School Exit Surveys
What you should know before you start

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**Why do exit surveys?**

Suggestions of exit surveys usually begin when someone, a board member, administrator or informed parent, notices an alarming loss of student enrollment in a school or a district. While board members and administrators are concerned with resources, the parent may be concerned with how declining enrollment will affect his or her child’s school experiences.

**Change is a two-way street**

While exit surveys are usually associated with loss of enrollment, it is far better to think of a net change model, rather than simple student losses. There are many types of change in both directions.

Change in schools occurs because of school of choice opportunities, where students can be enrolled in other schools in the intermediate school district or in schools in a contiguous intermediate school district. Parents can simply move their children to charter, private or parochial schools for a variety of reasons.

Change can occur because of changes in the personal lives of students and their families. During difficult economic times, families move to take advantage of other employment opportunities or they may move to the homes of other relatives. Divorce and separation can result in a student being moved because of the change in family situation. Sometimes changes in before and after school child care may result in school changes. Student behavior issues can also lead to school changes.

In addition, there are often changes in enrollment because of physical or convenience factors that affect either the parent or student. For example, in one survey a parent noted that by having her child walk one block to ride the bus for a neighboring district, the child had to spend two hours less a day riding the bus to school.

Not surprisingly, school employees often move students to the district where they are employed because of the convenience of attending conferences, events, and supporting their students. Parents also often enroll students in schools near their workplace for the same reasons.

Loss of enrollment occurs because of students who drop out. Loss from graduation is expected and predictable; but the rate of loss from high
school dropouts can be altered through effective alternative programs. Unexpected losses also occur because of serious illnesses and deaths, but while these losses are tragic, they usually result in minimal changes in enrollment.

There are some special cases of student loss that must also be considered. When school buildings are closed by the administration, groups of unhappy parents may remove their children from the district and enroll them in a neighboring districts. These parents will also become the subjects for promotion by competing schools within the area. Exit surveys can detect this type of loss, if sufficient information is collected.

Two types of net change are particularly valuable and informative for school administrators. Incoming students and their parents provide a valuable source of information about why the parent selected your school district. Second, there will be students and parents who return to your school district, and these parents can tell you why they decided to return. This can be important information for attracting more students and retaining current students.

Finally, there is another type of change in enrollment that does not effect net change in enrollment. That type of change is internal change in enrollment. This might be choosing between different elementary schools or selecting from several magnet programs. The relationship between internal change in enrollment and a tendency to stay or leave the district has not been established conclusively.

Considering net change, rather than simple loss of enrollment, leads to an important first step in the exit survey process. Outline the big picture first.

Using internal enrollment records, records from the intermediate school district, informal conversations with building administrators, and any other source to estimate the sources of change in your district. Gathering this information before the exit survey process occurs will provide an estimate of the types of net change occurring within the district.
What can exit surveys tell you?

When constructed carefully, exit surveys give you perceptions and intensity. Nothing else. Even with good social scientific methodology, exit surveys can’t give you truth. What they tell you is why individuals say they are leaving your district. If the techniques allow it, the exit surveys will give individuals an opportunity to express the intensity of their feelings. In some cases, the intensity will have to be inferred from written or spoken comments.

Exit surveys are always biased in several ways. First, they’re biased because of the sample of people they represent. These people have different motivations for leaving, as indicated earlier in the discussion of net change.

Exit surveys are biased by who responds to the survey. The survey response rate is rarely above 30 percent. And, different types of individuals respond at very different rates. Individuals who leave suddenly may not have time to complete a survey questionnaire. Very angry individuals may not respond because of their anger. Some individuals may express considerable anger in the questionnaire. More will be discussed about the various motivations and responses in the next few paragraphs; but first let’s think about the decision to change schools.

When an individual parent considers enrolling his or her student in a different school, there are elements of uncertainty accompanying the decision. Will the new environment be good for my child? Will my child learn better or achieve higher? Will the change in schools require considerably more effort on my part in terms of transportation, participation or cost?

In addition, the decision is a complex process. First, if I decide that my child needs a new school, then, I have to examine the alternatives available for the change. In many cases, students remain at their same school because there aren’t suitable alternatives available. Once I examine the alternatives, I have to choose the school for my child. Then, I have to act upon my choice to make the change.

Changing schools is always an emotional decision. Regardless of the amount of research and deliberation, the decision to leave and the choice of a new school are based upon the feelings a parent gets about the
decision. This is the reason parents may enroll their child in a school whose performance record is poorer than an existing school. Parents will justify their decision based upon the new “safer environment,” the “personal attention my child will get,” or the “smaller class sizes.” Some choices are based upon feelings about violence, about drugs, and about school or district reputations.

The change decision is not easy for parents. Because the process takes some time, there are usually opportunities to intervene. But, for many reasons, school personnel have not always been able to prevent parents from changing schools. Some school changes do result in better learning experiences for students. In order to understand the decision to change schools, it’s useful to examine some categories of students and parents who change schools in terms of their motivations. These motivations also influence how they will respond to exit surveys.

_dropout_. High school dropouts have decided to leave school, and not enroll in another. This decision may be accompanied by considerable stress, parental pressure, and social disapproval. The issues for these students are much larger than answering an exit survey questionnaire. To understand the motivations and of this group of students, personal interviews from a trusted educator is far superior to an exit survey.

