



School Name/County	Survey Type	Number of Respondents (N)
Mingo Central Comprehensive High /Mingo	School Personnel Survey	36

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	58
Surveys Received	36
Estimated Response Rate (%)	62.1%

Results (Percentages) by Survey Question

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

	(%)
Grade 9	50.0%
Grade 10	77.8%
Grade 11	88.9%
Grade 12	77.8%

2. Are you a GEAR UP site coordinator?

	(%)
Yes	2.8%
No	97.2%

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%	44.4%	55.6%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	5.6%	41.7%	52.8%	0.0%
c. Students are encouraged to do their best.	0.0%	2.8%	44.4%	52.8%	0.0%
d. Teachers regularly talk to students about the importance of college.	0.0%	5.6%	44.4%	50.0%	0.0%
e. Students care about learning and getting a good education.	2.8%	13.9%	52.8%	30.6%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	2.8%	47.2%	50.0%	0.0%
g. Students are learning effective problem solving skills.	0.0%	8.3%	44.4%	47.2%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	0.0%	5.6%	52.8%	41.7%	0.0%
i. Advanced (i.e. honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	0.0%	38.9%	58.3%	2.8%



j. The curriculum appropriately challenges most students.	0.0%	2.8%	50.0%	47.2%	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%	0.0%	41.7%	58.3%	0.0%
l. Parents are included in the college preparation process.	0.0%	2.8%	44.4%	52.8%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	2.8%	19.4%	41.7%	36.1%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	2.8%	47.2%	50.0%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	2.8%	52.8%	44.4%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	8.3%	44.4%	47.2%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	2.8%	16.7%	50.0%	30.6%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	2.8%	19.4%	44.4%	33.3%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	0.0%	61.1%	38.9%	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%	29.0%	71.0%	0.0%
b. I expect all students to succeed academically.	0.0%	0.0%	32.3%	67.7%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	25.8%	71.0%	3.2%
d. I regularly talk to students about the importance of college.	0.0%	6.5%	45.2%	48.4%	0.0%
e. Students care about learning and getting a good education.	6.5%	9.7%	51.6%	32.3%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	45.2%	54.8%	0.0%
g. Students are learning effective problem solving skills.	0.0%	3.2%	38.7%	58.1%	0.0%



h. I am able to engage students in a rigorous curriculum	3.2%	3.2%	48.4%	45.2%	0.0%
i. Advanced (i.e. honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	0.0%	41.9%	54.8%	3.2%
j. The curriculum appropriately challenges most students.	0.0%	0.0%	45.2%	54.8%	0.0%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	3.2%	6.5%	41.9%	48.4%	0.0%
l. Parents are included in the college preparation process.	3.2%	9.7%	48.4%	38.7%	0.0%
m. I am provided with professional development on the topics of college readiness and success.	3.2%	19.4%	41.9%	35.5%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	0.0%	54.8%	45.2%	0.0%
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	12.9%	45.2%	41.9%	0.0%
p. I am provided information about the school's college-going rate and FAFSA completion rates.	0.0%	9.7%	51.6%	35.5%	3.2%
q. College messaging is integrated into events, including sports events or arts performances.	6.5%	19.4%	38.7%	35.5%	0.0%
r. I engage in ongoing professional development about ways to promote college readiness.	3.2%	19.4%	45.2%	32.3%	0.0%
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	0.0%	51.6%	45.2%	3.2%

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	2.8%	5.6%	19.4%	41.7%	30.6%	0.0%
College savings plan/ 529	0.0%	41.7%	16.7%	27.8%	13.9%	0.0%
ACT/SAT	0.0%	2.8%	11.1%	38.9%	47.2%	0.0%
WV Higher Education Grant	0.0%	19.4%	19.4%	33.3%	27.8%	0.0%
Federal Grants, loans, work-study	0.0%	5.6%	27.8%	33.3%	33.3%	0.0%
College Selection (Match and Fit)	2.8%	11.1%	27.8%	16.7%	41.7%	0.0%
Scholarships (e.g., PROMISE or institutional)	0.0%	13.9%	8.3%	41.7%	36.1%	0.0%
Requirements for College Acceptance	0.0%	2.8%	13.9%	33.3%	50.0%	0.0%
The importance/ Benefit of College Education	8.3%	0.0%	0.0%	11.1%	80.6%	0.0%



