



School Name/County	Survey Type	Number of Respondents (N)
Oak Hill High /Fayette	School Personnel Survey	54

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	62
Surveys Received	54
Estimated Response Rate (%)	87.1%

Results (Percentages) by Survey Question

1. What current grade level(s) do you serve? (select all that apply)

	(%)
Grade 9	63.0%
Grade 10	74.1%
Grade 11	75.9%
Grade 12	70.4%

2. Are you a GEAR UP site coordinator?

	(%)
Yes	5.6%
No	94.4%

3.a Please rate your level of agreement that each of the statements below accurately reflects your SCHOOL:

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
RIGOR AND EXPECTATIONS					
a. Creativity and original thinking are highly valued.	0.0%	3.7%	57.4%	38.9%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	5.6%	59.3%	35.2%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	44.4%	55.6%	0.0%
d. Teachers regularly talk to students about the importance of college.	0.0%	5.6%	55.6%	38.9%	0.0%
e. Students care about learning and getting a good education.	3.7%	29.6%	50.0%	16.7%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	7.4%	55.6%	37.0%	0.0%
g. Students are learning effective problem solving skills.	1.9%	16.7%	55.6%	25.9%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	0.0%	24.1%	51.9%	24.1%	0.0%
i. Advanced (i.e. honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	3.7%	48.1%	48.1%	0.0%



j. The curriculum appropriately challenges most students.	0.0%	9.3%	61.1%	29.6%	0.0%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	0.0%	5.6%	55.6%	38.9%	0.0%
l. Parents are included in the college preparation process.	0.0%	5.6%	51.9%	42.6%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	0.0%	22.2%	61.1%	14.8%	1.9%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	0.0%	61.1%	37.0%	1.9%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	7.4%	64.8%	27.8%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	14.8%	66.7%	18.5%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	1.9%	27.8%	57.4%	11.1%	1.9%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	1.9%	31.5%	55.6%	11.1%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	1.9%	3.7%	79.6%	13.0%	1.9%

3b. Please rate your level of agreement that each of the statements below accurately reflects your CLASSROOM (Note: Only teachers were asked to respond to this item):

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
RIGOR AND EXPECTATIONS					
a. Creativity and original thinking are highly valued.	0.0%	0.0%	42.9%	55.1%	2.0%
b. I expect all students to succeed academically.	0.0%	0.0%	34.7%	63.3%	2.0%
c. Students are encouraged to do their best.	0.0%	0.0%	28.6%	69.4%	2.0%
d. I regularly talk to students about the importance of college.	0.0%	4.1%	40.8%	53.1%	2.0%
e. Students care about learning and getting a good education.	4.1%	24.5%	53.1%	16.3%	2.0%
f. Students are encouraged to set future college and career goals.	2.0%	2.0%	46.9%	46.9%	2.0%
g. Students are learning effective problem solving skills.	4.1%	4.1%	49.0%	40.8%	2.0%



h. I am able to engage students in a rigorous curriculum	0.0%	16.3%	42.9%	38.8%	2.0%
i. Advanced (i.e. honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	6.1%	55.1%	36.7%	2.0%
j. The curriculum appropriately challenges most students.	0.0%	8.2%	53.1%	34.7%	4.1%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	0.0%	18.4%	49.0%	30.6%	2.0%
l. Parents are included in the college preparation process.	2.0%	14.3%	57.1%	24.5%	2.0%
m. I am provided with professional development on the topics of college readiness and success.	2.0%	22.4%	44.9%	26.5%	4.1%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	4.1%	57.1%	34.7%	4.1%
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	18.4%	49.0%	28.6%	4.1%
p. I am provided information about the school's college-going rate and FAFSA completion rates.	2.0%	18.4%	55.1%	20.4%	4.1%
q. College messaging is integrated into events, including sports events or arts performances.	2.0%	24.5%	49.0%	20.4%	4.1%
r. I engage in ongoing professional development about ways to promote college readiness.	2.0%	28.6%	44.9%	22.4%	2.0%
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	6.1%	65.3%	26.5%	2.0%

