

# GEAR UP Site Visit Data Report



## PRIORITY AVERAGE

Each year, GEAR UP works in coordination with schools to collect information about attitudes, opinions, and activities related to college and career readiness from three important perspectives—students, their families, and educators. In conjunction with demographic, performance, and outcome measures (previously found in GEAR UP's School Profile Reports) from sources like **Oregon Department of Education (ODE)** and the **National Student Clearinghouse (NSC)**, annual **GEAR UP Survey** findings provide valuable information about the current climate of your cluster, the strengths of your program, and areas that may need more attention. This comprehensive data report includes Discussion Points that can help start conversations around deepening the 5 "R"s (Reaching Higher, Rigor, Relevance, Relationships, Raising Awareness) and the college-going culture at your school. Alongside this is a variety of data that that can help your school reflect and make decisions about future programming. For more data/information, contact your school's GEAR UP Coordinator. Before making conclusions about your data, be sure to reference the wording of the survey question as it was asked: <http://oregongearup.org/grant/surveys>

### Getting to Know Your Data

The first section of this report helps you contextualize your survey data in a very important way. This section provides the **descriptive statistics** that are a necessary component to recognizing the implications and limitations of your survey data – information about the survey-takers who are represented by this data, and about the survey administration.

### Keep in Mind

*Survey validity, reliability, & generalizability.* Surveys rely on self-report data, meaning respondents' answers don't necessarily reflect real life conditions, rather their *perceptions*. Respondents' answers to some questions may have changed since survey administration. Questions may be interpreted in various ways by survey-takers. The higher the response rate, the more generalizable the results, given the surveys were administered and returned by a representative group of students, parents, or educators.

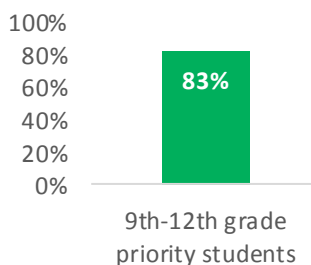
GEAR UP Survey Data is Headlined GREEN

ODE/NSC Data is Headlined BLACK

For questions or comments about this report, please contact Jennica Vincent: [jennica.vincent@oregonstate.edu](mailto:jennica.vincent@oregonstate.edu)

## Descriptive Statistics

### STUDENT, PARENT & EDUCATOR RESPONSES



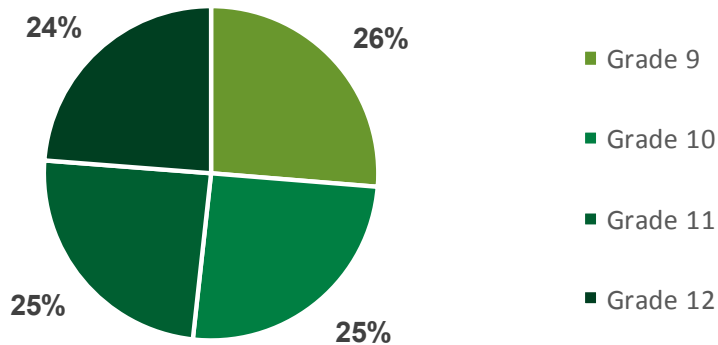
**496** Parents  
at Priority Schools

**150** Staff members  
serving Priority Schools

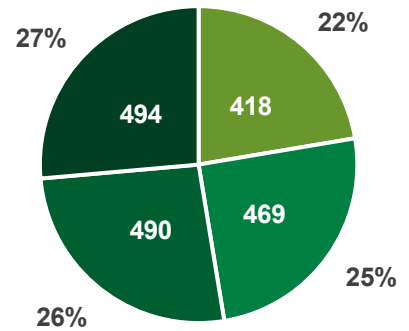
# Descriptive Statistics

## STUDENTS

### SURVEY RESPONSE RATE BY GRADE LEVEL



### PRIORITY STUDENT ENROLLMENT BY GRADE

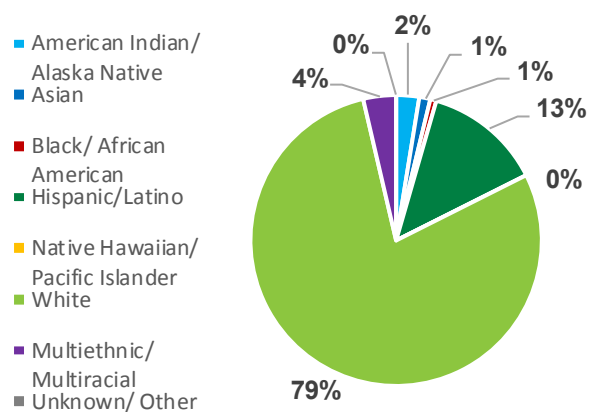


**TOTAL STUDENTS SURVEYED: 1548**

### CLUSTER STUDENTS: FREE/REDUCED LUNCH

	2012	2013	2014	2015
<b>GU3 Average</b>	66%	67%	68%	<b>67%</b>
<b>OR Average</b>	53%	54%	54%	<b>57%</b>

### GU3 ENROLLMENT BY RACE/ETHNICITY

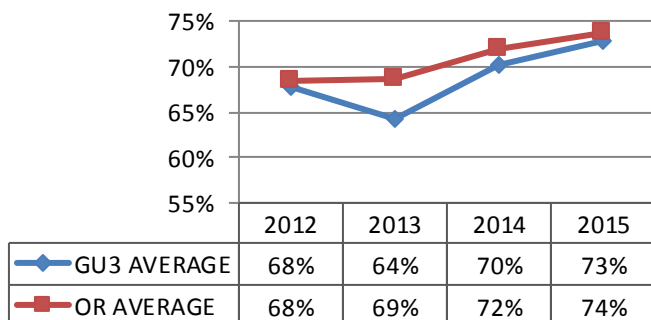


### DISCUSSION POINT

How are different students (grade levels, ethnicities, achievement levels, etc.) being represented or not represented by this survey data? How can you adjust your analysis of it accordingly?

