



School Name/County	Survey Type	Number of Respondents (N)
Valley High School/ Fayette County	School Personnel Survey	17

### School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	40
Surveys Received	17
<b>Estimated Response Rate (%)</b>	<b>42.5%</b>

### Results (Percentages) by Survey Question

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

	(%)
Grade 9	82.4%
Grade 10	82.4%
Grade 11	82.4%
Grade 12	82.4%

#### 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.	11.8%	11.8%	23.5%	11.8%	11.8%	23.5%	5.9%
At this school.	11.8%	17.6%	29.4%	23.5%	5.9%	11.8%	0.0%

#### 3. Are you a GEAR UP site coordinator?

	(%)
Yes	0.0%
No	100.0%

#### 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 (%)
<b>RIGOR AND EXPECTATIONS</b>					
a. Creativity and original thinking are highly valued.	5.9%	0.0%	52.9%	41.2%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	5.9%	52.9%	41.2%	0.0%
c. Students are encouraged to do their best.	5.9%	5.9%	41.2%	47.1%	0.0%
d. Teachers regularly talk to students about the importance of college.	5.9%	11.8%	41.2%	41.2%	0.0%



e. Students care about learning and getting a good education.	0.0%	17.6%	47.1%	35.3%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	5.9%	47.1%	47.1%	0.0%
g. Students are learning effective problem solving skills.	5.9%	0.0%	52.9%	41.2%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	5.9%	0.0%	52.9%	41.2%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	5.9%	11.8%	41.2%	35.3%	5.9%
j. The curriculum appropriately challenges most students.	5.9%	5.9%	52.9%	23.5%	11.8%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
<b>VISUAL CUES AND MATERIAL RESOURCES</b>					
k. College pennants, banners, and posters are visible.	5.9%	0.0%	64.7%	29.4%	0.0%
l. Parents are included in the college preparation process.	0.0%	5.9%	76.5%	17.6%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	5.9%	17.6%	64.7%	11.8%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	5.9%	5.9%	64.7%	23.5%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	5.9%	5.9%	76.5%	11.8%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	5.9%	17.6%	58.8%	17.6%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	5.9%	17.6%	64.7%	11.8%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	5.9%	17.6%	58.8%	17.6%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	5.9%	17.6%	52.9%	23.5%	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 (%)
<b>RIGOR AND EXPECTATIONS</b>					
a. Creativity and original thinking are highly valued.	6.7%	0.0%	53.3%	40.0%	0.0%
b. I expect all students to succeed academically.	6.7%	0.0%	46.7%	46.7%	0.0%



c. Students are encouraged to do their best.	6.7%	0.0%	46.7%	46.7%	0.0%	
d. I regularly talk to students about the importance of college.	0.0%	6.7%	53.3%	40.0%	0.0%	
e. Students care about learning and getting a good education.	0.0%	13.3%	53.3%	33.3%	0.0%	
f. Students are encouraged to set future college and career goals.	6.7%	0.0%	53.3%	40.0%	0.0%	
g. Students are learning effective problem solving skills.	6.7%	0.0%	60.0%	33.3%	0.0%	
h. I am able to engage students in a rigorous curriculum.	6.7%	13.3%	53.3%	26.7%	0.0%	
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	6.7%	20.0%	53.3%	20.0%	0.0%	
j. The curriculum appropriately challenges most students.	6.7%	13.3%	40.0%	33.3%	6.7%	
		Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
<b>VISUAL CUES AND MATERIAL RESOURCES</b>						
k. College pennants, banners, and posters are visible.	6.7%	6.7%	66.7%	20.0%	0.0%	
l. Parents are included in the college preparation process.	6.7%	20.0%	66.7%	6.7%	0.0%	
m. I am provided with professional development on the topics of college readiness and success.	6.7%	26.7%	53.3%	13.3%	0.0%	
n. Students have access to the information and resources they need to support their college attendance decisions.	6.7%	13.3%	73.3%	6.7%	0.0%	
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	6.7%	6.7%	80.0%	6.7%	0.0%	
p. I am provided information about the school's college-going rate and FAFSA completion rates.	20.0%	13.3%	53.3%	13.3%	0.0%	
q. College messaging is integrated into events, including sports events or arts performances.	6.7%	26.7%	60.0%	6.7%	0.0%	
r. I engage in ongoing professional development about ways to promote college readiness.	6.7%	26.7%	53.3%	13.3%	0.0%	
s. I am equipped with the knowledge to assist students in the transition from high school to college.	6.7%	6.7%	73.3%	13.3%	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%	5.9%	23.5%	11.8%	58.8%	0.0%
College savings plan/529	0.0%	23.5%	23.5%	29.4%	23.5%	0.0%
ACT/SAT	0.0%	5.9%	17.6%	29.4%	47.1%	0.0%
WV Higher Education Grant	0.0%	23.5%	11.8%	35.3%	29.4%	0.0%
Federal Grants, loans, work-study	0.0%	11.8%	17.6%	35.3%	35.3%	0.0%



