



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

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	36
Surveys Received	21
Estimated Response Rate (%)	58.3%

Results (Percentages) by Survey Question

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

	(%)
Grade 9	66.7%
Grade 10	76.2%
Grade 11	71.4%
Grade 12	85.7%

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.	0.0%	9.5%	14.3%	28.6%	14.3%	28.6%	4.8%
At this school.	4.8%	9.5%	19.0%	38.1%	14.3%	14.3%	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 (%)
RIGOR AND EXPECTATIONS					
a. Creativity and original thinking are highly valued.	0.0%	0.0%	71.4%	28.6%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	0.0%	71.4%	28.6%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	47.6%	52.4%	0.0%
d. Teachers regularly talk to students about the importance of college.	0.0%	4.8%	52.4%	42.9%	0.0%



e. Students care about learning and getting a good education.	0.0%	23.8%	42.9%	33.3%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	52.4%	47.6%	0.0%
g. Students are learning effective problem solving skills.	0.0%	14.3%	66.7%	19.0%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	0.0%	9.5%	71.4%	19.0%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	0.0%	33.3%	66.7%	0.0%
j. The curriculum appropriately challenges most students.	0.0%	4.8%	52.4%	38.1%	4.8%
	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%	38.1%	61.9%	0.0%
l. Parents are included in the college preparation process.	0.0%	0.0%	42.9%	57.1%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	0.0%	4.8%	52.4%	42.9%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	0.0%	38.1%	61.9%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	4.8%	28.6%	66.7%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	0.0%	33.3%	66.7%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	9.5%	52.4%	38.1%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	0.0%	9.5%	57.1%	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%	47.6%	52.4%	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%	21.1%	78.9%	0.0%
b. I expect all students to succeed academically.	0.0%	0.0%	21.1%	78.9%	0.0%



c. Students are encouraged to do their best.	0.0%	0.0%	15.8%	84.2%	0.0%	
d. I regularly talk to students about the importance of college.	0.0%	10.5%	26.3%	57.9%	5.3%	
e. Students care about learning and getting a good education.	0.0%	21.1%	57.9%	21.1%	0.0%	
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	36.8%	63.2%	0.0%	
g. Students are learning effective problem solving skills.	0.0%	0.0%	47.4%	52.6%	0.0%	
h. I am able to engage students in a rigorous curriculum.	0.0%	0.0%	57.9%	42.1%	0.0%	
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	0.0%	36.8%	52.6%	10.5%	
j. The curriculum appropriately challenges most students.	0.0%	0.0%	36.8%	57.9%	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%	26.3%	73.7%	0.0%	
l. Parents are included in the college preparation process.	0.0%	0.0%	63.2%	36.8%	0.0%	
m. I am provided with professional development on the topics of college readiness and success.	0.0%	5.3%	47.4%	47.4%	0.0%	
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	0.0%	47.4%	52.6%	0.0%	
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	0.0%	36.8%	63.2%	0.0%	
p. I am provided information about the school's college-going rate and FAFSA completion rates.	0.0%	0.0%	36.8%	63.2%	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. I engage in ongoing professional development about ways to promote college readiness.	0.0%	15.8%	42.1%	42.1%	0.0%	
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	0.0%	42.1%	57.9%	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%	4.8%	9.5%	38.1%	47.6%	0.0%
College savings plan/529	0.0%	9.5%	33.3%	38.1%	19.0%	0.0%
ACT/SAT	0.0%	4.8%	4.8%	28.6%	61.9%	0.0%
WV Higher Education Grant	0.0%	9.5%	14.3%	47.6%	28.6%	0.0%
Federal Grants, loans, work-study	0.0%	9.5%	9.5%	28.6%	52.4%	0.0%



College Selection (Match and Fit)	0.0%	0.0%	0.0%	33.3%	66.7%	0.0%
Scholarships (e.g., PROMISE or institutional)	4.8%	4.8%	14.3%	28.6%	47.6%	0.0%
Requirements for College Acceptance	4.8%	0.0%	9.5%	28.6%	57.1%	0.0%
The importance/Benefit of College Education	9.5%	0.0%	0.0%	9.5%	81.0%	0.0%
High School Graduation Requirements	4.8%	0.0%	9.5%	23.8%	61.9%	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).	4.8%	0.0%	9.5%	42.9%	38.1%	4.8%	0.0%
I have individual discussions with students about what they want to do with their futures.	0.0%	0.0%	0.0%	4.8%	57.1%	38.1%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	0.0%	14.3%	42.9%	42.9%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	0.0%	0.0%	4.8%	28.6%	33.3%	33.3%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	0.0%	4.8%	4.8%	33.3%	38.1%	19.0%	0.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	0.0%	4.8%	4.8%	52.4%	23.8%	14.3%	0.0%

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

Financial Aid Information; Seminars on college ; Letting students know that 2 year college degrees and certificates are important too; Alumni and Athletics; Strong, rigorous instruction in the classroom to ensure that students are ready to take the ACT/SAT and are able pass their classes once they get to college. When students are given rigorous instruction and life-long learning is stressed, I think that students automatically begin to think about continuing their educations passed high school. ; Increasing students' knowledge about college. ;



Encouraging it from elementary school through high school, getting parents to take a college class.; College Decision day;I fell that the more the family is involved, the more likely a student will attend college.; Having high expectations in high school so they have an idea of what to expect in college.; Providing information about the benefits of a college education. ; Most importantly we try to build a college-going culture by helping students see that they can afford college and that college doesn't always mean a four year institution.