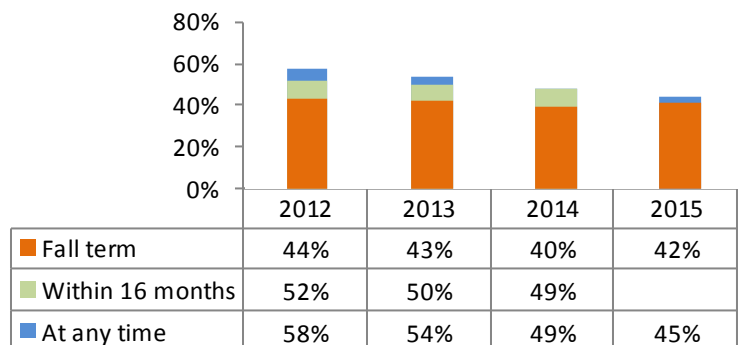
*Note: Cluster Enrollment numbers as of October 1, 2015. Respondents could choose all Race/Ethnicity categories that applied, percentages are out of total responses.*

### GU3 4-YEAR COHORT GRADUATION RATE



*Note: Graduates from 2013 and earlier include regular diplomas. Graduates from 2014 and later include both regular and modified diplomas.*

### GU3 COLLEGE ENROLLMENT AFTER HS GRADUATION

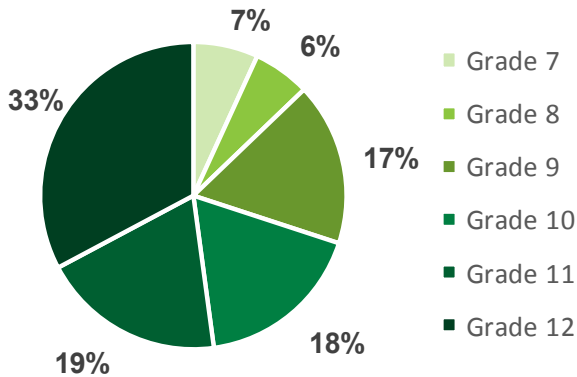


# Descriptive Statistics

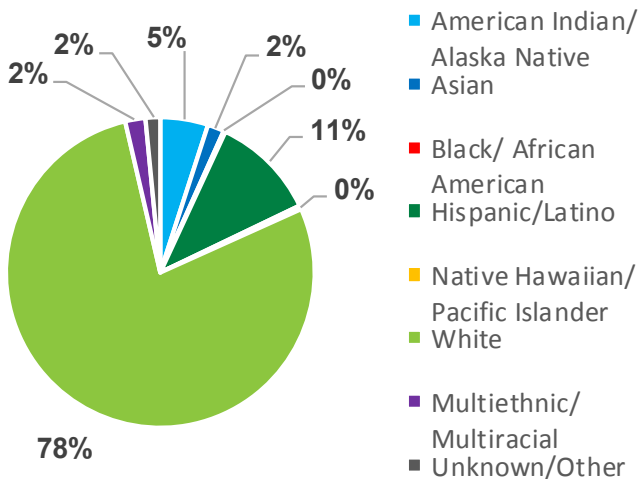
## PARENTS

TOTAL PARENTS SURVEYED: 496

### PARENTS: GRADE LEVEL OF MY STUDENTS

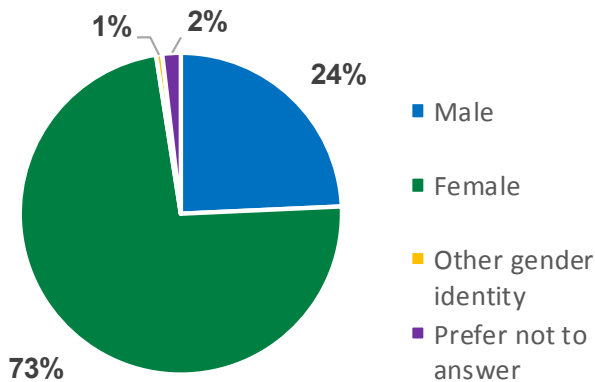


### PARENT RESPONSE BY RACE/ETHNICITY



Respondents could choose all Race/Ethnicity categories that applied, percentages are out of total responses.

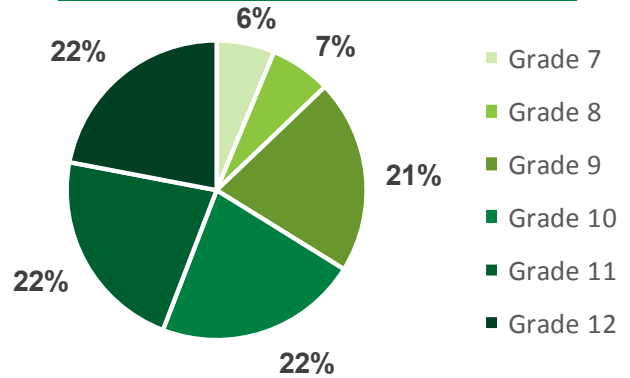
### PARENT RESPONSE BY GENDER



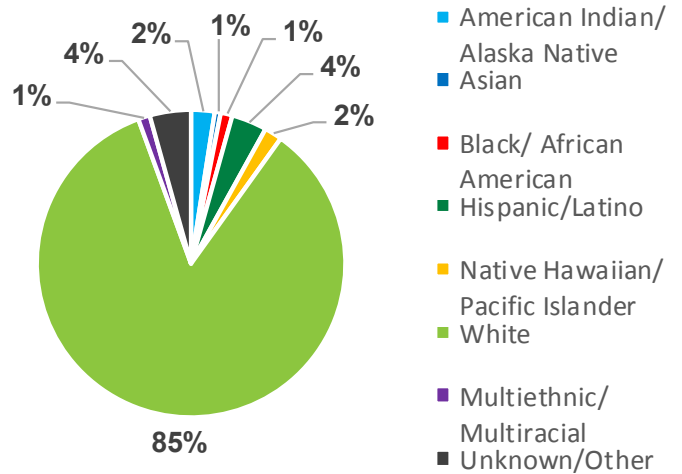
## EDUCATORS

TOTAL EDUCATORS SURVEYED: 150

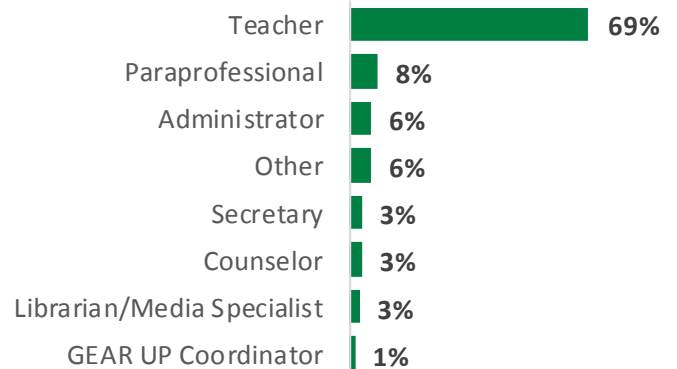
### EDUCATORS: GRADE LEVELS TAUGHT



### EDUCATOR RESPONSE BY RACE/ETHNICITY



### EDUCATORS: PRIMARY POSITION



## DISCUSSION POINT

Whose parents and guardians are represented by this survey data? Who is missing and why? How can each of these be targeted for GEAR UP involvement and what might those interventions look like?

