



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

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	29
Surveys Received	17
Estimated Response Rate (%)	58.6%

Results (Percentages) by Survey Question

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

	(%)
Grade 9	82.4%
Grade 10	70.6%
Grade 11	70.6%
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%	5.9%	11.8%	23.5%	11.8%	35.3%	0.0%
At this school.	11.8%	5.9%	11.8%	35.3%	17.6%	17.6%	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%	58.8%	41.2%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	5.9%	47.1%	47.1%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	47.1%	52.9%	0.0%
d. Teachers regularly talk to students about the importance of college.	0.0%	0.0%	58.8%	41.2%	0.0%



e. Students care about learning and getting a good education.	5.9%	5.9%	70.6%	17.6%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	58.8%	41.2%	0.0%
g. Students are learning effective problem solving skills.	0.0%	17.6%	58.8%	23.5%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	0.0%	5.9%	58.8%	35.3%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	0.0%	47.1%	52.9%	0.0%
j. The curriculum appropriately challenges most students.	0.0%	5.9%	64.7%	29.4%	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%	64.7%	35.3%	0.0%
l. Parents are included in the college preparation process.	0.0%	5.9%	35.3%	58.8%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	0.0%	11.8%	58.8%	29.4%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	0.0%	47.1%	52.9%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	5.9%	58.8%	35.3%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	5.9%	5.9%	41.2%	47.1%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	11.8%	58.8%	29.4%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	5.9%	5.9%	58.8%	29.4%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	5.9%	52.9%	41.2%	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%	53.3%	46.7%	0.0%
b. I expect all students to succeed academically.	0.0%	0.0%	40.0%	60.0%	0.0%



c. Students are encouraged to do their best.	0.0%	0.0%	33.3%	66.7%	0.0%
d. I regularly talk to students about the importance of college.	0.0%	6.7%	66.7%	26.7%	0.0%
e. Students care about learning and getting a good education.	6.7%	6.7%	66.7%	20.0%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	46.7%	53.3%	0.0%
g. Students are learning effective problem solving skills.	0.0%	0.0%	60.0%	40.0%	0.0%
h. I am able to engage students in a rigorous curriculum.	0.0%	6.7%	60.0%	33.3%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	0.0%	53.3%	46.7%	0.0%
j. The curriculum appropriately challenges most students.	0.0%	6.7%	80.0%	13.3%	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%	13.3%	66.7%	20.0%	0.0%
l. Parents are included in the college preparation process.	0.0%	6.7%	60.0%	33.3%	0.0%
m. I am provided with professional development on the topics of college readiness and success.	6.7%	6.7%	60.0%	26.7%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	0.0%	60.0%	40.0%	0.0%
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	6.7%	60.0%	33.3%	0.0%
p. I am provided information about the school's college-going rate and FAFSA completion rates.	6.7%	6.7%	60.0%	26.7%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	6.7%	73.3%	20.0%	0.0%
r. I engage in ongoing professional development about ways to promote college readiness.	6.7%	6.7%	60.0%	26.7%	0.0%
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	0.0%	53.3%	46.7%	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%	17.6%	5.9%	52.9%	23.5%	0.0%
College savings plan/529	0.0%	35.3%	23.5%	41.2%	0.0%	0.0%
ACT/SAT	0.0%	5.9%	11.8%	35.3%	47.1%	0.0%
WV Higher Education Grant	0.0%	29.4%	23.5%	29.4%	17.6%	0.0%
Federal Grants, loans, work-study	0.0%	11.8%	35.3%	35.3%	17.6%	0.0%



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

I teach students with severe challenges. They are not able to attend college. It is difficult for me to answer some of these questions. Our school does a nice job at encouraging those students with college level potential to attend college.; Our site coordinator does a great job of providing opportunities for students to learn about college through workshops and college visits. She also does a great job of counseling students on their post graduate endeavors.; Parental support; It is a staff effort. All staff need to be able to speak with students about



their goals and how to achieve them.; Giving students opportunities to visit colleges, so they may ask question directly to the college they are interested in....it's all about the connection.; Students succeed.; Most students do not value level-appropriate education. For that to change, students need role models in the region who have educated themselves in at least a semi-formal manner, as well as through experience, and then those role models need to be held up as achievers in the community.; The most important aspect is getting students to understand that "hicks" can go to college and make something of themselves as well. ; I am a special education teacher so I probably see things a little differently than most. I feel that overcoming self-doubt is a major obstacle in building a college-going culture.

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

I have realized college is not for everyone.; Providing options for students is invaluable and getting them to understand that there are other options aside from a traditional 4yr degree that would be beneficial for them.; I have seen more examples of parents who do not cooperate with the school in working with their students. Many who offer little support for what their student wants to do in life.; Not much.; n/a; All students need some kind of training - whether it is 2, 4 year college or technical school.; I used to think that if I was a good boy and did well in public school that I'd attend college. I also thought that if I performed well in college, that I'd have a good job in my field and be able to provide for myself, because that's what the world fed to me. Unfortunately, I have found my time in college to be nearly value-less. I should have toughened up and dug holes for a living.; It is still the same. ; no

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

I support the efforts done by my peers, but struggle to make it relevant to my students with significant challenges.; GEAR UP has offered us more support in working with students. It has also offered students an opportunity to see that they are capable of making better choices for their future.; As the counselor it is my duty to be as up to date on college issues, such as requirements for acceptance.; Getting students and involved and excited about their future after high school.; All students need to have goals and aspirations.;GEAR UP is somewhat hit and miss here, as far as I can tell. There are events, our coordinators try very hard, but because they are members of the teaching staff with young children, they only have so many minutes in a day to spare for GEAR UP thoughts. We have lots of stuff for students, which is the most important thing, but I don't agree that pushing for college admission is the way to go. Most of the students I teach are not going to hack it in a college environment and will just accrue debt and disappointment. Even the ones that get a basic degree will struggle to find employment due to our messed up working world.; I am more encouraging to the situation. ; My role is trying to encourage my special ed students that they can make it in college. As I mentioned before I believe that sel doubt keeps many students from achieving their full potential.

