



School Name/County	Survey Type	Number of Respondents (N)
Scott High School /Boone	School Personnel Survey	28

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	45
Surveys Received	28
Estimated Response Rate (%)	62.2%

Results (Percentages) by Survey Question

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

	(%)
Grade 9	67.9%
Grade 10	82.1%
Grade 11	92.9%
Grade 12	82.1%

2. Are you a GEAR UP site coordinator?

	(%)
Yes	7.1%
No	92.9%

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%	46.4%	53.6%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	3.6%	42.9%	53.6%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	42.9%	57.1%	0.0%
d. Teachers regularly talk to students about the importance of college.	0.0%	0.0%	53.6%	46.4%	0.0%
e. Students care about learning and getting a good education.	3.6%	17.9%	60.7%	17.9%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	39.3%	57.1%	3.6%
g. Students are learning effective problem solving skills.	0.0%	3.6%	71.4%	25.0%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	0.0%	0.0%	75.0%	21.4%	3.6%
i. Advanced (i.e. honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	3.6%	57.1%	39.3%	0.0%



j. The curriculum appropriately challenges most students.	0.0%	3.6%	64.3%	32.1%	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%	3.6%	25.0%	71.4%	0.0%
l. Parents are included in the college preparation process.	0.0%	7.1%	35.7%	57.1%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	3.6%	14.3%	57.1%	25.0%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	0.0%	39.3%	60.7%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	10.7%	50.0%	39.3%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	17.9%	35.7%	46.4%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	21.4%	42.9%	35.7%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	3.6%	25.0%	35.7%	35.7%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	7.1%	57.1%	35.7%	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%	47.8%	52.2%	0.0%
b. I expect all students to succeed academically.	0.0%	0.0%	26.1%	73.9%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	26.1%	73.9%	0.0%
d. I regularly talk to students about the importance of college.	0.0%	0.0%	34.8%	65.2%	0.0%
e. Students care about learning and getting a good education.	4.3%	17.4%	47.8%	30.4%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	4.3%	43.5%	52.2%	0.0%
g. Students are learning effective problem solving skills.	0.0%	0.0%	52.2%	47.8%	0.0%



h. I am able to engage students in a rigorous curriculum	0.0%	0.0%	43.5%	52.2%	4.3%
i. Advanced (i.e. honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	4.3%	43.5%	52.2%	0.0%
j. The curriculum appropriately challenges most students.	0.0%	4.3%	43.5%	52.2%	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%	4.3%	69.6%	26.1%	0.0%
l. Parents are included in the college preparation process.	0.0%	8.7%	60.9%	30.4%	0.0%
m. I am provided with professional development on the topics of college readiness and success.	0.0%	26.1%	47.8%	26.1%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	4.3%	47.8%	43.5%	4.3%
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	13.0%	56.5%	30.4%	0.0%
p. I am provided information about the school's college-going rate and FAFSA completion rates.	4.3%	13.0%	43.5%	39.1%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	21.7%	52.2%	26.1%	0.0%
r. I engage in ongoing professional development about ways to promote college readiness.	0.0%	21.7%	47.8%	30.4%	0.0%
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	8.7%	52.2%	39.1%	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	0.0%	3.6%	28.6%	46.4%	21.4%	0.0%
College savings plan/ 529	0.0%	21.4%	21.4%	35.7%	21.4%	0.0%
ACT/SAT	0.0%	3.6%	14.3%	50.0%	32.1%	0.0%
WV Higher Education Grant	0.0%	21.4%	46.4%	25.0%	7.1%	0.0%
Federal Grants, loans, work-study	0.0%	14.3%	35.7%	32.1%	17.9%	0.0%
College Selection (Match and Fit)	0.0%	7.1%	39.3%	32.1%	21.4%	0.0%
Scholarships (e.g., PROMISE or institutional)	0.0%	3.6%	32.1%	35.7%	28.6%	0.0%
Requirements for College Acceptance	3.6%	7.1%	14.3%	32.1%	42.9%	0.0%
The importance/ Benefit of College Education	10.7%	0.0%	3.6%	21.4%	64.3%	0.0%



High School Graduation Requirements	7.1%	0.0%	7.1%	35.7%	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).	7.1%	7.1%	17.9%	28.6%	32.1%	7.1%	0.0%
I have individual discussions with students about what they want to do with their futures.	0.0%	0.0%	0.0%	25.0%	46.4%	28.6%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	0.0%	25.0%	42.9%	28.6%	3.6%
I offer students supplemental instructional support to prepare them for postsecondary options.	0.0%	3.6%	7.1%	28.6%	35.7%	21.4%	3.6%
I offer or incorporate class time to support college preparation efforts at my school.	3.6%	3.6%	0.0%	28.6%	42.9%	21.4%	0.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	3.6%	14.3%	17.9%	21.4%	28.6%	14.3%	0.0%