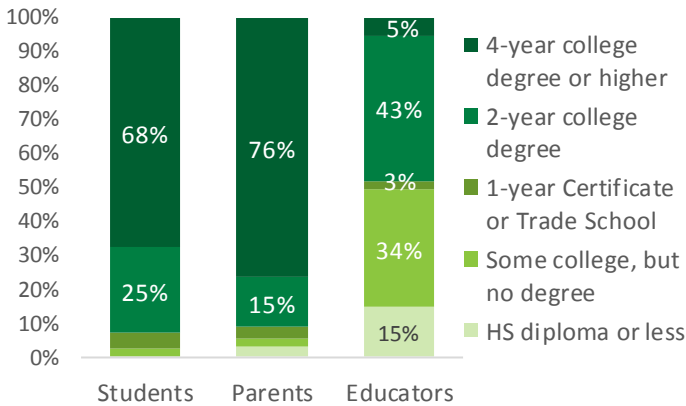
# Reaching Higher

Create a school environment, policies, and teacher expectations that support all students' pursuit of a postsecondary education.

## GEAR UP Objectives

1. Increase percentage of students with expectation of attending postsecondary education.
2. Increase percentage of parents/families who expect their students to attend postsecondary education.
3. Increase percentage of students that school staff expects to attend postsecondary education.

### HIGHEST LEVEL OF EDUCATION EXPECTED



### EDUCATORS: WHAT % OF STUDENTS WILL...?

Complete a college prep curriculum

35%

Enroll in college

46%



← Note the differences in the ways that questions about expectations were asked to students, parents, and educators on the surveys themselves.

### REASONS STUDENTS MIGHT NOT CONTINUE THEIR EDUCATION BEYOND HIGH SCHOOL

Response	Students	Parents	Educators
Does not apply - definitely plans to continue education	19%	54%	n/a
Plans or needs to work	11%	3%	32%
Grades or test scores are not good enough	14%	7%	5%
Does not need college to be successful in chosen career	10%	3%	20%
Wants to start a family (or needs to take care of family)	3%	1%	1%
Costs too much	28%	14%	29%
Student is unmotivated or undecided	n/a	8%	n/a
College is too far from home	2%	n/a	1%
Wants to stay close to family	3%	1%	3%
Wants to join the military service	6%	5%	3%
Some other reason	4%	4%	6%

Notes: Top 3 responses from each group (students, parents, educators) highlighted light green.  
 \* Blank areas indicate no survey respondents chose that answer.  
 \* n/a indicates this response category was not available.  
 \* Respondents could select all categories that applied, %'s are out of total responses.

## DISCUSSION POINT

Who has the highest expectations for students and why? How does the bar graph on the left correlate with the table underneath it (particularly, the lightest color representing HS diploma)?

Do the reasons given in the table actually prevent students from pursuing PSE, directly after high school or at any point in the future?

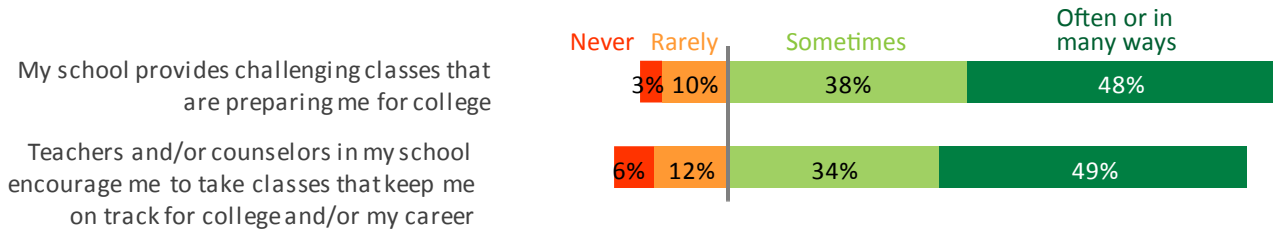
# Rigor

**Academically prepare all students for postsecondary education through rigorous curriculum and necessary academic support.**

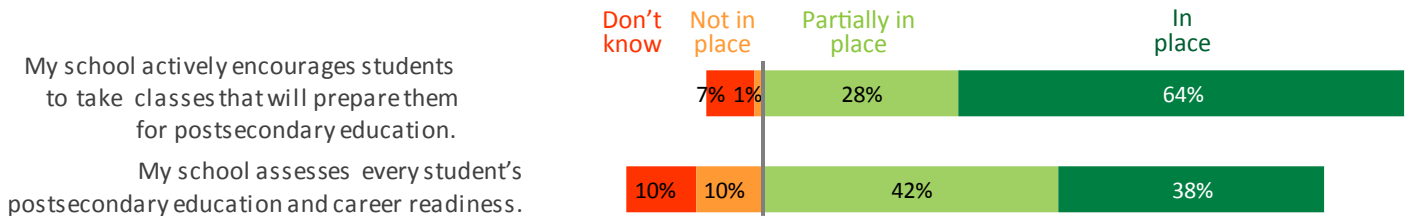
## GEAR UP Objectives

1. Increase performance on standardized test scores.
2. Reduce the percentage of students with failing grades.
3. Increase the percentage of students who pass pre-algebra by the end of 8th grade.
4. Increase the percentage of students who pass Algebra I by the end of 9th grade.
5. Increase the percentage of students who take two years of math beyond Algebra I by the end of 12th grade.
6. Increase the percentage of students who are on track to graduate at the end of each grade.
7. Increase the number of AP/IB and dual credit classes offered and taken.

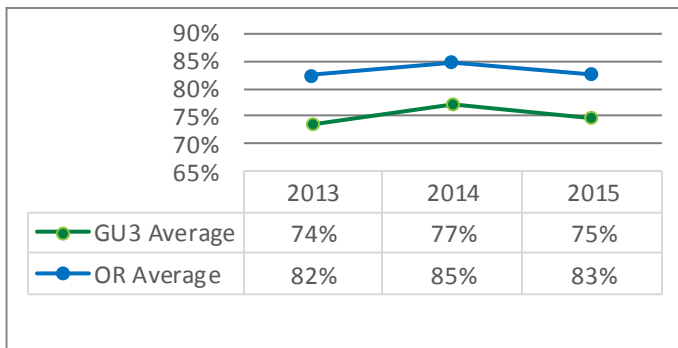
### STUDENT PERCEPTIONS OF ACADEMIC RIGOR



### EDUCATOR PERCEPTIONS OF ACADEMIC RIGOR



### CLUSTER STUDENTS ATTENDING 90% of DAYS



NOTE: This attendance represents all schools in your cluster.