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%	17.6%	0.0%	29.4%	35.3%	17.6%	0.0%
Opportunities to participate in college visits	0.0%	11.8%	0.0%	11.8%	17.6%	58.8%	0.0%
Summer activities	0.0%	23.5%	0.0%	17.6%	41.2%	17.6%	0.0%



College Application and Exploration Week	0.0%	5.9%	0.0%	11.8%	17.6%	64.7%	0.0%
Provide information about college entrance requirements	0.0%	5.9%	0.0%	17.6%	17.6%	58.8%	0.0%
Career exploration activities	0.0%	11.8%	0.0%	17.6%	29.4%	41.2%	0.0%
Test preparation (e.g., ACT/SAT)	0.0%	11.8%	0.0%	17.6%	17.6%	52.9%	0.0%
Assistance with College Entrance Processes	0.0%	11.8%	0.0%	17.6%	11.8%	58.8%	0.0%
Assistance with completing financial aid forms (e.g., FAFSA)	0.0%	11.8%	0.0%	5.9%	11.8%	70.6%	0.0%
Teacher professional development about college awareness and success strategies	5.9%	5.9%	0.0%	29.4%	35.3%	23.5%	0.0%
Student Success Societies/Mentoring opportunities	0.0%	17.6%	0.0%	11.8%	41.2%	29.4%	0.0%
Faculty Senate Presentations	5.9%	5.9%	5.9%	17.6%	41.2%	23.5%	0.0%
College Decision Day and/or other college acceptance ceremonies/programming	0.0%	5.9%	0.0%	11.8%	29.4%	47.1%	5.9%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
0.0%	5.9%	29.4%	47.1%	11.8%	5.9%

Please Elaborate:

Most activities are not appropriate for my students, so it is hard to attend some of the activities.; I chaperone several gear up trips and always try to be involved in any spirit days or workshops.; Work with kids during DG time and the presentations with presenters. ; I assist with college app week, financial aid workshops, FAFSA ID workshops, assisting in completing FAFSA.; 4-5 times a school year.; I do what I am directed to do.

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.	5.9%	0.0%	0.0%	29.4%	64.7%	0.0%



I think GEAR UP is making a positive impact on my colleagues in my school.	5.9%	0.0%	5.9%	52.9%	35.3%	0.0%
GEAR UP activities are likely to be sustained after the grant ends.	5.9%	5.9%	0.0%	52.9%	35.3%	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%	11.8%	58.8%	29.4%	0.0%
Mentoring	0.0%	0.0%	23.5%	41.2%	35.3%	0.0%
Academic Support	0.0%	0.0%	5.9%	41.2%	52.9%	0.0%
Financial Literacy	0.0%	0.0%	11.8%	29.4%	58.8%	0.0%
Partnership with Institutions of Higher Education	0.0%	0.0%	11.8%	47.1%	41.2%	0.0%
Community Support	0.0%	0.0%	11.8%	58.8%	29.4%	0.0%
College Visits	0.0%	0.0%	29.4%	52.9%	17.6%	0.0%
Access to College Professionals	0.0%	0.0%	17.6%	52.9%	29.4%	0.0%
Life Skills Development	0.0%	0.0%	11.8%	52.9%	35.3%	0.0%
College Application and Exploration Week	0.0%	0.0%	17.6%	47.1%	35.3%	0.0%
College Decision Day	0.0%	0.0%	23.5%	47.1%	29.4%	0.0%

Please Elaborate:

Gear-Up has provided students with an opportunity to visit colleges during their time here. Most of them would not have had that chance period. ; The funds to visit college campuses are a huge struggle for smaller schools likes ours.; I'm good.;

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.	5.9%	11.8%	58.8%	23.5%	0.0%	0.0%
...will be eligible to apply to a postsecondary institution.	0.0%	5.9%	47.1%	47.1%	0.0%	0.0%
...can make an educational plan that will prepare them for college.	0.0%	5.9%	47.1%	41.2%	5.9%	0.0%
...can get good grades in their high school science classes.	0.0%	5.9%	47.1%	47.1%	0.0%	0.0%
...can get good grades in their high school math classes.	0.0%	5.9%	47.1%	47.1%	0.0%	0.0%



...can choose the high school classes needed to get into college.	0.0%	0.0%	47.1%	47.1%	5.9%	0.0%
...know enough about computers/ technology to get into college.	0.0%	0.0%	29.4%	58.8%	5.9%	5.9%
...can go to college after high school.	0.0%	11.8%	41.2%	47.1%	0.0%	0.0%
...could get A's and B's in college.	0.0%	17.6%	47.1%	35.3%	0.0%	0.0%
...could finish college and receive a college degree.	0.0%	17.6%	35.3%	47.1%	0.0%	0.0%

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

Most of our students have these abilities. My students do not. There are few programs locally for students with significant disabilities. With our general education population, lack of family support is the key factor in preventing them from moving forward; Home environment and parents.; Money; Parent support; Economically disadvantaged. Want to make money now.; They see no value in pushing themselves to gather information and build skills.; helps; Self doubt

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

Lack of motivation and life skills, like time and money management, etc.; Some student apathy; Time management, family financial obligations; Parent support; The need to work/earn a living/time constraints.; They cannot read on a grade-appropriate level.; courage ; Being away from home

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

This is very difficult for me to complete and may project negativity. It is not intended to be negative, but the reality is that my students do not have the cognitive abilities for most post-secondary activities.; No thanks.