College Selection (Match and Fit)	0.0%	11.8%	17.6%	29.4%	41.2%	0.0%
Scholarships (e.g., PROMISE or institutional)	0.0%	5.9%	17.6%	35.3%	41.2%	0.0%
Requirements for College Acceptance	0.0%	5.9%	11.8%	29.4%	52.9%	0.0%
The importance/Benefit of College Education	0.0%	5.9%	11.8%	23.5%	58.8%	0.0%
High School Graduation Requirements	0.0%	5.9%	23.5%	17.6%	52.9%	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).	0.0%	35.3%	17.6%	23.5%	17.6%	5.9%	0.0%
I have individual discussions with students about what they want to do with their futures.	0.0%	0.0%	0.0%	41.2%	52.9%	5.9%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	0.0%	35.3%	52.9%	11.8%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	0.0%	5.9%	11.8%	47.1%	29.4%	5.9%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	0.0%	5.9%	5.9%	52.9%	29.4%	5.9%	0.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	0.0%	11.8%	23.5%	29.4%	23.5%	5.9%	5.9%

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

College visits, counselor advising. ; Go to school; communication with students; Spreading information to all students.; Encouraging students to realize the importance of furthering their education.; Make the students aware that there are options out there, especially for students in low-income/poverty homes.; Exposure to local colleges. College recruitment at school. ; I want all students to pursue their education after high school.; Setting Goals for our students; Include staff; Convincing the students who are equipped for college to explain the



benefits and the culture at college, accentuating the positives. However, it is never a good idea to pressure students you know are not "college material" to jump right into college.; The most important aspect is creating and maintaining a viable work force.; Awareness; Keeping it in the discussion. Actively asking the students what their future plans are. ;  
 BUILDING COLLEGE READINESS IS A POSITIVE ISSUE.; Knowledge of what needs to be done. ; Counseling

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

More exposure more often. ; Not at all; none; I have learned that many kids believe college isn't for everyone, which just isn't true.; College is not the answer for everyone. Vocational training is equally important.; Seeing and hearing from students.; More college prep in earlier grade levels.; I believe some students are more career center oriented.; Coming here I see that college is not stressed and specific teachers are the only ones that get information or attend college tours; I am convinced that not all students are "college material," and that is not a bad thing.; When I was younger I thought 4 year college was what all students needed. Now I have come to truly believe in the degree programs offered at such schools as BridgeValley and Carver. Students should not be made to feel second best if they do not choose to attend a 4 year school.; Being able to visual see colleges in action; I feel college isn't the best option for many students. I've been recommending community college more than ever so they can enter the workforce faster and learn more skills for skilled labor jobs. ;  
 IT IS NOW MORE STRUCTURED.; With time I gained knowledge of requirements, FASFA, and scholarship information. ; Increased