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

Not much ; I value apprenticeships with attitudes in this region. it hasn't, I respect college culture. ; I now believe that many students would be much better served by technical education programs at community colleges or vocational schools than I used to be. I see a growing number of liberal college graduates who are vastly underemployed and come from college owing so much in students loans that they struggle to survive financially. Education should not be a "one-size-fits-all" endeavor. Some students do well going to college; however, we need to stress programs such as plumbing, electrician, truck driving, masonry/welding, etc. Our students need to know that hard work of all types is to be valued, and that often technical schools and vocation schools are more cost effective.; More teachers are on board to help; CTE programs and types of degrees necessary have changed for WV opportunities in the job market.; 2 year college , training, and technical and career skills have become more important. Welding etc; When i first started teaching, I thought that all parents pushed their children to do well and to strive to go to college. I have found that many students do not have the support at home to be motivated to do well and most of our students would be the first ones in their family to go to college. Also, many parents and students have no idea how much harder college is than high school; I have realized that on of the most important factors is family support and encouragement. I have realized that many of out students do not have this support and encouragement.; I never realized how important college exposure is. As a student who had exposure to these topics at home, I did not realize how many students do not get that exposure anywhere except school.

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

My role is to promote college going and to help all student succeed ; I know more about the promise scholarship and local scholarships. I know you or about technical schools.; Make students see all angles. ;I feel I help prepare them and encourage them to attend college. Since Gear Up, college is a more common topic at the school. ; Role has changed in learning what is out there.; I DO ISS(IN School Suspension) I have gathered more info and am constantly trying to get students turned around and not only finish HS but get training and skills afterward.; Encouragement is key. Telling students that it will take a lot of work but that they are capable.; I encourage students to take advantage of Gear up opportunities and college tours.; My role as an educator is to provide positive information about the benefits of a college education. My role has not changed; however, the information about the importance has become more visual and vocal to our students with the presence of GEAR UP in our school.; As [Removed Identifier], I see my primary role as someone who helps students develop plans and goals and help them to stay on a path that will help them reach those goals.

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%	14.3%	0.0%	9.5%	47.6%	19.0%	9.5%



Opportunities to participate in college visits	0.0%	0.0%	0.0%	14.3%	14.3%	71.4%	0.0%
Summer activities	4.8%	19.0%	4.8%	19.0%	28.6%	19.0%	4.8%
College Application and Exploration Week	0.0%	0.0%	0.0%	9.5%	28.6%	61.9%	0.0%
Provide information about college entrance requirements	0.0%	0.0%	0.0%	4.8%	28.6%	66.7%	0.0%
Career exploration activities	0.0%	0.0%	0.0%	14.3%	33.3%	52.4%	0.0%
Test preparation (e.g., ACT/SAT)	0.0%	0.0%	0.0%	14.3%	33.3%	52.4%	0.0%
Assistance with College Entrance Processes	0.0%	0.0%	0.0%	4.8%	33.3%	61.9%	0.0%
Assistance with completing financial aid forms (e.g., FAFSA)	0.0%	0.0%	0.0%	4.8%	19.0%	71.4%	4.8%
Teacher professional development about college awareness and success strategies	9.5%	9.5%	0.0%	23.8%	33.3%	19.0%	4.8%
Student Success Societies/Mentoring opportunities	4.8%	0.0%	0.0%	19.0%	38.1%	38.1%	0.0%
Faculty Senate Presentations	4.8%	0.0%	0.0%	14.3%	42.9%	33.3%	4.8%
College Decision Day and/or other college acceptance ceremonies/programming	0.0%	0.0%	4.8%	4.8%	14.3%	76.2%	0.0%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
0.0%	4.8%	38.1%	52.4%	4.8%	0.0%

Please Elaborate:

College signing day, ACT SAT prep, ap classes, college day(colleges come to the school), occasional field trip; During school meetings, surveys, in class activities, helping guidance spread the word, etc; When Asked I go as a chaperone and I try to help as often as asked and let it be known I am willing to help in any way needed.; I'm one of the gear-up mentors for my school.; I participate in GEAR UP activities whenever time permits.; I am the Student Success Society Mentor so I meet with my members weekly and I do regular check ins. Some students come to me to help with college applications and FAFSA. I also administer the ACT, help students sign up for the ACT and SAT. I also attend college visits and participate in College Decision Day and Scholarship Ceremonies.