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

<p>Seeing students have success in college; In our area, a college education is very important because the coal companies have closed. Its imperative that our students realize their future is outside of the coal industry and that they need to be open to other fields.; A palpable environment predicated on developing the student's necessity for furthering of education. Guest speakers and recruiters guide the process. Teachers have the knowledge but discussion isnt tangible for the 21st century learner.; Rigorous curriculum; Stress to the students how important college is.; Clarity about the expectations and demands of a college education and setting standards and expectations for students accordingly.; Having open and honest conversations about option and the best possible fit for their needs. Helping them find a direction that fits their specific variables best.; Providing students with the opportunity to get educational materials to make decisions Most students who I have often say that they wish there were more workshops or classes based around college preparation. If we spent more time providing students with materials and information, maybe it would be more helpful.; Valuing the importance of a quality education and the carry over into the work force.; Integration into the curriculum.; Making all student feel college is obtainable.; Showing students that we believe they are capable and that the</p>
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benefits of a college education are important to their future success.; Prepare them to be independent and take responsibility; ; The more kids that go to college, the more that will want to.; N/A; Make discussions of college preparedness routine, common place. Students need to be aware that we expect nothing less than continuation of their education after high school.; I feel schools should provide an easy transition from high school to college level in all the aspects of issues starting from the focusing the syllabus , how to prepare the students to learn by themselves taking the little help from the teachers and focusing on self discipline and future goals.; It gives students hope to better their education beyond high school to get them a job that makes them successful.; responsibility and structure; Have a school-wide comprehensive approach where all members share the same message and vocabulary.; goal setting for after HS success; ; All stakeholders must be actively involved in the process; Students need 12 grade teachers who have experience with the difficulties of the senior year such as planning for graduation, grade book math, finals, financial issues, and college expectations.

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

To encourage students to do there best and not limit them selves.; Stress the importance of our globally connected world and how our nation is no longer an industrial country but a service industry world.; Prepare the class syllabus as a college type class with interaction and collaboration to meet the global need.; Encouraging students; As an educator, I can encourage students to continue their education after high school.; I have high expectations for my students, communicate these, and uphold them.; Through my career I think my role would be to support the vision of the people in charge. Speaking to students about the post graduate plans and encouraging them to seek out the things that interest them.; Teachers have an extremely important role in building a college going culture at school. I often talk to students about my college experiences and try to talk it up as much as I can. Making college seem like a realistic goal to students breaks up the negative and scary ideas that they may have.; Getting all of the stake holders on board with building the culture.; Working with the staff and students to make this happen.; Letting students explore college options; As a role model and a proponent of the benefits to all students of preparing them for college attendance.; Setting an example for students that local students can get a degree. Discussing options and encouraging them to pursue any career they choose.; N/A; Positive, encouraging, supportive, informative.; I always explain the students to concentrate on their future goals. During the class, I make sure that I give more info. and depth of the content that can make the strong base for the college level. I always try to motivate the students and try to make them realize their inner potentials.; Explain to students my college experience and how it develops you into an adult and makes you become disciplined.; teach responsibility and prepare them for college; Professional development and coordination of monthly focus on specific event or terminology.; Support of students & families and education of the direction of .; ; Encourage it in my classroom; I encourage every student who walks through my door to explore all options for their future.

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	0.0%	21.4%	0.0%	3.6%	25.0%	46.4%	3.6%
Opportunities to participate in college visits	0.0%	14.3%	0.0%	3.6%	21.4%	50.0%	10.7%
Summer activities	10.7%	25.0%	0.0%	10.7%	21.4%	28.6%	3.6%
College Application and Exploration Week	0.0%	21.4%	0.0%	3.6%	21.4%	50.0%	3.6%



Provide Information about college entrance requirements	0.0%	17.9%	3.6%	0.0%	21.4%	50.0%	7.1%
Career exploration activities	0.0%	17.9%	0.0%	7.1%	14.3%	57.1%	3.6%
Test preparation (e.g., ACT/SAT)	0.0%	17.9%	0.0%	0.0%	28.6%	42.9%	10.7%
Assistance with College Entrance Processes	0.0%	17.9%	3.6%	0.0%	17.9%	57.1%	3.6%
Assistance with completing financial aid forms (e.g., FAFSA)	0.0%	17.9%	7.1%	0.0%	14.3%	57.1%	3.6%
Teacher professional development about college awareness and success strategies	14.3%	17.9%	3.6%	7.1%	21.4%	32.1%	3.6%
Student Success Societies/Mentoring opportunities	3.6%	17.9%	0.0%	14.3%	21.4%	39.3%	3.6%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
10.7%	14.3%	28.6%	25.0%	14.3%	7.1%

