



School Name/County	Survey Type	Number of Respondents (N)
Scott High School/ Boone County	School Personnel Survey	19

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	41
Surveys Received	19
Estimated Response Rate (%)	46.3%

Results (Percentages) by Survey Question

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

	(%)
Grade 9	78.9%
Grade 10	84.2%
Grade 11	78.9%
Grade 12	57.9%

2. How many years have you worked in this position or role?

	This is my first year. (%)	1–2 years (%)	3–5 years (%)	6–10 years (%)	11–15 years (%)	More than 15 years (%)	No Response (%)
In total.	21.1%	10.5%	10.5%	5.3%	0.0%	52.6%	0.0%
At this school.	21.1%	15.8%	26.3%	5.3%	5.3%	26.3%	0.0%

3. Are you a GEAR UP site coordinator?

	(%)
Yes	5.3%
No	94.7%

3a. 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%	5.3%	47.4%	47.4%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	0.0%	52.6%	47.4%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	36.8%	63.2%	0.0%
d. Teachers regularly talk to students about the importance of college.	0.0%	5.3%	47.4%	47.4%	0.0%



e. Students care about learning and getting a good education.	15.8%	10.5%	47.4%	26.3%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	63.2%	36.8%	0.0%
g. Students are learning effective problem solving skills.	0.0%	5.3%	68.4%	26.3%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	5.3%	10.5%	63.2%	21.1%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	10.5%	57.9%	31.6%	0.0%
j. The curriculum appropriately challenges most students.	0.0%	15.8%	57.9%	21.1%	5.3%
	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%	21.1%	78.9%	0.0%
l. Parents are included in the college preparation process.	0.0%	0.0%	47.4%	47.4%	5.3%
m. School staff are provided with professional development on the topics of college readiness and success.	0.0%	21.1%	47.4%	31.6%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	5.3%	36.8%	57.9%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	0.0%	57.9%	42.1%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	10.5%	31.6%	57.9%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	15.8%	42.1%	42.1%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	0.0%	31.6%	47.4%	21.1%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	10.5%	57.9%	31.6%	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%	30.8%	61.5%	7.7%
b. I expect all students to succeed academically.	0.0%	0.0%	38.5%	53.8%	7.7%



c. Students are encouraged to do their best.	0.0%	0.0%	23.1%	69.2%	7.7%	
d. I regularly talk to students about the importance of college.	0.0%	0.0%	46.2%	46.2%	7.7%	
e. Students care about learning and getting a good education.	7.7%	23.1%	46.2%	15.4%	7.7%	
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	53.8%	38.5%	7.7%	
g. Students are learning effective problem solving skills.	0.0%	0.0%	46.2%	46.2%	7.7%	
h. I am able to engage students in a rigorous curriculum.	0.0%	7.7%	38.5%	46.2%	7.7%	
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	7.7%	7.7%	53.8%	23.1%	7.7%	
j. The curriculum appropriately challenges most students.	0.0%	7.7%	38.5%	46.2%	7.7%	
		Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES						
k. College pennants, banners, and posters are visible.	0.0%	15.4%	23.1%	53.8%	7.7%	
l. Parents are included in the college preparation process.	0.0%	15.4%	30.8%	38.5%	15.4%	
m. I am provided with professional development on the topics of college readiness and success.	0.0%	30.8%	23.1%	30.8%	15.4%	
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	0.0%	38.5%	38.5%	23.1%	
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	7.7%	38.5%	46.2%	7.7%	
p. I am provided information about the school's college-going rate and FAFSA completion rates.	0.0%	7.7%	38.5%	38.5%	15.4%	
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	23.1%	38.5%	30.8%	7.7%	
r. I engage in ongoing professional development about ways to promote college readiness.	0.0%	23.1%	30.8%	30.8%	15.4%	
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	0.0%	46.2%	46.2%	7.7%	

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%	15.8%	31.6%	31.6%	21.1%	0.0%
College savings plan/529	0.0%	31.6%	26.3%	15.8%	26.3%	0.0%
ACT/SAT	0.0%	5.3%	26.3%	21.1%	47.4%	0.0%
WV Higher Education Grant	0.0%	26.3%	15.8%	47.4%	10.5%	0.0%
Federal Grants, loans, work-study	0.0%	31.6%	15.8%	52.6%	0.0%	0.0%



College Selection (Match and Fit)	0.0%	10.5%	10.5%	26.3%	52.6%	0.0%
Scholarships (e.g., PROMISE or institutional)	0.0%	10.5%	21.1%	47.4%	21.1%	0.0%
Requirements for College Acceptance	0.0%	10.5%	15.8%	21.1%	52.6%	0.0%
The importance/Benefit of College Education	0.0%	0.0%	5.3%	10.5%	84.2%	0.0%
High School Graduation Requirements	0.0%	0.0%	15.8%	31.6%	52.6%	0.0%