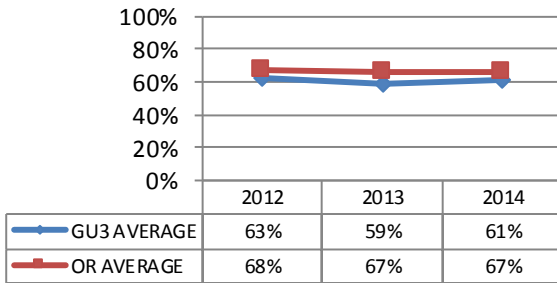
### DISCUSSION POINT

How do student and educator perceptions of rigor differ? What could explain any discrepancies or correlations between the two? What are your school's barriers to increasing rigor as defined by the objectives listed above?

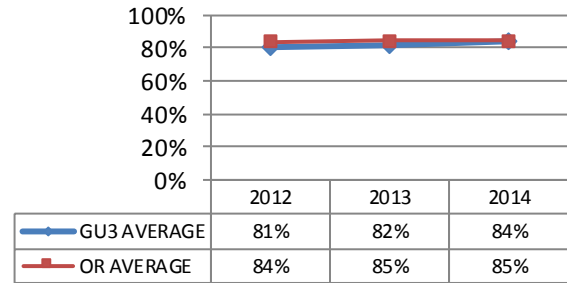
Would you categorize your school's attendance policies as proactive or reactive? Punishing or rewarding? Prescriptive or targeted? Cumulative or developmental?

## CLUSTER STATE ASSESSMENT SCORES AND SAT % TESTED

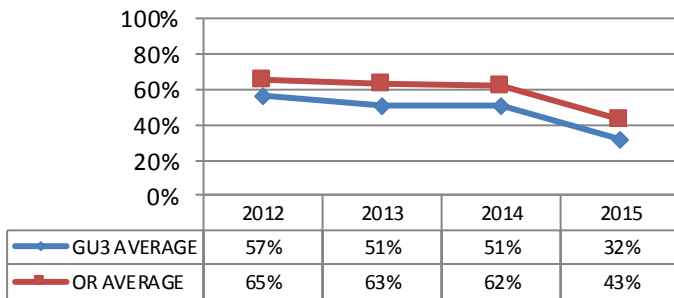
### Grade 8 Reading



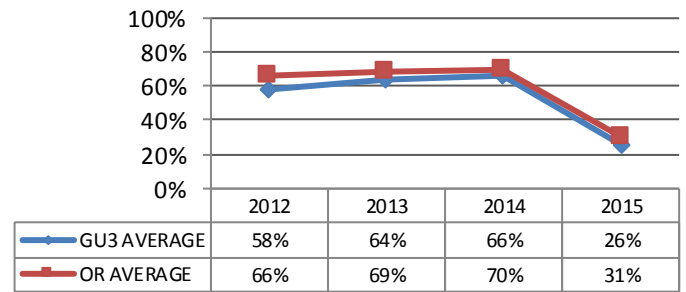
### Grade 11 Reading



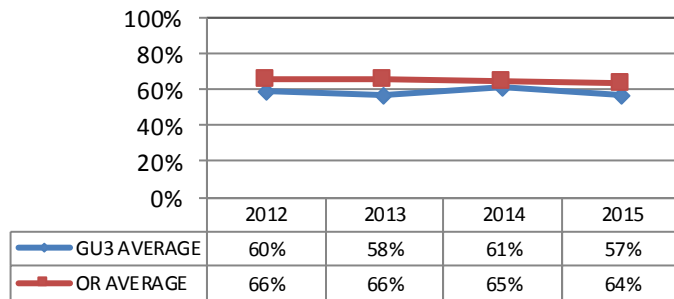
### Grade 8 Math



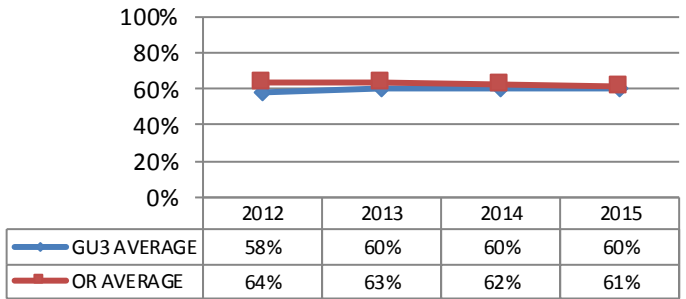
### Grade 11 Math



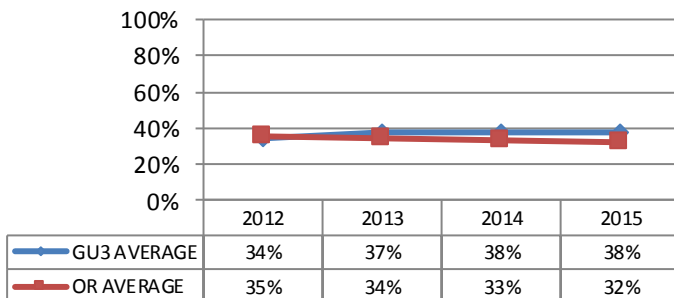
### Grade 8 Science



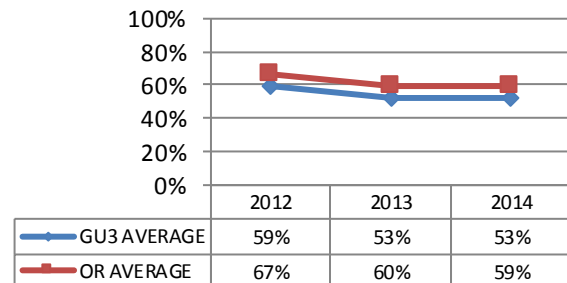
### Grade 11 Science



### SAT % Tested



### Grade 11 Writing



Note: OAKS Reading/Writing tests were replaced by ELA Smarter Balanced tests in 2014-15. All data available at: <http://ode.state.or.us/>