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%	0.0%	0.0%	9.5%	85.7%	4.8%
I think GEAR UP is making a positive impact on my colleagues in my school.	0.0%	0.0%	0.0%	23.8%	66.7%	9.5%
GEAR UP activities are likely to be sustained after the grant ends.	0.0%	9.5%	14.3%	33.3%	33.3%	9.5%

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%	38.1%	33.3%	23.8%	4.8%
Mentoring	0.0%	0.0%	33.3%	38.1%	23.8%	4.8%
Academic Support	0.0%	0.0%	14.3%	42.9%	38.1%	4.8%
Financial Literacy	0.0%	0.0%	19.0%	42.9%	33.3%	4.8%
Partnership with Institutions of Higher Education	0.0%	0.0%	23.8%	42.9%	28.6%	4.8%
Community Support	0.0%	0.0%	47.6%	23.8%	23.8%	4.8%
College Visits	0.0%	4.8%	23.8%	47.6%	19.0%	4.8%
Access to College Professionals	0.0%	9.5%	33.3%	28.6%	23.8%	4.8%
Life Skills Development	0.0%	0.0%	33.3%	28.6%	33.3%	4.8%
College Application and Exploration Week	0.0%	0.0%	9.5%	42.9%	42.9%	4.8%
College Decision Day	0.0%	0.0%	4.8%	38.1%	52.4%	4.8%

Please Elaborate:

No money means no availability in most instances. If it costs money we have no extra and no levy.; Mrs. [Name Removed] has always done a great job at this and if Gearup leaves she will continue to.; Because our school is in a poor community, I am not sure that we have the funds to continue with a lot of activities that Gear up helps with.; Our community is poor and without Gear up funds, I am unsure what will continue.; Once Gear Up services are no longer at our school, we will do our best to promote all the same events and initiatives that are currently in place. Funding might be the only issue that sets us back when it comes to college visits, guest speakers, and funding family involvement nights.



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%	33.3%	47.6%	14.3%	4.8%	0.0%
...will be eligible to apply to a postsecondary institution.	0.0%	9.5%	52.4%	28.6%	4.8%	4.8%
...can make an educational plan that will prepare them for college.	0.0%	9.5%	57.1%	28.6%	4.8%	0.0%
...can get good grades in their high school science classes.	0.0%	9.5%	61.9%	23.8%	4.8%	0.0%
...can get good grades in their high school math classes.	0.0%	23.8%	47.6%	28.6%	0.0%	0.0%
...can choose the high school classes needed to get into college.	0.0%	4.8%	47.6%	33.3%	14.3%	0.0%
...know enough about computers/ technology to get into college.	0.0%	14.3%	23.8%	52.4%	9.5%	0.0%
...can go to college after high school.	0.0%	14.3%	38.1%	42.9%	4.8%	0.0%
...could get A's and B's in college.	0.0%	42.9%	33.3%	23.8%	0.0%	0.0%
...could finish college and receive a college degree.	0.0%	23.8%	42.9%	33.3%	0.0%	0.0%

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

Money ; Poverty and lack of family support ; Lack of family encouragement. ; Lack of rigorous educational instruction and goals/expectations in some classes.; Learned poverty from their family; Poor math skills and not a broad selection of courses they want to take.; Support and guidance from home. Valuing education in the home.; Lack of support.; Lack of family support, motivation, and encouragement. Many parents have low expectations for their children.; The lack of parental involvement and their value of placement on education are significant factors that prevent our students from preparing for postsecondary education and training goals.; Students growing up in a home with a culture that does not value education.

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

Money ; Lack of family support; Self motivation. ; Lack of rigorous educational instruction and goals/expectations in some classes.; Influence/learned attitudes from their family and friends; Parents not familiar with college who haven't gone to college influencing children's choices, money to do it, and positive attitudes about how college can actually give them a job opportunity that yields higher pay while going into a lot of debt rather than training in a CTE program and minor debt.; have no idea what they want to do nor have any real world experiences.; Financial support for travel and living expenses.; Lack of family support, motivation, and encouragement. Many of them do not have realistic ideas of what it takes to get through college. ; I feel the most significant factor that prevents students from achieving a postsecondary education and training goals is the lack of self-discipline. ; Lack of support from parents emotionally, academically, and financially.



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

When students reach a point of hardship, family members are not there to encourage them to keep trying. Most students will need to get a job to eat and help family. Family does not value education.; So many of our students are pushed toward college even though they do not have the academic background of high expectations to do well once they get to college. They end up not graduating but owing tens of thousands of dollars in college loans.; Gearup is a wonderful program. I hope it will continue to be a valuable asset to our school.