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).	10.5%	21.1%	26.3%	15.8%	10.5%	15.8%	0.0%
I have individual discussions with students about what they want to do with their futures.	0.0%	0.0%	5.3%	21.1%	47.4%	26.3%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	0.0%	15.8%	52.6%	31.6%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	5.3%	5.3%	21.1%	21.1%	36.8%	10.5%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	15.8%	0.0%	15.8%	21.1%	26.3%	21.1%	0.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	15.8%	10.5%	21.1%	21.1%	15.8%	10.5%	5.3%

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

ALL students need conversations revolving around post-secondary education opportunities, not just students who are college-bound for a 4-year university degree. I think this is something that our school strives towards, which is good for many students. ; Developing the intrinsic motivation, organization, time management, and work ethic needed to succeed; Building it on day one. Discuss each college. All options incorporated with students and parents. Focus on education. Focus on college preparatory characteristics. Good study skills and



habits. Push the fact that ALL students have the opportunity and avenues to make it to college. There is something for everyone. ; getting students to realize the work ethic involved; Having the knowledge to realize that their are specific programs for specific vocations. How to get from one level to the next, and introducing them to more types of jobs available, especially in the ARTS!; Counselors provide exceptional college planning activities for students.; Repetition of the facts until they become common facts.; Believing in the students.; Awareness, availability, openness to discuss.; Expectations from home and school; Anyone can achieve a degree with money not being a problem.; Classroom information sessions

7. How have your beliefs about what is most important to building a college-going culture at your school changed?

I think the shift from the push for 4-year university degree toward just extra training/vocational studies in general has really changed and has benefited the students at the school.; We may be the only people our students have who encourage them to pursue post-secondary education, so we have to emphasize it if they are going to do it.; Perception changing, like the answer to 10, begins day one. Never give students and parents are reason to negatively perceive a school as lacking in the resources to help the student acheive their academic goals.;With the change in our economy, I feel we desperately need to introduce more jobs and vocations to our students! We need to incorporate classes to encourage job readiness. Our loyalty to our employers, and an understanding that they are a part of the success the company will enjoy!; More counselor involvement; Never assume that the staff is aware of the correct information. Provide daily facts to teachers for them to share.; College doesn't mean a four year degree - students can be successful with certificates and two-year programs.; Too many have no interest.; I now see that not everyone should go to college. There are many more post-secondary options than I ever knew existed when I was in school. You don't have to go to a four year college to have a solid future and a good life.;\$\$ is avialable.; more students are aware that lack of money should not limit them

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

My specific role lies within preparing students for whatever aid they may need in preparing for their life after graduation, which may be vocational studies, building resumes, etc.; I am the tone-setter as the principal, and I emphasize excellence every day to all students.; I am all about advising students and giving options. Asking recruiters to come in whenever possible. 11th grade is the most important year to prepare for their future. ; helping to learn to study, sorting through different options available to them; I am really retiring after this year! ; Be supportive and agreeable to help in anyway possible.; As coordinator, I provide the details and information to all stakeholders. ; I prepare students for the SAT and ACT which helps them to get scholarship money for college. I also talk to students often about the importance of higher education, ask their plans, and encourage them to make something of themselves to help break the stereotype that southern WV has. ; Support counselors and administration with their efforts. Support any parent or student wanting to discuss or needing help.; Before GEARUP, college was not really discussed. It was an assumption for the "smart" kids and not even an option for those who were not part of that group. I can now see information about college around the school all year. I also can teach kids about their options in class.;posting information, classroom discussions.; cheerleader, support, wall decor, advertising

9. 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%	10.5%	0.0%	10.5%	36.8%	42.1%	0.0%
Opportunities to participate in college visits	0.0%	10.5%	0.0%	5.3%	21.1%	63.2%	0.0%
Summer activities	10.5%	10.5%	0.0%	15.8%	36.8%	21.1%	5.3%
College Application and Exploration Week	0.0%	10.5%	0.0%	0.0%	36.8%	52.6%	0.0%
Provide information about college entrance requirements	0.0%	10.5%	0.0%	5.3%	31.6%	52.6%	0.0%
Career exploration activities	0.0%	10.5%	0.0%	5.3%	47.4%	36.8%	0.0%
Test preparation (e.g., ACT/SAT)	0.0%	10.5%	0.0%	10.5%	36.8%	42.1%	0.0%
Assistance with College Entrance Processes	0.0%	10.5%	0.0%	5.3%	31.6%	52.6%	0.0%
Assistance with completing financial aid forms (e.g., FAFSA)	0.0%	10.5%	0.0%	0.0%	26.3%	63.2%	0.0%
Teacher professional development about college awareness and success strategies	15.8%	15.8%	0.0%	15.8%	26.3%	26.3%	0.0%
Student Success Societies/Mentoring opportunities	5.3%	15.8%	0.0%	26.3%	21.1%	31.6%	0.0%
Faculty Senate Presentations	10.5%	5.3%	0.0%	36.8%	21.1%	21.1%	5.3%
College Decision Day and/or other college acceptance ceremonies/programming	0.0%	10.5%	0.0%	0.0%	31.6%	57.9%	0.0%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
21.1%	21.1%	26.3%	15.8%	15.8%	0.0%

