



School Name/County	Survey Type	Number of Respondents (N)
Westside High School/ Wyoming County	School Personnel Survey	21

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	35
Surveys Received	21
Estimated Response Rate (%)	60.0%

Results (Percentages) by Survey Question

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

	(%)
Grade 9	71.4%
Grade 10	90.5%
Grade 11	81.0%
Grade 12	71.4%

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.	19.0%	9.5%	23.8%	14.3%	14.3%	19.0%	0.0%
At this school.	23.8%	14.3%	19.0%	19.0%	19.0%	4.8%	0.0%

3. Are you a GEAR UP site coordinator?

	(%)
Yes	9.5%
No	90.5%

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%	4.8%	42.9%	52.4%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	0.0%	47.6%	52.4%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	23.8%	76.2%	0.0%
d. Teachers regularly talk to students about the importance of college.	0.0%	4.8%	28.6%	66.7%	0.0%



e. Students care about learning and getting a good education.	0.0%	14.3%	33.3%	52.4%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	33.3%	66.7%	0.0%
g. Students are learning effective problem solving skills.	0.0%	4.8%	57.1%	38.1%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	0.0%	14.3%	42.9%	42.9%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	0.0%	42.9%	57.1%	0.0%
j. The curriculum appropriately challenges most students.	0.0%	9.5%	47.6%	42.9%	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%	4.8%	33.3%	61.9%	0.0%
l. Parents are included in the college preparation process.	0.0%	0.0%	23.8%	76.2%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	0.0%	9.5%	38.1%	52.4%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	0.0%	33.3%	66.7%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	4.8%	42.9%	52.4%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	4.8%	33.3%	61.9%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	14.3%	23.8%	61.9%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	0.0%	19.0%	28.6%	52.4%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	4.8%	38.1%	57.1%	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%	38.9%	61.1%	0.0%
b. I expect all students to succeed academically.	0.0%	0.0%	33.3%	66.7%	0.0%



c. Students are encouraged to do their best.	0.0%	0.0%	22.2%	77.8%	0.0%	
d. I regularly talk to students about the importance of college.	0.0%	11.1%	22.2%	61.1%	5.6%	
e. Students care about learning and getting a good education.	0.0%	16.7%	38.9%	44.4%	0.0%	
f. Students are encouraged to set future college and career goals.	0.0%	5.6%	27.8%	61.1%	5.6%	
g. Students are learning effective problem solving skills.	0.0%	0.0%	55.6%	44.4%	0.0%	
h. I am able to engage students in a rigorous curriculum.	0.0%	11.1%	44.4%	44.4%	0.0%	
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	0.0%	44.4%	55.6%	0.0%	
j. The curriculum appropriately challenges most students.	0.0%	5.6%	38.9%	50.0%	5.6%	
		Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES						
k. College pennants, banners, and posters are visible.	0.0%	5.6%	38.9%	55.6%	0.0%	
l. Parents are included in the college preparation process.	0.0%	5.6%	44.4%	50.0%	0.0%	
m. I am provided with professional development on the topics of college readiness and success.	0.0%	22.2%	22.2%	55.6%	0.0%	
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	0.0%	50.0%	50.0%	0.0%	
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	5.6%	38.9%	55.6%	0.0%	
p. I am provided information about the school's college-going rate and FAFSA completion rates.	0.0%	5.6%	38.9%	55.6%	0.0%	
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	11.1%	38.9%	50.0%	0.0%	
r. I engage in ongoing professional development about ways to promote college readiness.	0.0%	22.2%	27.8%	50.0%	0.0%	
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	0.0%	38.9%	61.1%	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%	9.5%	9.5%	19.0%	61.9%	0.0%
College savings plan/529	0.0%	9.5%	23.8%	23.8%	42.9%	0.0%
ACT/SAT	9.5%	0.0%	23.8%	9.5%	57.1%	0.0%
WV Higher Education Grant	0.0%	9.5%	14.3%	19.0%	57.1%	0.0%
Federal Grants, loans, work-study	0.0%	4.8%	9.5%	19.0%	66.7%	0.0%