# Rigor

## TEACHERS: SOFTWARE APPLICATIONS OR PRODUCTS IN THE CLASSROOM

	I use/have used this technology...				How effective is your use of it with students?			Are you interested in training/ PD around this product?		
	Never	Once	Occasionally/ Sometimes	Often/ Weekly	Not very/ n/a	Somewhat	Highly	No	Maybe	Yes
CIS/CIS Jr	71%	6%	22%	1%	13%	<b>61%</b>	26%	<b>68%</b>	23%	9%
Google Docs	14%	2%	39%	45%	2%	43%	<b>55%</b>	<b>47%</b>	25%	28%
Google Classroom	67%	11%	8%	14%	13%	<b>46%</b>	42%	<b>38%</b>	32%	30%
Naviance	96%	4%	0%	0%	<b>50%</b>	<b>50%</b>	0%	<b>74%</b>	22%	3%
Career Cruising	98%	1%	1%	0%	33%	<b>67%</b>	0%	<b>63%</b>	30%	7%
Moodle	80%	9%	12%	0%	<b>46%</b>	<b>46%</b>	8%	<b>65%</b>	25%	10%
Khan Academy	57%	12%	23%	7%	17%	<b>48%</b>	34%	<b>63%</b>	18%	19%
Apps of interest	57%	0%	24%	19%	11%	22%	<b>67%</b>	<b>73%</b>	13%	13%

## TEACHERS: HARDWARE PRODUCTS IN THE CLASSROOM

	I use/have used this technology...				How effective is your use of it with students?			Are you interested in training/ PD around this product?		
	Never	Once	Occasionally/ Sometimes	Often/ Weekly	Not very/ n/a	Somewhat	Highly	No	Maybe	Yes
iPads	39%	5%	23%	33%	8%	<b>49%</b>	43%	<b>46%</b>	30%	23%
Chromebooks	37%	3%	27%	33%	0%	37%	<b>63%</b>	<b>52%</b>	19%	29%
Kindle/ Readers	87%	4%	7%	2%	29%	<b>71%</b>	0%	<b>71%</b>	12%	17%
Smart Board	82%	5%	9%	4%	9%	27%	<b>64%</b>	<b>54%</b>	23%	23%
Short Throw Projector	69%	1%	6%	24%	5%	5%	<b>90%</b>	<b>64%</b>	18%	18%

## DISCUSSION POINT

Where do you see trends between frequency and effectiveness of use of software and hardware in the classroom? Where are educators interested in growing their expertise in use of these products/ applications?

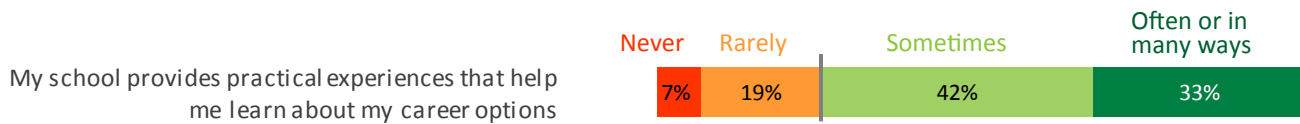
# Relevance

## Link students' career aspirations with their educational goals.

### GEAR UP Objectives

1. Increase percentage of students with a personal education plan that includes some form of education beyond high school.
2. Increase the number of opportunities available for students to explore career options through career fairs, job shadows, internships or other career-related learning experiences.
3. Increase the number of businesses and community partners that collaborate with the school.

### STUDENT PERCEPTION OF PRACTICAL EXPERIENCES



# Relationships

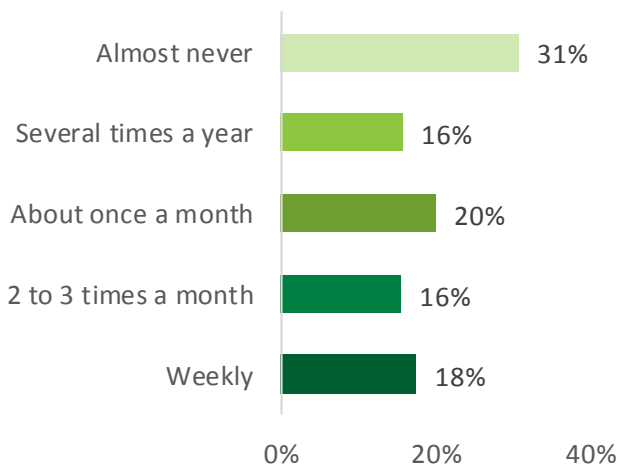
## Foster relationships that encourage students' academic success.

### GEAR UP Objectives

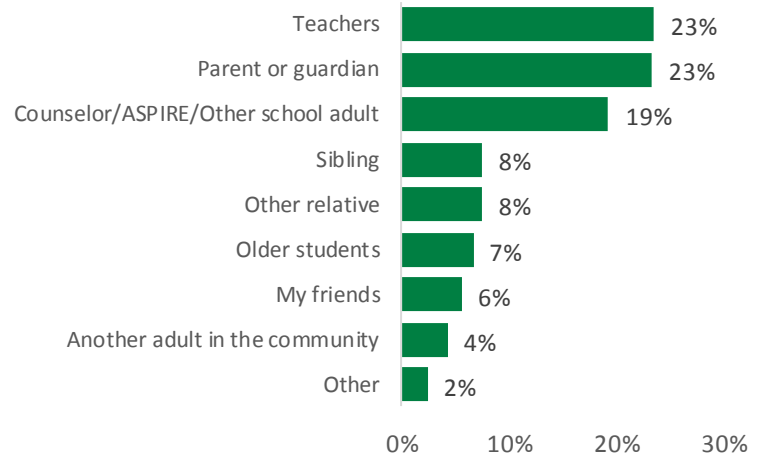
1. Increase the number of recognized student clubs/organizations focused on academics, careers, and/or college.
2. Increase the number of families involved in academic, career and college planning.
3. Increase the percentage of students who report that their teachers expect them to go to college.

### STUDENTS: COLLEGE CONVERSATIONS

#### I TALK WITH MY FRIENDS ABOUT GOING TO COLLEGE:



#### WHO WOULD YOU GO TO IF YOU HAD A COLLEGE QUESTION?



Respondents could select all categories that applied, %'s are out of total responses.