Please Elaborate:

I have the opportunity to help the students make the best choice for their future. I am in the process of helping the students with their SAT preparation and school trips. We have certain amount of academic minutes set aside for students to observe college. We have a class dedicated to preparation as well.; I have offered cooking classes on several occasions; I do whatever is required; Coordinator, so it starts with me.; Not involved.; I am a GearUp tutor in the after school program.; Only when required; student and family interaction

11. 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.	5.3%	0.0%	0.0%	42.1%	52.6%	0.0%
I think GEAR UP is making a positive impact on my colleagues in my school.	5.3%	0.0%	5.3%	52.6%	26.3%	10.5%
GEAR UP activities are likely to be sustained after the grant ends.	5.3%	5.3%	10.5%	47.4%	31.6%	0.0%

12. 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%	15.8%	26.3%	52.6%	5.3%
Mentoring	0.0%	0.0%	10.5%	36.8%	47.4%	5.3%
Academic Support	0.0%	0.0%	10.5%	15.8%	68.4%	5.3%
Financial Literacy	0.0%	0.0%	10.5%	21.1%	63.2%	5.3%
Partnership with Institutions of Higher Education	0.0%	0.0%	10.5%	21.1%	63.2%	5.3%
Community Support	0.0%	0.0%	10.5%	36.8%	47.4%	5.3%
College Visits	0.0%	5.3%	5.3%	42.1%	42.1%	5.3%
Access to College Professionals	0.0%	5.3%	5.3%	42.1%	42.1%	5.3%
Life Skills Development	0.0%	0.0%	5.3%	31.6%	57.9%	5.3%
College Application and Exploration Week	0.0%	5.3%	5.3%	31.6%	52.6%	5.3%
College Decision Day	0.0%	0.0%	10.5%	31.6%	47.4%	10.5%

Please Elaborate:

If no money is available, volunteers are hard to find! Most teachers work two jobs to survive, our pay is so poor.; I don't think most of our activities would happen without the funding provided by GearUp. With our county's limited funds, we could not take students to colleges for visits or bring in experts to help them.;

13. 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.	5.3%	42.1%	21.1%	15.8%	10.5%	5.3%
...will be eligible to apply to a postsecondary institution.	5.3%	5.3%	31.6%	31.6%	21.1%	5.3%



...can make an educational plan that will prepare them for college.	5.3%	15.8%	21.1%	42.1%	10.5%	5.3%
...can get good grades in their high school science classes.	5.3%	10.5%	36.8%	36.8%	5.3%	5.3%
...can get good grades in their high school math classes.	5.3%	15.8%	36.8%	31.6%	5.3%	5.3%
...can choose the high school classes needed to get into college.	5.3%	10.5%	21.1%	42.1%	15.8%	5.3%
...know enough about computers/ technology to get into college.	5.3%	10.5%	21.1%	47.4%	10.5%	5.3%
...can go to college after high school.	5.3%	15.8%	31.6%	31.6%	10.5%	5.3%
...could get A's and B's in college.	5.3%	15.8%	36.8%	31.6%	5.3%	5.3%
...could finish college and receive a college degree.	5.3%	10.5%	36.8%	36.8%	5.3%	5.3%

14. What do you feel is the most significant factor that prevents students from setting postsecondary goals?

lack of parental involvement and support; finances, lack of support at home; lack of support from parents and families. No work ethic.; Fear for first generation students. Confidence; Interest and the fact that they are satisfied where they are.; Not being sure what they want to do or how they can get the training they need.; I teach special education.; Their lack of will to succeed combined with the lack of external support from friends and family etc.; lack of parent support ; constant support that gear up provides is super helpful

15. What do you feel is the most significant factor that prevents students from achieving their postsecondary goals?

lack of parental involvement and support; money; no support systems from bad home environments.; Work ethic. Personal goals are lacking. ; Parents and their preparation for raising children.; Lack of assertiveness to ask the questions and seek out info.; Skills and opportunities; Their lack of will to succeed combined with the lack of external support from friends and family etc.; lack of parent support; family education about how to support the student

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

College visits and mentoring will not be able to be continued as strong without the financial support of Gear UP