College Selection (Match and Fit)	4.8%	0.0%	9.5%	19.0%	66.7%	0.0%
Scholarships (e.g., PROMISE or institutional)	4.8%	0.0%	23.8%	14.3%	57.1%	0.0%
Requirements for College Acceptance	4.8%	4.8%	19.0%	9.5%	61.9%	0.0%
The importance/Benefit of College Education	9.5%	0.0%	9.5%	9.5%	71.4%	0.0%
High School Graduation Requirements	4.8%	0.0%	14.3%	14.3%	57.1%	9.5%

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%	23.8%	9.5%	23.8%	33.3%	9.5%	0.0%
I have individual discussions with students about what they want to do with their futures.	0.0%	0.0%	4.8%	23.8%	52.4%	19.0%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	4.8%	19.0%	52.4%	23.8%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	0.0%	0.0%	9.5%	23.8%	52.4%	14.3%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	0.0%	4.8%	9.5%	23.8%	42.9%	19.0%	0.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	0.0%	4.8%	28.6%	19.0%	28.6%	9.5%	9.5%

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

Continually encouraging them to go to college with a want to attitude and not a have to attitude!; Teacher support; Making each student know that they could go to college if they want. Looking at what each student wants and if college is the right path to take to get there. I don't think every student will or needs to go to college. Some will do just as well, or even better, with a vocational training.; focusing on career readiness for all in the curriculum for those careers outside of college as well those college bound students. ; Meeting with



students individually and in groups and getting parents on board and involved.; Financial resources ; Awareness; The people buying into the idea.; We need to get the students invested in their future by introducing them to future possibilities. College day, career day, guest speakers, counseling sessions, and frequent talks to introduce students to the possibilities of career paths and what it takes to get their is essential.; Creating opportunities for students to explore and learn and helping students set goals and expectations.; Everyone participates; College information; Energy; Information is everywhere and students explore and plan for college from their first year ; Positivity; Access to info; Keep the focus on college

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

I put more importance on going than I use to!; One size doesn't fit all.; I know now that just having a culture that encourages college for all, doesn't mean that all have to be focused and forced to think this is the only path for a good citizen. Other avenues of vocations are just as desirable for some students. A college culture doesn't mean we disregard all other choices.; yes; Our college going rate and FAFSA completions have increased every year.; more clearly see the importance of it; The demographic of the area is in support of trade rather than college. We need to build awareness that college is just as important as trade and is needed just as much, and that college can be used to build upon trade education and open up newer opportunities and career paths.; I DO NOT believe college is for everyone BUT I DO believe that some type of after school training is.; Students change, beliefs change. Each year there is a new group of students to influence. With that requirements change, so we need to keep up with the changes so we can pass it on to the students.; Over time it has become obvious how the school is the only support and motivation many of our students have to reaching the next level of learning beyond high school.; Not sure; The haven't really changed; Kids change ; Setting expectations and creating opportunities; Have not changed; Everyone can go; Not really changed

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

N/A; Always encouraging students about GEAR UP and college.; My part is to encourage all students who express interest in college. To let them know that it is certainly in their world of possibilities to go if they want to go to college.; college prep courses; My role as a counselor and with the help of GEAR UP has changed the whole look of college going rate and the culture at WHS. Students have more access to college access, college visits, more information about 2 and 4 year programs, schools and universities, scholarships, FAFSA's, skilled programs and more. ; My role as an educator is to help prepare them academically to be a success at the college level. It is also up to me to encourage students and discuss with them the various opportunities that are out there for financial assistance.; Provide support when possible; My role is uninvolved but not by choice. I have not been involved in the college-going business at my school and I am never asked or included in the process, even when students explore my alma mater.; I am a motivator.; I consider myself to be a person that prepares students for college and future careers. I get students ready for college entrance exams.; Westside has always been a GEAR UP school, so we have always had that focus, energy, and opportunity since I have been there. My role as a counselor is to plan, schedule, and promote opportunities for the students to learn about educational opportunities after high school. The college going climate is contagious in our school for the lower classmen; Promote activities; Promote college; Encourage kids; Promoting college and helping students see the need ; Talk to kids; Encouragement ; Not changed

