



School Name/County	Survey Type	Number of Respondents (N)
Summers County High School /Summers	School Personnel Survey	24

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	35
Surveys Received	24
Estimated Response Rate (%)	68.6%

Results (Percentages) by Survey Question

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

	(%)
Grade 9	66.7%
Grade 10	70.8%
Grade 11	91.7%
Grade 12	83.3%

2. Are you a GEAR UP site coordinator?

	(%)
Yes	4.2%
No	95.8%

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%	0.0%	54.2%	45.8%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	0.0%	58.3%	41.7%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	45.8%	54.2%	0.0%
d. Teachers regularly talk to students about the importance of college.	0.0%	4.2%	54.2%	41.7%	0.0%
e. Students care about learning and getting a good education.	0.0%	8.3%	66.7%	25.0%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	58.3%	41.7%	0.0%
g. Students are learning effective problem solving skills.	0.0%	4.2%	62.5%	33.3%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	0.0%	4.2%	70.8%	25.0%	0.0%
i. Advanced (i.e. honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	0.0%	45.8%	54.2%	0.0%



j. The curriculum appropriately challenges most students.	0.0%	0.0%	62.5%	37.5%	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%	0.0%	33.3%	66.7%	0.0%
l. Parents are included in the college preparation process.	0.0%	4.2%	45.8%	50.0%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	0.0%	16.7%	54.2%	29.2%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	0.0%	41.7%	58.3%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	4.2%	54.2%	41.7%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	4.2%	50.0%	45.8%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	8.3%	41.7%	45.8%	4.2%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	0.0%	20.8%	50.0%	29.2%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	4.2%	66.7%	29.2%	0.0%

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%	36.4%	63.6%	0.0%
b. I expect all students to succeed academically.	0.0%	0.0%	40.9%	59.1%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	27.3%	72.7%	0.0%
d. I regularly talk to students about the importance of college.	0.0%	0.0%	59.1%	40.9%	0.0%
e. Students care about learning and getting a good education.	0.0%	13.6%	63.6%	22.7%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	40.9%	59.1%	0.0%
g. Students are learning effective problem solving skills.	0.0%	4.5%	59.1%	36.4%	0.0%



h. I am able to engage students in a rigorous curriculum	0.0%	9.1%	45.5%	45.5%	0.0%
i. Advanced (i.e. honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	0.0%	50.0%	50.0%	0.0%
j. The curriculum appropriately challenges most students.	0.0%	4.5%	45.5%	50.0%	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%	0.0%	50.0%	50.0%	0.0%
l. Parents are included in the college preparation process.	0.0%	4.5%	50.0%	45.5%	0.0%
m. I am provided with professional development on the topics of college readiness and success.	0.0%	13.6%	63.6%	22.7%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	4.5%	45.5%	50.0%	0.0%
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	9.1%	45.5%	45.5%	0.0%
p. I am provided information about the school's college-going rate and FAFSA completion rates.	0.0%	9.1%	54.5%	36.4%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	9.1%	63.6%	27.3%	0.0%
r. I engage in ongoing professional development about ways to promote college readiness.	0.0%	9.1%	63.6%	27.3%	0.0%
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	4.5%	54.5%	40.9%	0.0%

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	4.2%	0.0%	4.2%	58.3%	33.3%	0.0%
College savings plan/ 529	4.2%	25.0%	20.8%	41.7%	8.3%	0.0%
ACT/SAT	4.2%	4.2%	4.2%	33.3%	54.2%	0.0%
WV Higher Education Grant	4.2%	12.5%	25.0%	37.5%	20.8%	0.0%
Federal Grants, loans, work-study	4.2%	12.5%	8.3%	54.2%	20.8%	0.0%
College Selection (Match and Fit)	4.2%	8.3%	4.2%	37.5%	45.8%	0.0%
Scholarships (e.g., PROMISE or institutional)	8.3%	4.2%	8.3%	54.2%	25.0%	0.0%
Requirements for College Acceptance	8.3%	0.0%	12.5%	50.0%	29.2%	0.0%
The importance/ Benefit of College Education	12.5%	0.0%	0.0%	20.8%	66.7%	0.0%