4. How comfortable do you feel about your level of knowledge to assist students with the following college topics?

	Rather not say (%)	Not at all (%)	Slightly (%)	Moderately (%)	Extremely (%)	No Response (%)
FAFSA	1.9%	9.3%	16.7%	40.7%	31.5%	0.0%
College savings plan/ 529	1.9%	33.3%	22.2%	25.9%	16.7%	0.0%
ACT/SAT	3.7%	7.4%	13.0%	31.5%	44.4%	0.0%
WV Higher Education Grant	1.9%	25.9%	13.0%	37.0%	20.4%	1.9%
Federal Grants, loans, work-study	1.9%	14.8%	22.2%	27.8%	31.5%	1.9%
College Selection (Match and Fit)	5.6%	13.0%	7.4%	46.3%	27.8%	0.0%
Scholarships (e.g., PROMISE or institutional)	3.7%	16.7%	11.1%	40.7%	27.8%	0.0%
Requirements for College Acceptance	3.7%	1.9%	18.5%	42.6%	33.3%	0.0%
The importance/ Benefit of College Education	7.4%	0.0%	1.9%	22.2%	68.5%	0.0%



High School Graduation Requirements	7.4%	0.0%	11.1%	38.9%	38.9%	3.7%
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5. Please rate your level of Involvement in the college-related activities presented below?

	Not Applicable (%)	Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
I participate in the college preparation activities of my school (e.g., chaperoning college visits).	7.4%	11.1%	16.7%	37.0%	13.0%	14.8%	0.0%
I have individual discussions with students about what they want to do with their futures.	0.0%	0.0%	0.0%	24.1%	53.7%	22.2%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	0.0%	22.2%	51.9%	25.9%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	5.6%	1.9%	5.6%	27.8%	37.0%	20.4%	1.9%
I offer or incorporate class time to support college preparation efforts at my school.	13.0%	5.6%	14.8%	20.4%	35.2%	9.3%	1.9%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	7.4%	7.4%	20.4%	33.3%	20.4%	11.1%	0.0%

6. In your opinion, what is the most important aspect to building a college going culture at your school?

<p>Help improve the socioeconomic culture in this county.; Talking about it as often as possible; ; helping students fill out FASA forms; I think that community involvement is the most critical aspect of creating a college going culture at our school. In this community, many students do not feel that college is a possibility for them because their parents didn't go, or because they don't feel it is important. I think that involving the community and parents in the gear up process is essential to reaching the goal of the program.; I believe that preparing the students for college is important. We are graduating the students but they are not ready for college. Our graduation rate is high but the college readiness is low. Instead of focusing on the graduation rate, we need to focus on the readiness. We need to stop testing the students to death and start preparing them for adulthood.; Changing the mindset of our students and parents.; ; Getting students to understand that college is not out of their reach.; I feel that educating students about their post-secondary options is the most important aspect.; Keeping up with the academic rigors that a college will provide. I feel that many of our students are now benefiting from the watered down expectations and requirements in their regular classes.; College visits.; Discussions, college displays, and frequent college recruiting set-ups at the school.; Finding a way to encourage</p>



students to value high school education.; High expectations and a rigorous curriculum.; In my opinion, the most important aspect to building a college-going culture at my school is expectation. Students will often rise to the level of expectation placed before them, and therefore, if we make it known from a very young age, and more school-specific, from freshman year, that we expect all of our graduates to seek a postsecondary education, and then prepare them for same, eventually the expectation will match the reality.; Encouraging students to establish goals for their future. Helping students to develop vision.; Collaborating with pre-secondary institutions to have students better prepared when coming to a secondary environment. Students currently don't have the skills needed to prepare mathematically for college.; Offer many upper-level, AP, and dual-credit courses.

Provide students with information about selecting a college and take the appropriate steps to get ready.; I feel the most important aspect to building a college going culture at my school would have to be providing an extensive variety of college information for the students. These need to be visible through various avenues such as displaying the information throughout the building both inside the classrooms as well as hallways, offices, auditorium, and gym. Information should be provided through technological sources such as emails, webpages, blogs, etc. The school can have various colleges make visits throughout the year as well as students visiting the colleges. Finally, mailing information of college opportunities to students.; Allow students to visit colleges more often; Overcoming the de-valuation of education and academic success; An increase in parental support. And increased knowledge from a young age that they can achieve the goal of collage. The students lack hope.; Let students know their options and have them set the goals they wish to achieve. Provide students time to research colleges and their futures. Allow students to become aware of the careers out their and know the expectations and requirements for achieving these jobs.; ; xx ; Stress the importance of a higher education.; ; Showing students how important a college education is in the world today and how it would enhance their futures in the long run.; More parental support of education overall.; Having high expectations in class. We are a very poor community and education isn't highly sought after from families. I encourage my students that they can break the cycle. They can accomplish whatever they want in life.; The first aspect is the efforts of our gear-up site coordinator and counseling team to host a college night where students are helped to fill out their fasfa. The cool second would be how all teachers have their colleges pennants and emblems posted in their room.; ; AVAILABILITY OF RESOURCES; ; Talking to students; Introducing them to the schools. On-site visits.; ; The most important aspect to building a college going culture is to have discussion often about the benefits to a college education.; Previous student return and relay their college experiences with students and advise them.; Visiting different colleges and talking to reps.; Parents that have college degrees.; Breaking the mentality of "it was good enough for me so it's good enough for my kids."; Making students know that college is always a possibility. Letting them know that becoming life-long learners is the key to success in an ever-changing world.; Having them to see the opportunities that exist beyond their immediate world.