# Relationships

## SCHOOL SUPPORT & INVOLVEMENT

### STUDENT PERCEPTION OF...

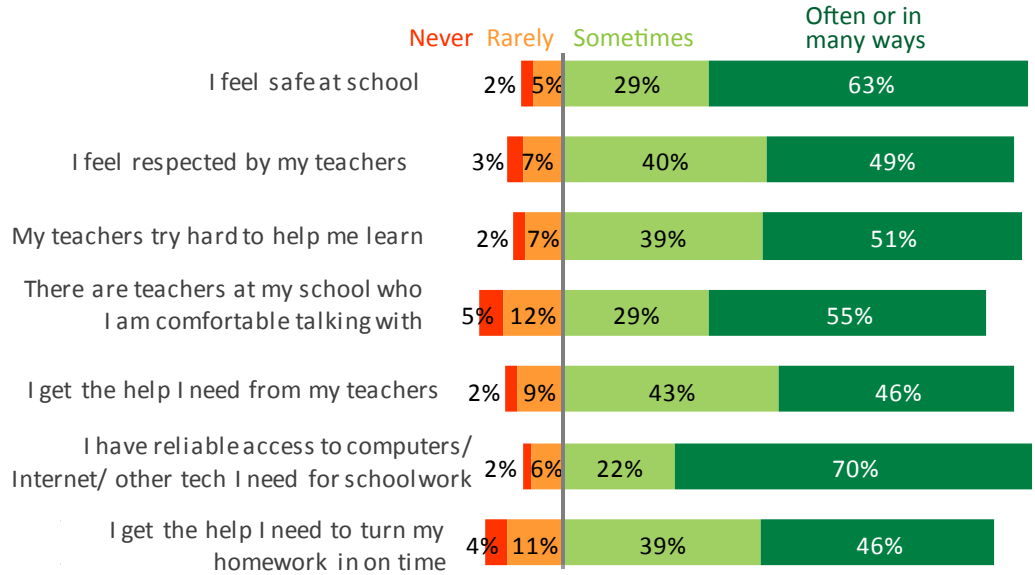
#### TEACHER SUPPORT

Do you think most of your teachers expect you to continue your education after high school?

**76%**  
of students  
said yes

Educators said:  
**46%** will enroll in college

#### SCHOOL SUPPORT



## PARENTAL SUPPORT & INVOLVEMENT

### STUDENT PERCEPTION OF PARENT SUPPORT

Students: Do you think at least one of your parents expects you to continue your education after high school?

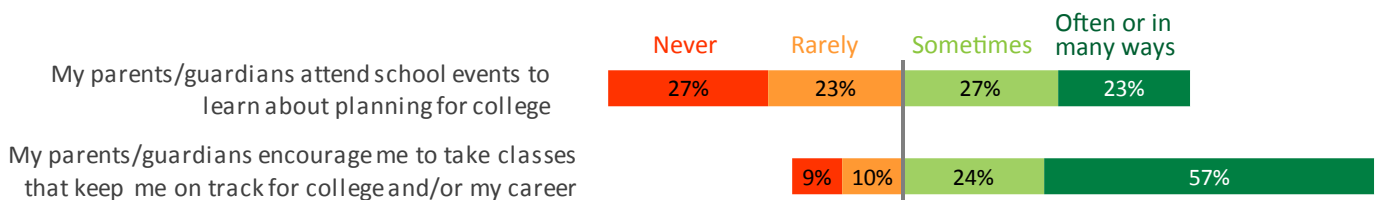
**88%**  
of students said yes

### PARENT ENCOURAGEMENT FOR COLLEGE

Parents: Have you encouraged your student to go to college?

**98%**  
of parents said yes

### STUDENT PERCEPTION: PARENT PARTICPATION AND ACADEMIC SUPPORT

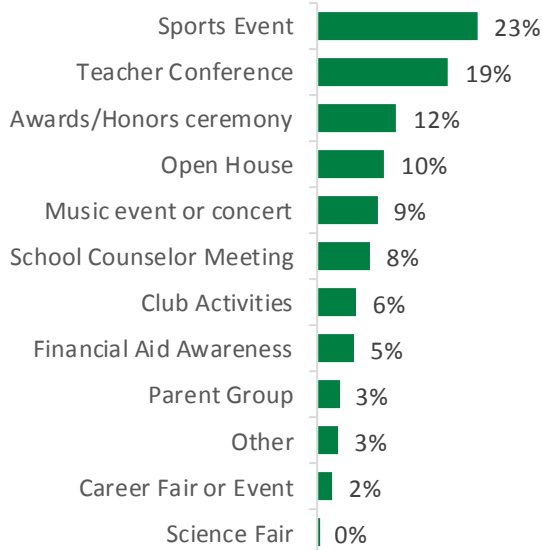


# Relationships

## ADULT SUPPORT & INVOLVEMENT

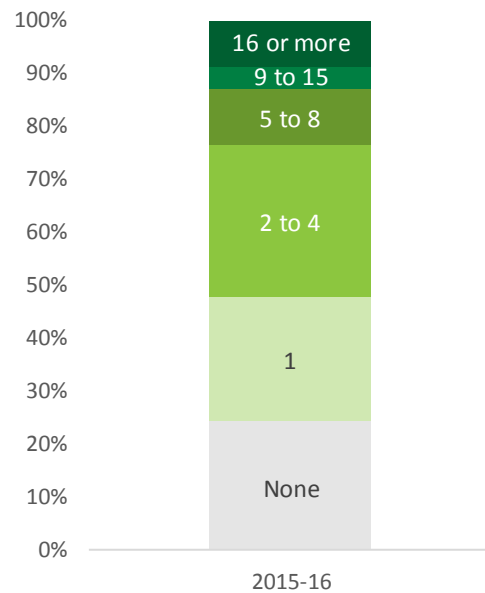
### PARENT: SCHOOL EVENT ATTENDANCE

What school activities have you attended during the past 12 months?



Note: Respondents could select multiple categories, %'s are out of total responses.

### EDUCATOR: HOURS SPENT ON GEAR UP, COLLEGE OR CAREER ACTIVITIES PER MONTH



### PARENTS: What could your school do to help you be more involved in your student's school?

Top 10 Parent Responses	
Send home information	15%
College/Career fairs & nights	9%
Calendar of events or advance invitations	8%
Phone calls or direct emails	7%
One-on-one communication & meetings	7%
More frequent updates & notifications about my student	7%
Posters, flyers, handouts, postcards	6%
Update or enhance website/social media	5%
Workshops	5%
Parent newsletters or email listserv	5%

Note: Respondents could choose all categories that applied, %'s are out of total responses.

## DISCUSSION POINT

How can your school facilitate college conversations for students, their friends, peers, and families, in and out of class? Does your Parent School Event Attendance Graph accurately reflect the culture in your school? Where are priorities highest? How can GEAR UP capitalize on events parents are already attending with respect to what parents say about involvement? Are your GEAR UP events family friendly? How can you extend the information from your events to parents who are unable to attend in person?

