-07-IV Instructional Dialogue**

Chad Thompson discussed the following and gave a power point presentation regarding the new alternative school, North Point Academy: The guidelines, criteria for admission, at-risk students, principal referral forms, process, acceptance of high school students, student counseling services, testing, starting date of September 15th, student length of time spent at facility, monitoring and progress of each student, number of staff members, staff certification, transportation, the environment of the facility, funding of educational materials, SEEK funding and counselors. The board members, Mr. Wagner, Mr. Johnson, and Mr. Thompson discussed North Point Academy further and how it was going to benefit the students that would be attending.

**Item#: 09-07-V Action by Consent**

Upon the recommendation by the Superintendent, Mr. Varney made the motion, seconded by Mr. Chaney, that the board approve the following Action by
Consent Items#: 09-07-V-01 through 09-07-V-25, except for Items 09-07-V-09 and 09-07-V-10, which were deleted.

1. Approve the minutes of the June 23, 2009 special called meeting of the Pike County Board of Education (attachment)

2. Approve acknowledging receipt of the Superintendent’s report of personnel actions. (attachment)

3. Approve creating the positions of Construction Inspector and Vehicle Mechanic II (attachment)

4. Approve naming the former Mullins Elementary School, North Point Academy.

5. Approve the 2009-2010 Title I Schools Parent Involvement Policies (attachment)

6. Approve Jamie Newsome, CFND, as primary applicant and Rafael Rangel, M.D., as secondary applicant to perform CDL physicals for the 2009-2010 school year (attachment)

7. Approve the BG-4’s for the new Mullins School (BG 06-084) from the following contractors/suppliers: Stone City Ironworks, Inc.; Canam Steel; Wheeling Corrugating Co.; Kelly Brothers Roofing Inc.; YKK AP America; Winco Window Company; AGC Flatgas North America; Major Industries Inc.; Tile Setters Inc.; Daltile Corporation; The Final Floor Inc.; Aacer Flooring; C&T Design and Equipment Co.; Blue Mountain Company; DC
Elevator Company, Inc; Canton Elevator; Brewer and Company of WV Inc.;
Elliott Contracting Inc.; Elliot Supply and Glass; Air Mechanical Sales; R.L.
Graig Company; Technical Products Services; Blackmore and Glunt;
Ferguson Enterprises; A&L Compaction Equipment; Bescon Beckman
Environmental; Comfort and Process Solutions; Atlas Metal Products; and
Atlas Enterprises, subject to approval by KDE Facilities Management
(attachment)

8. Approve change order #3-8 for the new Mullins School from Masonry
Building, subject to approval by KDE Facilities Management (attachment)

9. Approve Revised Emergency BG-1 for Belfry Middle school flood renovation
project, subject to approval by KDE Facilities Management (attachment)

10. Approve Revised Emergency BG1 for Johns Creek Elementary school flood
renovation project, subject to approval by KDE Facilities Management
(attachment)

11. Approve the Treasurer’s Report, monthly financial statement and accepting,
depositing and transferring on orders of the Treasurer, all receipts to the
appropriate accounts. (attachment)

12. Approve payment of bills, which included the following: General fund, fund
two, capital outlay, construction fund, building fund, technology fund and
school food service. (attachment)

13. Approve payment of salaries, which includes the following: General fund,
fund two, and school food service (attachment)
14. Approve out of state travel

15. Approve contracts

16. Approve tax refunds

17. Approve acknowledging current investments

18. Approve school-wide fundraisers

19. Approve declaring surplus, and disposing of the attached list of items.

20. Approve declaring surplus, and properly disposing of the attached list of items ruined in the May, 2009 flood

21. Approve acknowledging receipt of monthly school balances

22. Approve acknowledging receipt of donations to schools

23. Approve grant applications

24. Approve paying Huntington National Bank the following bond payments due August 1, 2009: 200 Series, $8,447.50 interest; R Series, $245,000 principal and $17,747.90 interest; and 2005 R Series, $105,501.00 principal and $20,118.25 interest (attachment)

25. Approve the following corporate sponsors for the Pike County Schools

   Academic/Athletic Hall of Fame: Codell Construction Company; Richardson Associates Architects, P.S.C.; and The Elliott Companies, Elliot Contraction, Inc. and Elliot Supply & Glass, Inc. (attachment)

The vote was unanimously affirmative

Item#: 09-07-VI Learning Support Action With Discussion
Item#: 09-07-VI-01 Approve the second reading of KSBA Policy update #32. Mr. Varney stated that there were a lot of policy updates this time and Mr. McGuire said he had reviewed them and he didn’t see too many more differences than what they had been told at the KSBA Conference. **Upon the recommendation of the Superintendent, Mr. McGuire made the motion, seconded by Mr. Thacker, that the board approve the second reading of KSBA Policy update #32. The vote was unanimously affirmative.**