Stress what it means to the student to get a college education in dollars and cents and how it will help them live the life style they want.; ; In a self-contained class, we work toward transition after high school. This generally includes job-based skills and working with outside groups to help our students transition.; Encouraging students to attend college; ; encouraging graduation; As a teacher, I always tell students about my college experience and encourage them to ask me questions. I was once a undergraduate admissions officer at WVU, so I am always ready to discuss requirements with them. I have noticed that many students here in Southern WV have misconceptions about what college is like. I always try to talk to them about it. I make my curriculum rigorous in order to prepare them for what they will be facing in college. I also understand that college isn't for everyone, but I tell all my kids that it is a possibility for them.; My role is to let the students know what their options are after high school. College is not for everyone. College is expensive and puts many people in crippling debt for the rest of their lives.; I am one of the counselors and one of the Gearup site coordinators; ; Encouraging students to pursue education after high school.; ; I constantly check with students to see what future goals they



have and talk to them about possible options for achieving those goals.; ; I would gladly assist any student, that came to me, with their choices and options for colleges. If I do not know the answer, I will help them seek it out.; ; As an educator, it is my role to not only demonstrate the importance of higher education to students but also to help them understand the attainability of this goal and the path to attainment.; Supporting the GEARUP ambassadors at my school to the fullest extent in their efforts to improve our school culture.; Encouraging students to look into the career paths that college degrees can lead you to.; Continue to prepare students for the ACS Chemistry Test to compete for chemistry scholarships and taking students to different colleges to show them different options.; As a 12th grade teacher, my role in building a college-going culture at my school is to do everything I can to prepare my students for a postsecondary education. This includes talking about students' future plans, transparency in discussing my own college education, and facilitating opportunities for students to prepare for a postsecondary education, including ACT/SAT registration and prep, scholarship opportunities, FAFSA completion, college visits, and college application completion.; An encourager.; Emphasizing the importance of continued education and the opportunities it opens for individuals. Describing the importance of math skills to attending college, in any work environment, and in every day life. Doing this to create some accountability for students and their level of achievement.; Teach high-level courses, provide information, point students in the right direction for preparation for college.; I feel my role in building a college going culture at my school would be to be completely prepared through professional development on the topics of college readiness and success for all of my students. Then provide them with as much information and resources they need to support their college decisions. college attendance decisions.; using guest speakers more often; personal example and experience, first generation college student, and parent of college student; My role is to attempt in increasing their higher-order thinking and problems solving skills. Providing them with a degree of scientific literacy and basic vocabulary (writing) skills.; Being a teacher who graduated college, then continuing my education and getting a masters. Also, by coming to school every day and being there. Being someone they look up to and want to be like.; ; xx; ; Information and guidance.; ; To talk to students about their options, what they need to do to be prepared for college, and help them with applications and things such as this.; Provide support for students in their choices of college and/or work by helping them decide what career path is good for them. Help them identify the steps they need to take to get on that path.; I talk openly to my students about losing a college scholarship because I dropped out of college the first time. I talk to them about how this impacted my life and that if I had to do it again, I would have stayed in school and why. I am a resource and a sounding board for ideas.; My role that I have adopted is to help my students create and chart their life plan as part of my curriculum.; ; ; ; To help with programs; ; ; My role is to lead by example and be willing to share life experiences. Also, provide any assistance and encouragement related in a student pursuing higher education.; As a successful example; Encourage them to visit and explore colleges/post-secondary education facilities. Facilitate college rep visits to school Helping students complete FAFSA so they can see college can be affordable.; Ensuring that students know that it is within their means to do so.; My role as a 9th grade teacher is to introduce them to as many different opportunities as they can be exposed to in an effort to create curiosity in them. It is also to introduce the problem solving, critical thinking, and 21st century communication skills so they have a solid foundation to build on moving forward through their high school careers.; As the site coordinator, I see my role as guiding teachers, students and parents toward a college-going culture.; Working to help students see what's possible for their futures