High School Graduation Requirements	8.3%	0.0%	4.2%	37.5%	50.0%	0.0%
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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).	4.2%	4.2%	16.7%	45.8%	20.8%	8.3%	0.0%
I have individual discussions with students about what they want to do with their futures.	0.0%	0.0%	0.0%	12.5%	58.3%	29.2%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	0.0%	12.5%	50.0%	37.5%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	4.2%	0.0%	0.0%	25.0%	54.2%	16.7%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	0.0%	8.3%	4.2%	33.3%	37.5%	16.7%	0.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	0.0%	0.0%	29.2%	41.7%	12.5%	16.7%	0.0%

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

I feel that students need to be more prepared for college course work. The do know realize the difference between high school and college expectations.; Accessibility of materials, teachers who are open to multiple opportunities after high school.; Having parent involvement.; Graduating students returning as examples of what higher education can do for someone.; Helping students to see the importance of college and the value of furthering their education.; Providing students with different options based on their passions and interests, and to build the understanding that "college" doesn't have to mean the traditional four year institutional model.; providing students with the tools they will need to succeed at college. This includes basic Math an English skills.; Communication; Increasing excitement about college; The most important aspect to building a college going culture is to keep an on-going discussion on the importance of a college degree.; I believe that we need to focus on all students and not just those who plan to attend a four-year, liberal arts college. Truthfully, many of our students would be much better served in technical training colleges/situations. Students need to be aware that this is acceptable and not be pushed to attend a 4-year institution.; Relate jobs in our area that need a college education to be employed.; Encouraging students to apply and teaching them that they are capable of



achieving a degree; Communicating to parents how important it is to get their children to value an education.; stress importance of education

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

I try to prepare my students in knowing content rather than simply studying for a test. I have my younger students as well as my senior students complete career and college research projects. In these projects they must look at tuition, course requirements, and accreditation of school and/or programs.; Mentor.; Give everyday examples of how earning more is tied to education and how that can be important to future life circumstances.; I like to encourage students to think of their future, 10 years down the line, not just 3 or 4 years. I want to make sure they have the math skills to enter their chosen higher education path.; Encouraging students and providing information.; As the instructional leader, every decision I make affects the climate and culture of our building. I strongly believe that me being supportive and encouraging of programs that foster a college going culture is paramount to the post secondary plans of my students.; I see myself as a role model. I'm an example of a nontraditional college student. I had a career in the military and then retired. I finished my college and started teaching.; To strive all students to go to college; Many students will be the first in their family to go to college, so they need advisement from teachers and other school faculty about what is expected of them.; My role as an educator is to speak with students about their post-high school plans and share the importance of getting a college degree vs. no college degree.; Explain examples including my own and how opportunity is related to a college education and describe various college experiences for what is in our area.; Encourage students to apply and teach them the importance of a college education; Working closely with the administration and counselors to assist implementation of college related programs and activities.; prep for after school living

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 (%)
Tutoring and homework assistance	20.8%	20.8%	0.0%	12.5%	20.8%	16.7%	8.3%
Opportunities to participate in college visits	8.3%	20.8%	0.0%	4.2%	20.8%	37.5%	8.3%
Summer activities	16.7%	16.7%	0.0%	33.3%	16.7%	8.3%	8.3%
College Application and Exploration Week	12.5%	16.7%	0.0%	4.2%	16.7%	41.7%	8.3%
Provide Information about college entrance requirements	12.5%	16.7%	0.0%	4.2%	25.0%	33.3%	8.3%
Career exploration activities	12.5%	12.5%	0.0%	8.3%	37.5%	20.8%	8.3%
Test preparation (e.g., ACT/SAT)	12.5%	20.8%	0.0%	16.7%	16.7%	25.0%	8.3%
Assistance with College Entrance Processes	16.7%	16.7%	0.0%	8.3%	20.8%	29.2%	8.3%
Assistance with completing financial aid forms (e.g., FAFSA)	16.7%	20.8%	0.0%	8.3%	12.5%	33.3%	8.3%