What makes an effective team in your school? Which people or qualities encourage parent/community engagement in the school? What or who is missing from your GEAR UP team? How can your school most effectively return the key information from this report back to students, parents, and educators?

# Raising Awareness

Promote early awareness of college preparation, selection, admissions, financial aid and other critical steps for college entry.

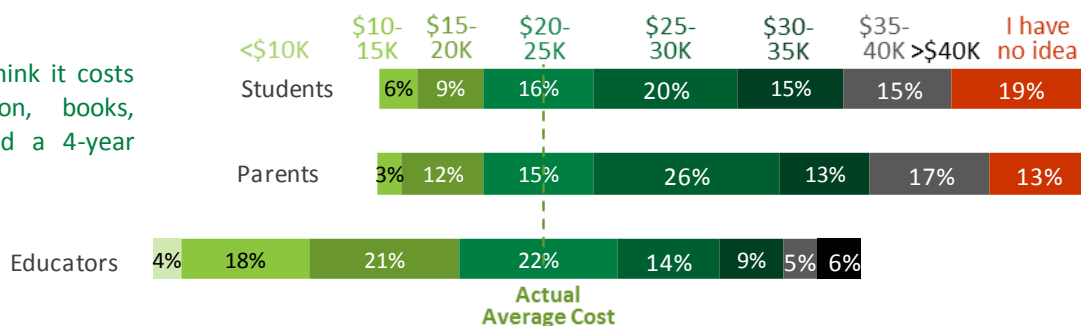
## GEAR UP Objectives

1. Increase percentage of students and parents who are aware of entrance requirements for 2-year, 4-year, trade and technical schools.
2. Increase percentage of students and parents who are familiar with various forms of financial aid.
3. Increase percentage of students and parents who can correctly identify the cost of attending a public 4-year college.
4. Increase percentage of students and parents who believe they can afford some form of postsecondary education using financial aid and their family's resources.
5. Increase the percentage of seniors submitting college applications
6. Increase the percentage of seniors submitting FAFSAs.
7. Increase the percentage of seniors submitting OSAC applications.

## COST OF COLLEGE

### KNOWLEDGE ABOUT COST OF COLLEGE

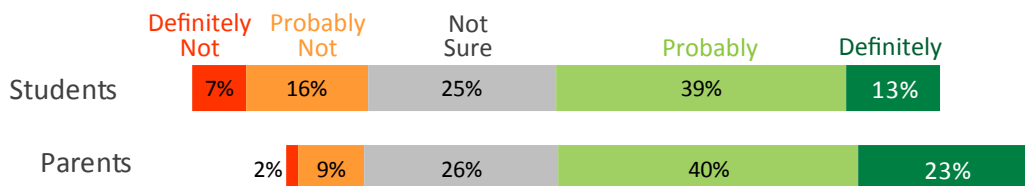
Roughly, how much do you think it costs each year (including tuition, books, housing, and food) to attend a 4-year public university in Oregon?



Actual average cost of attendance for an in-state, resident undergraduate student is \$23,005. Cost ranges from \$19,770 to \$27,084.

### PERCEPTIONS OF COLLEGE AFFORDABILITY

Do you think that you could afford to attend a public 4-year university using financial aid, scholarships, and your family's income?



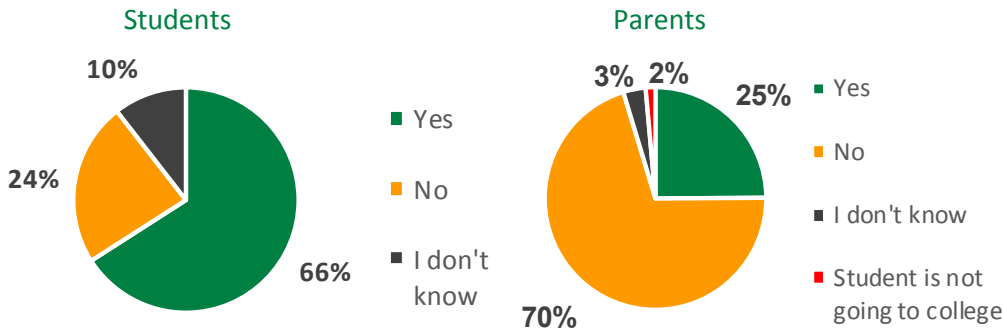
## DISCUSSION POINT

How well do students, parents, and educators know the cost of college? Are they generally over- or under-estimating? What about community college? (data N/A) What activities exist at your school to help prepare students and families to budget for and during college? What was your best budgeting tip from when you were college-aged?

# Raising Awareness

## FIRST GENERATION

### SURVEY: ARE YOU/YOUR STUDENTS FIRST GENERATION?

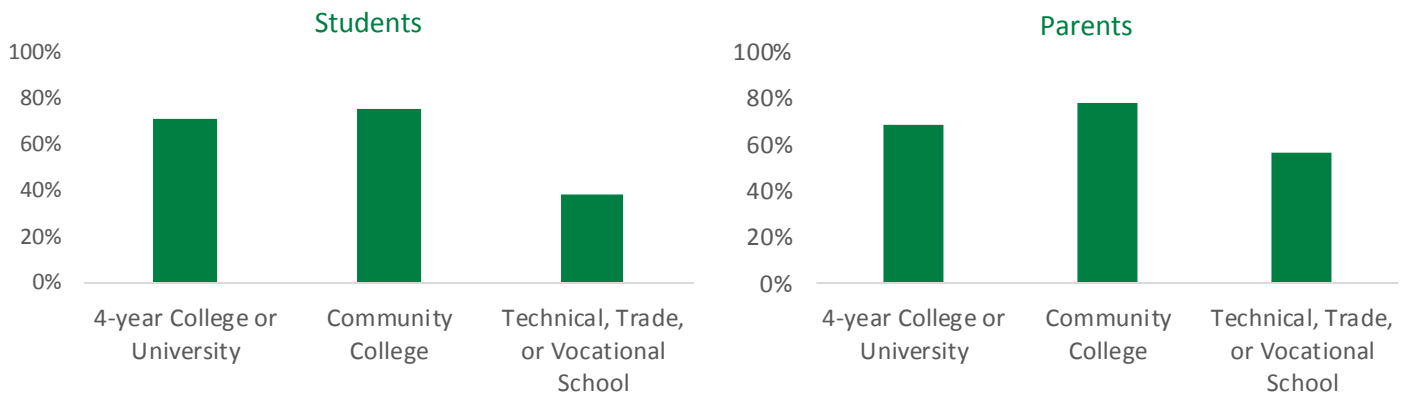


Educators: What percentage of the students at your school do you think would be the first in their family to go to college?