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

I have participated in various gearup activities over the past few years. ; Do gooder; communication with students; I am not included in college readiness activities.; My role is as it has always been as an adviser and a person who shares experiences.; My role is to encourage or interest students to attend college in my subject area.; I just give them support and have them to talk about their goals ; I mainly talk in class about the FASFA and college choice.; I have students steal the gear-up materials and teachers give students gear-up computers and tablets; I do not believe schools should have a "college-going culture." If a teachers recognizes a students is equipped for college, or would like to attend college, then I believe it is the teacher's responsibility to prepare the student. ; I frequently discuss the merits of local colleges with my seniors. GearUp has not been as prevalent to the class of 2019 so we did use class time to explore career options.; Always talk about the importance of higher education to the students; I see my role as being a mentor. Giving them advice on what schools would fit them best.; The importance of Physical Education and Health is a necessity.; I need to be a leader to assist students. ; Yes I have been more involved

**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%	5.9%	11.8%	23.5%	47.1%	11.8%	0.0%
Opportunities to participate in college visits	5.9%	11.8%	5.9%	11.8%	47.1%	17.6%	0.0%
Summer activities	0.0%	11.8%	11.8%	29.4%	41.2%	5.9%	0.0%
College Application and Exploration Week	5.9%	5.9%	11.8%	29.4%	35.3%	11.8%	0.0%



Provide information about college entrance requirements	5.9%	5.9%	5.9%	17.6%	47.1%	17.6%	0.0%
Career exploration activities	0.0%	5.9%	0.0%	47.1%	35.3%	11.8%	0.0%
Test preparation (e.g., ACT/SAT)	0.0%	5.9%	5.9%	23.5%	52.9%	11.8%	0.0%
Assistance with College Entrance Processes	0.0%	5.9%	11.8%	11.8%	47.1%	23.5%	0.0%
Assistance with completing financial aid forms (e.g., FAFSA)	0.0%	5.9%	0.0%	23.5%	47.1%	23.5%	0.0%
Teacher professional development about college awareness and success strategies	0.0%	5.9%	17.6%	17.6%	47.1%	11.8%	0.0%
Student Success Societies/Mentoring opportunities	0.0%	5.9%	5.9%	29.4%	47.1%	11.8%	0.0%
Faculty Senate Presentations	0.0%	5.9%	23.5%	17.6%	41.2%	11.8%	0.0%
College Decision Day and/or other college acceptance ceremonies/programming	0.0%	5.9%	5.9%	23.5%	47.1%	17.6%	0.0%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
17.6%	35.3%	23.5%	17.6%	5.9%	0.0%

**Please Elaborate:**

Field trips, Gearup tutoring, college campus visits. ; Sometimes; chaperone; I am not included.; As a parent I participate with my own child. As a teacher I encourage students to participate in the program.; I didn't have a lot to do with the Gear Up activities offered.; I never had the chance to attend one of these events ; Not offered the opportunity; The gear-up program is limited and to become part of it you must be in a certain "Click" to participate as a teacher; I have provided after-school tutoring, which is my extent of any form of GEAR UP activities.; I did not have the opportunity to participate in the program as much this school year as I have in the past.; I asked my students what their future plans were often. I made it a point to ask every student when I had a chance.; Provide supervision and assistance.

**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.	0.0%	5.9%	0.0%	70.6%	23.5%	0.0%
I think GEAR UP is making a positive impact on my colleagues in my school.	0.0%	5.9%	11.8%	64.7%	17.6%	0.0%
GEAR UP activities are likely to be sustained after the grant ends.	0.0%	11.8%	17.6%	52.9%	17.6%	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	11.8%	5.9%	5.9%	52.9%	23.5%	0.0%
Mentoring	5.9%	5.9%	5.9%	70.6%	11.8%	0.0%
Academic Support	11.8%	5.9%	11.8%	58.8%	11.8%	0.0%
Financial Literacy	11.8%	5.9%	17.6%	41.2%	23.5%	0.0%
Partnership with Institutions of Higher Education	11.8%	5.9%	29.4%	41.2%	11.8%	0.0%
Community Support	5.9%	11.8%	17.6%	47.1%	17.6%	0.0%
College Visits	11.8%	11.8%	17.6%	41.2%	17.6%	0.0%
Access to College Professionals	11.8%	11.8%	17.6%	47.1%	11.8%	0.0%
Life Skills Development	5.9%	11.8%	17.6%	52.9%	11.8%	0.0%
College Application and Exploration Week	11.8%	11.8%	11.8%	47.1%	17.6%	0.0%
College Decision Day	11.8%	11.8%	11.8%	47.1%	17.6%	0.0%