High School Graduation Requirements	2.8%	0.0%	2.8%	41.7%	52.8%	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).	8.3%	13.9%	11.1%	38.9%	19.4%	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%	13.9%	61.1%	25.0%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	2.8%	11.1%	58.3%	27.8%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	0.0%	0.0%	2.8%	33.3%	44.4%	19.4%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	2.8%	0.0%	5.6%	36.1%	36.1%	16.7%	2.8%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	0.0%	8.3%	13.9%	27.8%	33.3%	13.9%	2.8%

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

Showing students the wage value tied to degrees/programs.; the willingness of the students to accept the information provided.; I think it is important to include ALL post-secondary education in our discussions about what students will do after high school graduation. Career and Technical Institutions are a good option for many students.; We need more involvement by all the faculty, not just a few. We need to get all grades involved, not just Jr. and Sr. grades.; It shows all students it is possible to go to college. Some always thought it was out of their reach.; Recognizing the careers available and informing students that ALL will be able to attend college if they have the desire to do so.; College is not for everyone In vocational education I teach them to work and to educate yourselves in the business field. Learn the business end as well as the shop duties. This may require them to have some college but they need to tailor their education to enhance their skills.; To have better future citizens.; Changing parental expectations of the value of a high school and college education over generational poverty and the practices that accompany those practices.; Student motivation; Students must be accountable and responsible for their actions/inactions and be faced with consequences.; In building a college going culture at MCHS, it is necessary for the faculty and staff to be on board with administration, parents, students and



peers. I feel more frequent visits from WV higher education schools are in order, not only one visit. This is not enough. Also, visits need to be made in Junior year as well. Students need to visit the local colleges at least twice during the year, and be able to talk with, not only, the financial personnel, but also to student ambassadors, graduates and instructors. The questions to be asked are relative to why students fail out of college. Work backwards to create flexible planning to counter these. Post cards and other forms of communication need to be sent to students, parents, staff, etc.; Introducing students to the college environment; all decisions for students revolve around post secondary; High expectations.; To make sure students and parents are comfortable with the process of preparing students to attend college.; Changing the mindset of many lower income students, many feel that higher education is not for them; Shared goals by ALL teachers and staff.; Show students the doors that can be opened because of a good education.; To give students the belief they can actually go to college; Higher expectation---students can miss 20+ days and still be considered honor students which indicates a lack of expectations from all parties involved; Letting the students know we EXPECT them to continue their education; ; Communication with parents and students about the career opportunities available for college graduates.; Success breeds success; To show them a direct correlation between college education and good paying jobs.; To make students aware of all FASFA grants that are available to them. To help them realize that ALL students can attend college with the right motivation and directions.;

My role is to role model education by talking to students about my college/career training. Also, to help them explore their post secondary options based on their interests.; Teach and provide college ready skills, encourage and support college enrollment and attendance.; I encourage my students to continue their education in college. I address my CTE program completers with the assumption that they will be going to college.; My role is to show the students what can be possible for them, help them to learn to set goals and to show opportunities for them to pursue. I need to help them explore options and encourage them as much as possible.; I want my classes to be rigorous so all students will know they can make it in college.; Encourage students to succeed.; I expose my students to all the Technical Schools that will support their needs in their chosen field.; I can mentor the kids and tell them about my college experiences.; I explain to students that a college degree is not the only way to make a living and to become a productive member of American society. Learning a trade through various CTE programs and trade schools provide an immediate resource for our students to become tax payers.; My role is to negate myths and fears and show the possibility of receiving a college education. Additionally, my role is to be willing to talk to students about college as they approach me for advice.; to show a relationship between college and a successful career that could lead to a lifetime of employment; Opening the minds of the students so they can see their choices and options for life. The world is bigger than the community in which they live.; I have worked with Jobs for America's Graduates. It was our goal to decrease poor attendance, increase graduation rate, increase college applying and accepting, increase job skills and become a viable working or attending college person post graduation. This included, but was not limited to, job readiness, military readiness and/or college readiness. I continue some of these practices during my Links classes and in other classes as well. We have a good system at MCHS.; Reinforcement of providing the correct information to students and aiding them in any questions; ; Modeling, emphasizing, and supporting.; Letting students know that further education is expected of them.; My role is to prepare students to be college or career ready when they leave high school.; ; encouraging students, connecting students with WV dept. of rehab; I teach junior AP classes throughout the day and engage in a rigorous curriculum in all classes. There is goal setting in my classes at the beginning of each year and an evaluation of those goals at the end of the year. There is a continued conversation about college and the process of preparing for it.; My goal is to make sure that students understand that it IS possible for them to go to college even if they aren't the best in their class.; To encourage students to their full potential; I see my role as a model for life being a race and not a sprint---work ethics, knowledge base, analytical skills are modeled with high expectations on my behavior toward all aspects, even the areas I may not see a need for or even a passion for. It requires constant determination,