7. Also, please explain what you see as your role in building a college going culture at your school?

8. Please indicate how effective participation in GEAR UP sponsored activities available at your school has been in helping your students to succeed in school/prepare for college:

Does Not Apply/Not Offered (%)	I did not attend (%)	Not at all (%)	Slightly (%)	Moderately (%)	Extremely (%)	No Response (%)
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Tutoring and homework assistance	9.3%	18.5%	0.0%	7.4%	46.3%	18.5%	0.0%
Opportunities to participate in college visits	11.1%	7.4%	0.0%	5.6%	42.6%	33.3%	0.0%
Summer activities	22.2%	24.1%	0.0%	5.6%	37.0%	11.1%	0.0%
College Application and Exploration Week	16.7%	13.0%	0.0%	3.7%	44.4%	22.2%	0.0%
Provide Information about college entrance requirements	9.3%	16.7%	0.0%	5.6%	40.7%	27.8%	0.0%
Career exploration activities	9.3%	14.8%	0.0%	9.3%	42.6%	24.1%	0.0%
Test preparation (e.g., ACT/SAT)	11.1%	16.7%	0.0%	9.3%	37.0%	25.9%	0.0%
Assistance with College Entrance Processes	13.0%	14.8%	0.0%	5.6%	37.0%	29.6%	0.0%
Assistance with completing financial aid forms (e.g., FAFSA)	13.0%	14.8%	1.9%	3.7%	29.6%	35.2%	1.9%
Teacher professional development about college awareness and success strategies	18.5%	18.5%	0.0%	7.4%	42.6%	13.0%	0.0%
Student Success Societies/Mentoring opportunities	16.7%	16.7%	0.0%	9.3%	35.2%	18.5%	3.7%

9. In general, how often do you participate in GEAR UP activities?

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
7.4%	20.4%	40.7%	22.2%	9.3%	0.0%

Please Elaborate:

I teach a functional academic classroom.; These opportunities are usually offered to those teachers that teach all or mostly ninth graders.; help where needed; I attended almost all of the ninth grade field trips. The students loved all of them and they were exposed to things that they otherwise may not have been.; As one of the coordinators, I am always a part of the activities.; I chaperones a Gear Up trip once this school year.; ; Any activities that are sponsored by our school are fully supported by our staff.; College Visits Summer Trainings; I am not really made aware of any GEAR UP activities, nor am I asked to participate in them.; ; I have not participated in GEAR UP activities other than FAFSA completion assistance but hope to in the future.; I chaperone the GEARUP trips when able.; This was my first year at Oak Hill High School. I was unable to participate in summer activities prior to my hiring. I was not directly involved in any activities, but always assisted other teachers in any way I could or that they needed me.; As I work with 12th grade students, I typically chaperone at least one college visit per school year, allow students to use class time to participate in FAFSA workshops, and attend College Decision Day, helping where needed.; I was part of two "WV GEAR UP" events this academic year; I administered GEAR UP surveys to students this year. This was my first year of teaching and began September 21 so this year was a learning experience for myself.; None of the activities in the previous page were provided to the best of my knowledge and if they were, I do not know if they were a



"Gear Up" activity or not.; I have participated in some of the GEAR UP activities such as the kick-off at the beginning of the year, trips, and programs, etc. that have been provided for various students throughout the year.; ; As needed when activities have scheduled by our guidance counselor; I offer tutoring as part of gear up, but other than that I do not do anything that pertains to this. ; xx; I provided students with help in career exploration, living expenses, filling out FAFSA Application, registering for the ACT and discussing college experiences.; I participate in trips to colleges and activities that help students prepare for college.; I have participated in specific gear up activity days.; I mentor a Student Success Society group; As time permits.; I have been a chaperone on several field trips. I also encourage my students daily to take advantage of the tutoring opportunities available at our school.; As coordinator I always plan and participate.; I serve as a SSS mentor

10. The next set of items ask about your level of agreement related to the overall experience provided to you through GEAR UP.

	Not Applicable (%)	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
I think GEAR UP is making a positive impact on students in my school.	11.1%	0.0%	0.0%	48.1%	40.7%	0.0%
I think GEAR UP is making a positive impact on my colleagues in my school	14.8%	0.0%	5.6%	50.0%	27.8%	1.9%
GEAR UP activities are likely to be sustained after the grant ends.	11.1%	5.6%	13.0%	42.6%	27.8%	0.0%

11. Thinking about the future when GEAR UP services and activities are no longer at your school, to what extent will your school promote the following elements related to a college-going culture?