**Please Elaborate:**

GOOD STUFF; n/a; Valley High School is closing so we will not be promoting anything at the High School level.; Finances may make it harder for kids to be involved.; Best part about Gear up is filling out the FASFA; We don't really do any of these things now.; Our school is transitioning to a PK-8 beginning with the 2019-20 school year.; This school will no longer house high school students.; Will be transforming into a PK-8 next year. ;

**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.	0.0%	23.5%	23.5%	41.2%	11.8%	0.0%
...will be eligible to apply to a postsecondary institution.	0.0%	17.6%	35.3%	35.3%	11.8%	0.0%



...can make an educational plan that will prepare them for college.	0.0%	17.6%	41.2%	23.5%	17.6%	0.0%
...can get good grades in their high school science classes.	0.0%	17.6%	47.1%	23.5%	11.8%	0.0%
...can get good grades in their high school math classes.	0.0%	11.8%	52.9%	23.5%	11.8%	0.0%
...can choose the high school classes needed to get into college.	0.0%	17.6%	41.2%	29.4%	11.8%	0.0%
...know enough about computers/ technology to get into college.	5.9%	17.6%	17.6%	29.4%	29.4%	0.0%
...can go to college after high school.	0.0%	5.9%	52.9%	29.4%	11.8%	0.0%
...could get A's and B's in college.	5.9%	23.5%	41.2%	17.6%	11.8%	0.0%
...could finish college and receive a college degree.	5.9%	11.8%	52.9%	17.6%	11.8%	0.0%

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

Financial difficulties. ; Doing bad; lack of family example ; Money.; Family situations; Money/Finances; Their attitudes about school. If they feel successful. ; They are burned out with school and other families did not attend college ; Culture; Computer classes and literacy are not important in this county; Preparation from school counselors, teachers, and administration. Beginning in the 9th grade, every student should be required to take the PSAT and have access to take it for free.; Most of my students could not fathom the bigger picture and the dedication required to see it through to college graduation. It seemed to me that the majority expected college to be a continuation of high school.; Worry of how they will pay for school.; Their surroundings. The fact that their parents or grandparents didn't go to college. Also a lack of information provided by the school on the importance of post secondary education.; The lack of confidence.; Knowledge of requirements. ; Parental involvement

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

Financial difficulties. ; Doing bad; lack of family support ; Money.; Family situations; Money/Finances; Lack of encouragement at home.; Desire , lack of funding and support; family and culture; Poor leadership, so goes the head the body follows; Finances are typically the greatest reason students cannot achieve their postsecondary education or training goals. The Promise scholarship does not provide enough financial support and other programs typically do not partner with the Promise to fulfill remaining financial needs, which is sad.; I feel that it is a lack of maturity at times.; Did not have a game plan on the direction needed to achieve that goal; Lack of regularity in their high school careers. ; Low interest.; Good work ethic; Family issues

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

Potato;Students NEED more information about scholarship/grant/other funding options out there than just loans. Many don't want to start off in debt.; Nothing; School will be closed now. The test scores are horrific, and lack of care among teachers and students.; A student who is part of HSTA and many other programs that help them get to college do not provide additional financial support if the student also receives the Promise scholarship. This must be fixed. If students want to attend Marshall University, why must they pay for their own



room and board. I feel this is a travesty and an injustice to students who have worked hard for four high school years to maintain a good grade point average.