dedication, and desire and I feel my actions must indicate this as well as my words.; I feel my role as a teacher is stressing the importance of continuing education and emphasizing the consequences of decisions made at this time in their lives.; Educating students and parents about the college going process. All parties need to be informed of the process of getting through high school to acceptance into college.; My role is to help them to understand their options, opportunities, and what college will be like.; Helping a student build his classes and prepare a foundation for college.

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 (%)
Tutoring and homework assistance	13.9%	13.9%	2.8%	5.6%	38.9%	22.2%	2.8%
Opportunities to participate in college visits	5.6%	16.7%	2.8%	2.8%	38.9%	33.3%	0.0%
Summer activities	13.9%	27.8%	2.8%	8.3%	30.6%	16.7%	0.0%
College Application and Exploration Week	2.8%	8.3%	2.8%	13.9%	36.1%	36.1%	0.0%
Provide Information about college entrance requirements	5.6%	5.6%	2.8%	11.1%	33.3%	38.9%	2.8%
Career exploration activities	2.8%	5.6%	2.8%	11.1%	44.4%	30.6%	2.8%
Test preparation (e.g., ACT/SAT)	8.3%	8.3%	2.8%	8.3%	38.9%	33.3%	0.0%
Assistance with College Entrance Processes	5.6%	11.1%	2.8%	11.1%	38.9%	30.6%	0.0%
Assistance with completing financial aid forms (e.g., FAFSA)	5.6%	11.1%	2.8%	2.8%	38.9%	38.9%	0.0%
Teacher professional development about college awareness and success strategies	19.4%	13.9%	0.0%	11.1%	33.3%	19.4%	2.8%
Student Success Societies/Mentoring opportunities	13.9%	13.9%	2.8%	5.6%	41.7%	22.2%	0.0%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
11.1%	16.7%	33.3%	27.8%	8.3%	2.8%

Please Elaborate:



When the offer is extended to participate.; I'm not always aware of whether a particular event is a GEAR UP activity.; Never asked to be a part of them even though I would like to help.; When the school has activities that are school wide I participate.; School visits; I have students at all grade levels. When gear up freshmen are called out, I have other students to watch.; I am not a part of the Gear Up team.; I am never asked to participate in anything or tutor, etc....; I enjoy and appreciate everything about Gear-up. It remains a true constant of absolute quality. The students do not fully appreciate the purposes, nor what can be garnered via Gear-up. I have also work in the middle school setting, and gear-up possibly could be geared-up more and therefore, would be more readily accepted in the high school setting. Thanks for asking.; Teachers of ninth grade students primarily participate.