	Does not Apply (%)	Not at All (%)	Slightly (%)	Moderately (%)	Extremely (%)	No Response (%)
Family Involvement	0.0%	0.0%	20.4%	40.7%	37.0%	1.9%
Mentoring	0.0%	1.9%	16.7%	44.4%	35.2%	1.9%
Academic Support	0.0%	0.0%	3.7%	38.9%	53.7%	3.7%
Financial Literacy	0.0%	1.9%	13.0%	29.6%	53.7%	1.9%
Partnership with Institutions of Higher Education	1.9%	1.9%	11.1%	38.9%	44.4%	1.9%
Community Support	0.0%	3.7%	20.4%	40.7%	33.3%	1.9%
College Visits	0.0%	3.7%	9.3%	44.4%	40.7%	1.9%
Access to College Professionals	0.0%	3.7%	22.2%	37.0%	35.2%	1.9%
Life Skills Development	0.0%	3.7%	14.8%	40.7%	37.0%	3.7%
College Application and Exploration Week	0.0%	3.7%	13.0%	40.7%	40.7%	1.9%

Please Elaborate:

Our curriculum has a class that helps develop life skills and a positive mentoring program with which many teachers are involved.; The students education is very important They will continue to get educated on the



importance of a good education; We would never want to stop a program that is so beneficial to so many students' futures.; The goal of the school is to prepare students for college readiness.; Need more paren participation; Very little opportunity; less time and money allotted for these services; I don't think our school will have the financial resources to offer Gear Up type activities without the grant.

12. How sure are you that the majority of students...

	Not applicable (%)	Not at all (%)	Somewhat (%)	Sure (%)	Very Sure (%)	No Response (%)
...will not attend but will seek a job or enter the military.	1.9%	16.7%	44.4%	25.9%	9.3%	1.9%
...will be eligible to apply to a postsecondary institution.	1.9%	14.8%	31.5%	44.4%	7.4%	0.0%
...can make an educational plan that will prepare them for college.	1.9%	18.5%	35.2%	37.0%	7.4%	0.0%
...can get good grades in their high school science classes.	1.9%	13.0%	31.5%	51.9%	1.9%	0.0%
...can get good grades in their high school math classes.	3.7%	16.7%	35.2%	44.4%	0.0%	0.0%
...can choose the high school classes needed to get into college.	1.9%	11.1%	31.5%	42.6%	13.0%	0.0%
...know enough about computers/ technology to get into college.	1.9%	7.4%	29.6%	50.0%	9.3%	1.9%
...can go to college after high school.	1.9%	13.0%	37.0%	46.3%	0.0%	1.9%
...could get A's and B's in college.	1.9%	24.1%	37.0%	37.0%	0.0%	0.0%
...could finish college and receive a college degree.	1.9%	14.8%	38.9%	40.7%	3.7%	0.0%

13. Please use this space for additional comments, questions, or concerns:

Students from this area have a disadvantage regardless of the Gearup program. They come from a very low socioeconomic status. Some will persist and go to college no matter what. Many will not. It is the nature of poverty.; I hope that the GEARUP program is able to continue.; Again, the socio-economics of the community does not bolster support of academics.; Being a math teacher I have seen deficiencies in students' abilities. Basic skills are lacking that I feel will create challenges for students in college math and science courses.; ; It is my goal next year to get more involved with the planning and sharing of GEAR UP to the students at my school. I feel it is crucial that I am prepared just as much as they are to utilize this resource.; The affordability to attend college, even with some assistance, is beyond the reach of an "average" household in WV, per median income. Many students and family are discouraged before they can even begin as funding for higher ed continues to be CUT, CUT, CUT, and wages remain so low. Vicious cycle of uneducated poverty.; The students that care will be successful in college, but unfortunately there are a lot of students here who do not care about their education at all.; xx; Parents need to start getting their kids to believe in themselves for school for them to be successful in school.; There has to be a change in the college-going culture.; Our students definitely have the ability to choose the right classes to get into college because our school has wonderful counselors that are very knowledgeable and helpful during the scheduling process. (This is also true of the college scheduling process. Our counselors go above and beyond for our kiddos) We have wonderful technology teachers and math/science teachers. Because of our school culture to maximize student success, the majority of the time if a student is failing these classes, a lack of effort is the problem. If a student can pass our math and science classes, they will



have the tools necessary to succeed in college, so I feel strongly that they can receive A's and B's and finish college.

I feel that college is not for everyone. The military and vocational school are great options for students who do not have the desire to go to college. I feel like our school does a good job at encouraging students to pursue those avenues if they are adamant that college is not happening in their world.