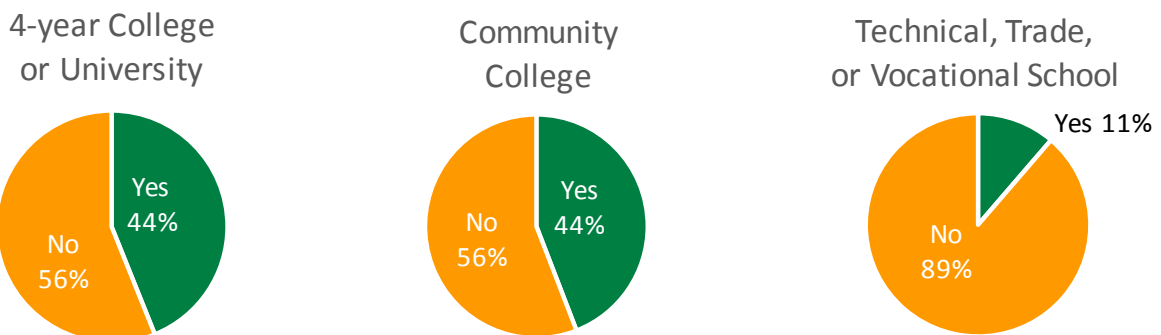
**54%**

## COLLEGE EXPERIENCE: REQUIREMENTS AND VISITS

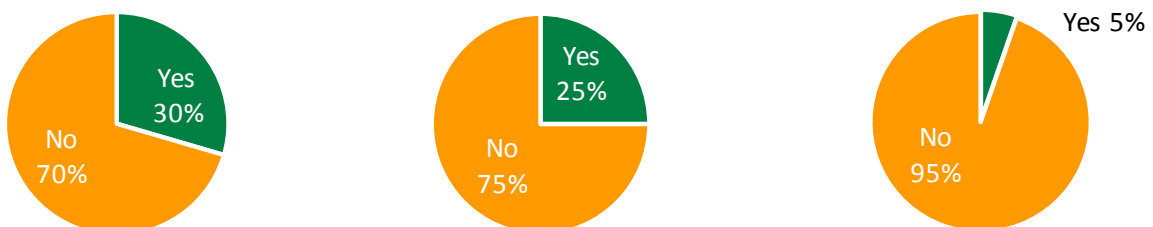
### DO YOU KNOW WHAT IT TAKES TO BE ACCEPTED INTO THE FOLLOWING TYPES OF SCHOOLS?



### STUDENTS: Have you been on a college visit during the past 12 months?



### PARENTS: Have you visited a college campus with your student during the past 12 months?



# Raising Awareness

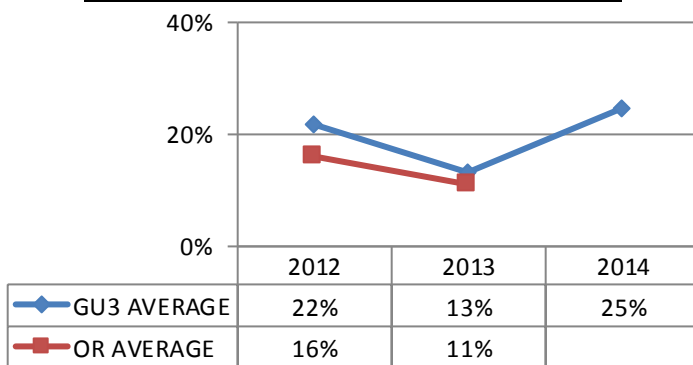
## SERVICES TO STUDENTS

**EDUCATORS:** In which of the following areas could your school implement or improve services in order to help struggling students enroll and succeed in postsecondary education ?

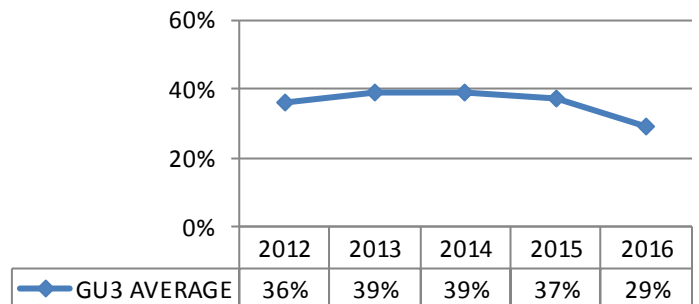
	Needs to be Implemented	Needs to be Improved	Sufficiently in Place	Unnecessary, would not be effective, or N/A
Basic needs assistance (food, supplies, transportation, etc.)	2%	32%	<b>63%</b>	3%
Mental Health Counseling/Resources	4%	<b>53%</b>	43%	0%
Soft Skills Training (Growth Mindset, Social-Emotional Learning, Professionalism, etc.)	8%	<b>63%</b>	27%	1%
Mentoring (ASPIRE, Link Crew, near-peer mentoring, etc.)	9%	<b>47%</b>	42%	3%
Study Skills classes, Tutoring, or Academic Coaching	10%	<b>68%</b>	22%	0%
Career exploration activities (visiting a job site/job shadowing, CIS, etc.)	6%	47%	<b>48%</b>	0%
College exploration activities, workshops, preparation (visiting a college/college student shadowing, application assistance, SAT prep, etc.)	1%	31%	<b>67%</b>	0%
Dual credit opportunities (e.g., AP, Dual Enrollment, Tech Prep, College Now, 2 + 2)	4%	35%	<b>60%</b>	1%
Financial aid awareness & financial planning	0%	35%	<b>65%</b>	0%
Other	25%	3%	6%	<b>67%</b>

## SENIORS: COLLEGE PREPARATION AND ENROLLMENT

**% APPLYING FOR OSAC SCHOLARSHIPS**



**% COMPLETING FAFSA (by end of senior year)**



*Note: % completers is based on first-time filing applicants no older than 18 who will have received their HS diploma by the start of the school year to which they are applying for aid.*

*Source: US Department of Education.*

### SENIORS: HAVE YOU APPLIED TO ANY COLLEGES FOR NEXT YEAR?

College Type	Yes	No	No, but I plan to
4-year College or University	41%	46%	13%
Community College	49%	33%	18%
Technical, Trade, or Vocational school	7%	80%	13%