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	33.3%	9.5%	0.0%	9.5%	14.3%	28.6%	4.8%
Opportunities to participate in college visits	0.0%	9.5%	0.0%	0.0%	19.0%	66.7%	4.8%
Summer activities	14.3%	4.8%	0.0%	9.5%	4.8%	61.9%	4.8%
College Application and Exploration Week	0.0%	4.8%	0.0%	0.0%	14.3%	76.2%	4.8%
Provide information about college entrance requirements	0.0%	4.8%	0.0%	0.0%	9.5%	71.4%	14.3%
Career exploration activities	0.0%	4.8%	0.0%	4.8%	14.3%	71.4%	4.8%
Test preparation (e.g., ACT/SAT)	0.0%	4.8%	0.0%	0.0%	9.5%	81.0%	4.8%
Assistance with College Entrance Processes	0.0%	4.8%	0.0%	0.0%	19.0%	71.4%	4.8%
Assistance with completing financial aid forms (e.g., FAFSA)	0.0%	4.8%	0.0%	0.0%	4.8%	81.0%	9.5%
Teacher professional development about college awareness and success strategies	9.5%	4.8%	0.0%	9.5%	14.3%	57.1%	4.8%
Student Success Societies/Mentoring opportunities	4.8%	4.8%	4.8%	4.8%	14.3%	61.9%	4.8%
Faculty Senate Presentations	4.8%	4.8%	4.8%	4.8%	9.5%	66.7%	4.8%
College Decision Day and/or other college acceptance ceremonies/programming	0.0%	4.8%	0.0%	0.0%	14.3%	76.2%	4.8%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
4.8%	14.3%	38.1%	23.8%	14.3%	4.8%

Please Elaborate:

College/Career day; New employee at Westside, but love the program!; Gear up activities for students are geared toward college going students for the college visits and I don't take part in that. For the lower grades there may be a meeting very seldom but I don't participate, I usually have other students in class and can't get out.; Students are involved in a GEAR UP activity weekly.; I help with the tutoring after school, Review ACT material, Encourage students to complete the FAFSA, Chaperone trips to colleges, etc.; When time allows for it ; I am never asked or included in GEAR UP activities.; Any time I am available to help I love it. It is awesome to see their faces as they tour



a campus.; I try to participate when time allows.; As site coordinator, I attend every event. We were not allowed to offer tutoring this year because although we have a tremendous surplus in salaries, the county director said there was no money in that line item this year. So there was no GEAR UP tutoring this year. However, in the previous two years, GEAR UP tutoring has been extremely beneficial as we offered both an embedded tutor during the day plus after school tutoring. These interventions contributed to overall student success. During the first two years, we also provided SAT/ACT tutoring the week before the test. As a result, many of our cohort students have already qualified for PROMISE, and that's so exciting! This year, our teachers implemented TESTIVE, and we are anxiously awaiting the results of our April 9 SAT test results and expect even more juniors to become PROMISE eligible. ; As often as those events include teachers; When I have juniors or seniors during the time of activities I help ; When I have kids who are involved I go with them; I attend when I can; I attend ; I help when I can

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.	4.8%	0.0%	0.0%	23.8%	71.4%	0.0%
I think GEAR UP is making a positive impact on my colleagues in my school.	9.5%	0.0%	4.8%	19.0%	66.7%	0.0%
GEAR UP activities are likely to be sustained after the grant ends.	9.5%	4.8%	9.5%	33.3%	42.9%	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%	9.5%	28.6%	61.9%	0.0%
Mentoring	0.0%	9.5%	4.8%	28.6%	57.1%	0.0%
Academic Support	0.0%	0.0%	9.5%	19.0%	71.4%	0.0%
Financial Literacy	0.0%	0.0%	9.5%	23.8%	66.7%	0.0%
Partnership with Institutions of Higher Education	0.0%	0.0%	9.5%	28.6%	61.9%	0.0%
Community Support	0.0%	0.0%	9.5%	33.3%	57.1%	0.0%
College Visits	0.0%	4.8%	33.3%	28.6%	33.3%	0.0%
Access to College Professionals	0.0%	0.0%	9.5%	28.6%	61.9%	0.0%
Life Skills Development	0.0%	0.0%	4.8%	38.1%	57.1%	0.0%
College Application and Exploration Week	0.0%	4.8%	4.8%	19.0%	71.4%	0.0%
College Decision Day	0.0%	0.0%	9.5%	28.6%	57.1%	4.8%