Few opportunities offered. Often unaware of workshops, etc. until the day of.; I am an SSS mentor and our group meets once per week.; There are many gear up activities and I usually participate in some capacity.; Go on college visits. Help with making parents aware of programs available to students. Work as a volunteer with the Gear up program.;

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.	2.8%	0.0%	0.0%	47.2%	50.0%	0.0%
I think GEAR UP is making a positive impact on my colleagues in my school	13.9%	2.8%	2.8%	38.9%	41.7%	0.0%
GEAR UP activities are likely to be sustained after the grant ends.	2.8%	5.6%	2.8%	55.6%	33.3%	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%	25.0%	44.4%	27.8%	2.8%
Mentoring	2.8%	2.8%	19.4%	36.1%	36.1%	2.8%
Academic Support	0.0%	0.0%	19.4%	33.3%	47.2%	0.0%
Financial Literacy	0.0%	0.0%	13.9%	41.7%	41.7%	2.8%
Partnership with Institutions of Higher Education	0.0%	0.0%	13.9%	44.4%	38.9%	2.8%
Community Support	2.8%	0.0%	25.0%	47.2%	22.2%	2.8%
College Visits	0.0%	0.0%	16.7%	44.4%	36.1%	2.8%
Access to College Professionals	0.0%	0.0%	25.0%	44.4%	27.8%	2.8%
Life Skills Development	0.0%	0.0%	22.2%	44.4%	30.6%	2.8%
College Application and Exploration Week	0.0%	0.0%	13.9%	41.7%	38.9%	5.6%



Please Elaborate:

We have always support college week. Teachers support students going to college.; I feel that my school would continue the activities after the grant ends. However, due to the poor economy in our area at the present time I fear that we may not have enough funds to participate to the extent that we could with the grant money.; These activities are integrated into the school and expected.; our goal and mission statement is "college and career ready"; If students can't see the possibilities, especially in our rural, economically challenged part of the state, they will give up and not even try to go beyond this area. A new world of oppurtunity awaits if we can just get them out there to see it.

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.	2.8%	25.0%	41.7%	22.2%	5.6%	2.8%
...will be eligible to apply to a postsecondary institution.	2.8%	8.3%	36.1%	33.3%	19.4%	0.0%
...can make an educational plan that will prepare them for college.	5.6%	2.8%	44.4%	38.9%	8.3%	0.0%
...can get good grades in their high school science classes.	2.8%	11.1%	44.4%	38.9%	2.8%	0.0%
...can get good grades in their high school math classes.	2.8%	16.7%	41.7%	36.1%	2.8%	0.0%
...can choose the high school classes needed to get into college.	2.8%	8.3%	38.9%	30.6%	16.7%	2.8%
...know enough about computers/ technology to get into college.	2.8%	2.8%	33.3%	41.7%	19.4%	0.0%
...can go to college after high school.	2.8%	8.3%	36.1%	36.1%	16.7%	0.0%
...could get A's and B's in college.	2.8%	13.9%	44.4%	36.1%	2.8%	0.0%
...could finish college and receive a college degree.	2.8%	8.3%	36.1%	41.7%	5.6%	5.6%

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

Our county is pushing technology without preparing the students. The students receive laptops but they do NOT know how to type, save a file, name a file, fix a folder, send emails, attach files to emails, etc., etc., etc. Just because they can text does not mean they can effectively use the technology given.

The lower grades are sending students to high school that can not read and COMPREHEND on level. They can NOT do basic math nor know how to write a correct, complete sentence. Attendance is a major problem as well. Middle School Students come to us without discipline - social and academic. They do not know how to interact and get along. They think that fighting is the answer to all problems.They bully all the time. They do not know how to take notes or study. They can sight read but have no basic comprehension skills. How can we prepare the students for college if they can not do the work on level?; The paid mentoring positions should be open for everyone to apply for the position rather than it being a personal preference of the coordinator.; We try to assist the student to become job ready and college ready. However, the students continue to be unsure



of entry math and English. In addition, Students have not mastered the art of note-taking, proper research, citing, nor typing.;Gear Up is amazing ?; Again, low expectations do not prepare students---many with Cs or above in AP courses but do not pass the AP exam, cannot complete their degree in 4 years simply do to an undeveloped discipline needed to master concepts without parental involvement. Thus, they attend college and quickly change majors multiple times or drop out-----an absence of study skills that should have been developed is missing.;The surveys are good, however we need tools to do more out in out communities and get them involved. Parents need to be able to volunteer more here and participate in the developing of a college foundation for the students.;