Teacher professional development about college awareness and success strategies	25.0%	16.7%	0.0%	20.8%	20.8%	8.3%	8.3%
Student Success Societies/Mentoring opportunities	20.8%	16.7%	0.0%	12.5%	25.0%	16.7%	8.3%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
12.5%	20.8%	29.2%	25.0%	8.3%	4.2%

Please Elaborate:

I have attended some Gear Up field trips and college/career fairs; I'm an ISS teacher so I do not get a chance to participate often but I have helped with visits, fafsa, and parent nights.; I attend the college fair and sometimes I attend the college signing day. I help student study for the ACT.; I enjoy working with our Gear Up Site Coordinator and try to participate in as many Gear Up activities as I can.;I participate when given an opportunity to be away from my scheduled classes.; Our gear up director always sends email so we can relate, remind, explain, and instruct students on gear up activities available.; There are a predetermined set of teachers who take care of all Gear Up activities.;

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.	0.0%	4.2%	0.0%	37.5%	54.2%	4.2%
I think GEAR UP is making a positive impact on my colleagues in my school	0.0%	4.2%	0.0%	45.8%	45.8%	4.2%
GEAR UP activities are likely to be sustained after the grant ends.	0.0%	12.5%	4.2%	41.7%	33.3%	8.3%

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%	16.7%	54.2%	25.0%	4.2%
Mentoring	0.0%	0.0%	20.8%	54.2%	20.8%	4.2%
Academic Support	0.0%	0.0%	20.8%	41.7%	29.2%	8.3%
Financial Literacy	0.0%	0.0%	20.8%	41.7%	33.3%	4.2%



Partnership with Institutions of Higher Education	0.0%	8.3%	12.5%	50.0%	25.0%	4.2%
Community Support	0.0%	4.2%	20.8%	50.0%	20.8%	4.2%
College Visits	0.0%	8.3%	12.5%	29.2%	45.8%	4.2%
Access to College Professionals	0.0%	8.3%	16.7%	37.5%	33.3%	4.2%
Life Skills Development	0.0%	4.2%	16.7%	45.8%	29.2%	4.2%
College Application and Exploration Week	0.0%	4.2%	16.7%	29.2%	45.8%	4.2%

Please Elaborate:

t; I think it would fall to the wayside because other things would take precedent over it.; I hope they continue, but funding is always a issue.;I go with the flow.; Gear up is very important to the school district. The student's are receiving activities/workshops to help with their transition to post secondary education and workforce.; GearUp makes college applications and FASFA possible for many students; *Some of the above activities require money, time and people to plan them. Money for education is continually being cut or diverted from our public schools.; There would be no way for our school to fund college visits with all the financial cuts.

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.	0.0%	12.5%	41.7%	33.3%	8.3%	4.2%
...will be eligible to apply to a postsecondary institution.	0.0%	8.3%	37.5%	45.8%	4.2%	4.2%
...can make an educational plan that will prepare them for college.	0.0%	4.2%	41.7%	50.0%	0.0%	4.2%
...can get good grades in their high school science classes.	0.0%	8.3%	45.8%	37.5%	4.2%	4.2%
...can get good grades in their high school math classes.	0.0%	20.8%	41.7%	29.2%	4.2%	4.2%
...can choose the high school classes needed to get into college.	0.0%	16.7%	25.0%	41.7%	12.5%	4.2%
...know enough about computers/ technology to get into college.	0.0%	8.3%	25.0%	45.8%	16.7%	4.2%
...can go to college after high school.	0.0%	8.3%	50.0%	33.3%	4.2%	4.2%
...could get A's and B's in college.	0.0%	20.8%	50.0%	20.8%	4.2%	4.2%
...could finish college and receive a college degree.	0.0%	16.7%	45.8%	29.2%	4.2%	4.2%

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

I am a career technical teacher and do not work with the majority of students.; I'm a Special Ed. Teacher, so most of the students I currently have in class say they will not attend any schools after high school.; Many students and parents in our county do not value the importance of education.; It is hard to change family history of no college and no jobs without doing something about the community job training of the parents.