Please Elaborate:

We have a lot of Gear up activities that the whole school is required to attend.; I only attend the activities that occur during the school day.; College day, FAFSA sign up day, College signing day, Recruiting days, guest speakers from high school past and occupation help to name a few; I was on medical leave for the first semester and cannot stay after school.; I try very hard to be engaged in the activity to build upon the relationships i have with our students. This is always a great way to establish strong support for the program but also allows for the students to see you in a different light.; ; I am unaware of any GEARUP activities that take place within my school building.; I attend events as often as possible.; Tutoring; I have been on one trip and to some of the assemblies.; never ASKED TO BE A PART OF THIS PROGRAM. same TEACHERS GO ON ALL THE TRIPS AND ACTIVITIES; I sometimes assist with a Gear-Up activity. I am a mentor-teacher in an after-school program, so I occasionally have opportunities to assist with Gear-Up.; I have been to numerous GEAR UP events like starting of the new school year and other organized events by the GEAR UP program; ; Since I coordinate the activities, I'm always there.; Our counselors are awesome with the Gear Up program at SHS; Discuss with students how important it is to explore all options for their future.

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 (%)
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I think GEAR UP is making a positive impact on students in my school.	0.0%	0.0%	0.0%	35.7%	60.7%	3.6%
I think GEAR UP is making a positive impact on my colleagues in my school	3.6%	0.0%	7.1%	46.4%	39.3%	3.6%
GEAR UP activities are likely to be sustained after the grant ends.	3.6%	10.7%	14.3%	42.9%	25.0%	3.6%

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%	17.9%	42.9%	32.1%	7.1%
Mentoring	0.0%	3.6%	10.7%	53.6%	28.6%	3.6%
Academic Support	0.0%	7.1%	3.6%	42.9%	42.9%	3.6%
Financial Literacy	0.0%	0.0%	10.7%	46.4%	39.3%	3.6%
Partnership with Institutions of Higher Education	0.0%	0.0%	14.3%	42.9%	39.3%	3.6%
Community Support	0.0%	14.3%	7.1%	46.4%	28.6%	3.6%
College Visits	0.0%	7.1%	10.7%	39.3%	39.3%	3.6%
Access to College Professionals	0.0%	3.6%	14.3%	50.0%	28.6%	3.6%
Life Skills Development	0.0%	7.1%	10.7%	53.6%	25.0%	3.6%
College Application and Exploration Week	0.0%	3.6%	3.6%	39.3%	46.4%	7.1%

Please Elaborate:

I believe that our staff feels that all of the above are important and will try to include them as much as possible.;Without Gear Up it is still our responsibility as educators to promote college to our students.; The lack of money in Boone County Schools will make it difficult to continue GEAR UP activities after the grant ends.;The problem with GEAR UP is that the same children attend the field trip events. Not all students in the ninth grade class were able to benefit from all of the services. The announcements were nice.

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%	28.6%	57.1%	3.6%	7.1%	3.6%
...will be eligible to apply to a postsecondary institution.	0.0%	3.6%	28.6%	50.0%	10.7%	7.1%
...can make an educational plan that will prepare them for college.	0.0%	3.6%	50.0%	32.1%	10.7%	3.6%
...can get good grades in their high school science classes.	0.0%	14.3%	39.3%	35.7%	7.1%	3.6%



...can get good grades in their high school math classes.	0.0%	17.9%	50.0%	21.4%	7.1%	3.6%
...can choose the high school classes needed to get into college.	0.0%	0.0%	42.9%	28.6%	17.9%	10.7%
...know enough about computers/ technology to get into college.	0.0%	7.1%	28.6%	35.7%	21.4%	7.1%
...can go to college after high school.	0.0%	3.6%	32.1%	42.9%	17.9%	3.6%
...could get A's and B's in college.	0.0%	3.6%	46.4%	32.1%	7.1%	10.7%
...could finish college and receive a college degree.	0.0%	0.0%	35.7%	46.4%	10.7%	7.1%

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

At this time are science and math grades may fall and students will not be prepared because we can not get certified teachers in these rooms. We have had numerous teachers leave and also can not get substitutes because of the low wages in the teaching profession especially in our county.; I am somewhat concerned about student awareness of alternative paths to their career choices.; All students need computer classes; N/A; As much as we adults speak to students about the rigor of college or any post-secondary program, some will not be prepared to work at the level.