Please Elaborate:

N/A; The school recognizes the importance of helping students through the college application and decision-making process. College visits are a positive. So the school will do everything to continue these things to benefit the students even if GEAR UP is not in our school. ; they will promote following ongoing to prepare students for the future.; Funding; My school is located in a poor area of the state and is unable to provide many services and educational programs due to the lack of funding. Very few of these services will be available if funding is pulled or expires.; Our school will do the best they can with what they have to insure students are prepared for the future.; I have been with GEAR UP since the very first grant and do not like to think about high school without GEAR UP. However, I think we can maintain most of our activities in the future except college visits. We are a poor county and the loss of coal mines and related businesses results in loss of revenue for our school system. Sadly, I predict perhaps one college visit reserved only for seniors in the future for our high school without GEAR UP.; Our school should be able to continue with most activities what do not cost much money; We will not have money to pay for those things.; Have to raise money for buses; We can do most activities; Marshall pays for a bus for certain seniors to go on a campus visit.; Most activities will not cost money if there is no food involved

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.	4.8%	9.5%	28.6%	47.6%	4.8%	4.8%
...will be eligible to apply to a postsecondary institution.	4.8%	0.0%	33.3%	47.6%	14.3%	0.0%
...can make an educational plan that will prepare them for college.	4.8%	4.8%	28.6%	47.6%	14.3%	0.0%
...can get good grades in their high school science classes.	4.8%	4.8%	28.6%	52.4%	9.5%	0.0%
...can get good grades in their high school math classes.	4.8%	4.8%	28.6%	52.4%	9.5%	0.0%
...can choose the high school classes needed to get into college.	4.8%	9.5%	9.5%	52.4%	23.8%	0.0%
...know enough about computers/ technology to get into college.	4.8%	0.0%	14.3%	52.4%	28.6%	0.0%
...can go to college after high school.	4.8%	4.8%	28.6%	47.6%	14.3%	0.0%
...could get A's and B's in college.	4.8%	14.3%	23.8%	47.6%	9.5%	0.0%
...could finish college and receive a college degree.	4.8%	4.8%	28.6%	47.6%	14.3%	0.0%

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

Attitude!; All the above substsc; They don't want to put the effort in to obtain these things. Most are just thinking about today and not the future and right now they certainly can't see themselves doing more "school work" ; preparedness and financial issues; Awareness; There has to be some type of support system for the students. That can be at their home or here at the school.; Money; Now that our WV students will receive free community college, the biggest obstacle that will prevent actual attendance I feel will be lack of transportation



for many of our students. ; It seems like most of our seniors do have those goals; Money; Money; No goals; No family to help; Not knowing what they want to do

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

Support!; Prevention ; Students are used to things being easy in high school and when they get to college the work is harder than they are used to and they feel they can't do it, so some quit.; preparedness and financial issues; The curriculum is not rigorous enough to allow students to achieve goals.; Lack of a support system to push them to reach their goals.; Money; I feel the majority of our students will set goals and leave high school with a plan for postsecondary educational goals. Some will get sidetracked and look for work so they can make money immediately, and a little money seems like a lot when a person first begins to work.; I'm not sure; Money to pay for education; Money; Lack of support; No transportation; Money

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

Gear-up is an outstanding positive program for any school that it is involved in. We must educate our young people, so that they can have a promising future and encourage their kids to do the same. ; My school and the district at large is prone to hiring teachers who are not well versed or trained in the areas they teach. The curriculum is not rigorous enough to challenge students appropriately. Student expectations are limited and often times not high enough. The school district is financially inept at providing appropriate services and programs for students. Parental involvement is limited as most parents view education as unimportant or not worth their time to be involved. Student attitude towards education is poor and is often the cause of learning difficulties and hardships, which presents teachers with difficulty teaching the curriculum. Most students are unable to handle the curriculum at the high school level and most learn at a lower level than others which presents academic hardships. The level at which students can pass has been lowered in order to boost graduation rates, which is favored over student success. Students are no longer retained for failure but offered recovery programs which do not enforce discipline in learning but instead undermines it.