Item#: 09-07-VI-02 Approve recinding item#: 09-06-V-14 of the June 23, 2009 special called meeting agenda of the Pike County Board of Education in order to address item#: 90-07-VI-03. Tina Marcum explained the reason why the item needed to be rescinded was because at one time when a school district hired construction management, the district did not have to advertise if it was not over a certain amount, but the guidelines had been changed in June and she had been made aware of the changes until after the special called meeting, and therefore, she had to go back and advertise to accept proposals for the project, regardless of the amount. **Upon the recommendation by the Superintendent, Mr. McGuire made the motion, seconded by Mr. Osborne, the board approve rescinding Item#: 09-06-V-14 of the June 23, 2009 special called meeting agenda of the Pike County Board of Education in order to address item#: 09-07-VI-03. The vote was unanimously affirmative.**

Item#: 09-07-VI-03 Approve a Construction Management Services Proposal for the Dorton Elementary School Cafeteria/Kitchen Renovation Project, subject to
approval by KDE Facilities Management. Tina Marcum stated that Codell Construction Company was the only one to respond to the advertisement. Upon the recommendation by the Superintendent, Mr. Osborne made the motion, seconded by Mr. Chaney, that the board approve a Construction Management Services Proposal for the Dorton Elementary School Cafeteria/Kitchen Renovation Project, subject to approval by KDE Facilities Management. The vote was unanimously affirmative.

Item #: 09-07-VI-04 Approve purchasing student accident insurance for the 2009-2010 school year, beginning August 1st. Bruce Hopkins explained that possibly next year he would suggest not having student accident insurance because of many variables. Mr. Hopkins further discussed KCHIP, Medicare, school activities, medical expenses and providers. Mr. Hopkins stated his recommendation would be to go ahead at this time and purchase student accident insurance for the 2009-2010 school year. Upon recommendation by the Superintendent, Mr. McGuire made the motion, seconded by Mr. Thacker, that the board approve purchasing student accident insurance for the 2009-2010 school year, beginning August 1st. The vote was unanimously affirmative.

Item#: 09-07-VI-05 Approve rejecting all bids on multi-function copier/printers. Maritta Horne and Nancy Ratliff stated that they had met with some of the principals and discussed the following: more requirements for copiers, a broader scope in the bids, the lack of the current machines in meeting the needs of the schools, per copy prices and maintenance agreements. Ms. Ratliff said what they
wanted to do was a district bid where one vendor would be awarded the bid for the entire district and then develop an evaluation program and if the vendor did well for a year, continue the contract, and if not, rebid and get another supplier. Ms. Ratliff further stated that maybe three kinds of copiers would be developed that would meet the needs across the district; Ms. Horne would create the survey for the schools, to be completed by the principals, and returned to her in order to obtain that information. Ms. Ratliff stated that there would be a pre-bid meeting with all the companies that would want to be and give them an opportunity to ask any questions at that time. Ms. Ratliff stated in lieu of having a bid at this time, the schools were going to go ahead and purchase copiers as they had been doing. The board members, Ms. Ratliff, and Ms. Horne discussed the advantages of copier leases. **Upon the recommendation of the Superintendent, Mr. Osborne made the motion seconded by Mr. McGuire, that the board approve rejecting all bids on multi-function copier/printers. The vote was unanimously affirmative.**

Item#: 09-07-VI-06 Approve the Superintendent’s evaluation. Mr. Varney explained the form that was used by the board members in order to evaluate the Superintendent, the nine different standards involved and the scoring of four being the highest and zero being the lowest. Mr. Varney said Mr. Wagner’s score was a 3.62 average. **Mr. McGuire made the motion, seconded by Mr. Thacker, that the board approve the Superintendent’s evaluation. The vote was unanimously affirmative.**

Item#: 09-07-VII Discussion Without Action
There were no items

Item#: 09-07-VIII  Adjourn

Upon the recommendation by the Superintendent, Mr. McGuire made the Motion, seconded by Mr. Varney, that the board adjourn the regularly scheduled meeting of the Pike County Board of Education. The vote was unanimously affirmative and the meeting was adjourned at 6:50 p.m.
VITA

HAROLD WALLACE

EDUCATION

May, 1994  Bachelor of Arts
Morehead State University
Morehead, Kentucky

May, 2000  Master of Arts
Morehead State University
Morehead, Kentucky

Pending  Doctor of Education
Morehead State University
Morehead, Kentucky

PROFESSIONAL EXPERIENCES

2012-Present  Principal, North Point Academy
Pike County Schools
Pikeville, Kentucky

2003-2012  Principal, Feds Creek Elementary
Pike County Schools
Pikeville, Kentucky

2000-2003  Teacher, Pike Central High School
Pike County Schools
Pikeville, Kentucky

1998-2000  Teacher, Knott County Central High School
Knott County Schools
Hindman, Kentucky

1996-1998  Teacher, Todd County Central High School
Todd County Schools
Elkton, Kentucky
1994-1996  Teacher, Nashville Hillwood High School
           Nashville Metropolitan Schools
           Nashville, Tennessee