_Chronic changers_. With the availability of schools of choice and other educational alternatives, there is a group of parents who change schools frequently, often returning to the same district. As a group, school change among these parents may be more related to circumstances beyond their control, such as housing issues, economic factors, or to issues related to student behavior. This would include students who may have been expelled from school in one district, and who seek enrollment in another district. This group of parents is quite heterogeneous, but they are not necessarily hostile toward the school district, nor to the exit survey process. These parents would be expected to respond to an exit survey, if it is convenient. This group often may have positive or negative attitudes about a district or a particular school.
Enrollment adaptors. This group of parents, as indicated earlier, changes schools because it is more convenient for them or for their students. School employees who take students to the district where they are employed, and parents who enroll their children near their workplace are typical members of this group. Also, transportation issues or an interest in moving students with their friends fall into this category. These individuals respond well to exit surveys, and often have good feelings toward your school district.

Victims of transition. In this group are parents who change schools because of job change, divorce or separation, or changes in childcare. This group is often very positive about the district, and disappointed about changing schools. They are quite responsive to exit surveys, if they can be reached at a convenient time.

Frustrated experimenters. Quite typical of this group of parents are those who have changed schools within the district to find a better learning environment for their student. They are still frustrated because changes within the district have not worked, so they decide to try a school outside the district. These parents are usually vocal, in the sense that they are not afraid to say why they are dissatisfied. But, response to the exit survey may be dependent upon their degree of frustration with the district.

Angry exiters. This group of parents is the most hostile toward the district. Their anger is often raw and vocal. The intensity of anger is so great that they are willing to express it to others openly. Most of this group will not respond to an exit survey questionnaire. The few who do will demonstrate the intensity of their feelings.

One of the paradoxes is parents who change schools en masse when a building closes. What the move indicates is how bound together the parents are with each other in their dissatisfaction with a school district. Often, these parents have such a strong feeling for their individual building and the other parents that they are deeply affected when a decision to close their building has been made. The paradox is that a district that tries to build such close relationships within their learning environment pays a price for a necessary administrative decision.
Exit surveys can’t get students back

Many administrators expect too much from exit surveys. There are several important limitations. These limitations should be understood; but they should not influence whether exit surveys are used.

First, exit surveys can only approximately tell you why students or parents change schools. They can give you information or more understanding of the problems. Exit surveys won’t give you strategies to get students back. Based upon an exit survey, strategies can be developed to retain students. These strategies must be evaluated with research. Any number of strategies can be employed successfully.

Second, exit surveys can give you answers that cannot be solved administratively. For example, it is not usual to hear that class sizes are too big or there are too many students with disruptive behaviors in a school. There may not be enough options for a certain group of students, often referring to special education or talented and gifted programs. In a recent exit survey of a ranked graduate program, there was unanimous agreement that too many Chinese students had been accepted into the program. This agreement was among Chinese students. Each of these unsolvable problems can still be addressed; but the solutions are not informed by the exit survey.

Third, every exit survey includes contradictory information. Some parents dislike the teachers; other parents like the same teachers. Individual statements may contain contradictory information, “The district standards are too high...my child gets too much homework...the teachers have unreasonable expectations.”

Despite the limitations described here, there are some very important reasons to do exit surveys.

Three reasons why you should do exit surveys:

1) You need all the information you can get to help you attract and keep students in your district.

2) The exit survey may be your last attempt to demonstrate to parents that your school or district values them and their children. The perceptions you give when a person leaves may reduce their hostility toward the district and their tendency to voice disapproval.
3) It is fiscally responsible to try and retain students. If the foundation grant for an individual student is approximately $7,000, then the lifetime value of a kindergarten student to the school district will be $84,000.

If this kindergarten student has two younger siblings, the potential value is $252,000. Changing the enrollment of a small number of students can have significant value to the district.

Beyond exit surveys

While the direct link between exit survey data and marketing strategies to enhance enrollment is somewhat tenuous. There is no doubt that marketing and communication strategies can be more effective when they consider exit survey results.

Either concurrently or after the exit survey, many school districts have begun one or more of three different initiatives. Extensive and regular parent satisfaction surveys have been implemented to discover problem areas before they result in loss of enrollment.

Some form of customer service training has been used for administrators, teachers and staff to make them more sensitive to their roles in keeping students. While service quality training is important, there are some limitations in considering parents “customers.”

Many districts have implemented high profile communication and marketing campaigns to attract students. But, some of these programs have received strong criticisms from the public for spending critical resources for promotion during an economic recession. The results of satisfaction surveys and customer service training have also suffered from less engaged parent participation and a lack of enthusiasm from teachers and administrators who have little extra time for these activities.

In an era of new social media, where promotion costs are low but time requirements high, new ways to engage volunteers, parents and interested participants are needed. More open and transparent communication needs to be focused upon developing and preserving the reputation of the school district. The exit survey you develop must consider the feelings and level of interest of those who fill out the survey questionnaire.
Constructing the exit survey questionnaire

Before examining questionnaire design there are several important cautions about questionnaire design and the data collection process.

*Be transparent and open.* In today’s educational environment, administrators don’t like to hear negative comments about their schools or their staff members. Teacher’s union officers are reluctant to have teachers evaluated out of the normal academic processes. Both groups will benefit from the exit survey process. Stronger schools will benefit the community, and stronger enrollment will ensure teacher jobs. In a normal exit survey, because of the mixture of respondents, the results will usually be more positive than negative. But, be ready for some very negative comments. Because of FOIA, the results will be public, so it’s better for the district to release them first.

*Use the language of your parents.* Have any questionnaire you develop pretested with parents from your schools. If there are bilingual families, you may also have to produce multiple versions of the questionnaire.

*Get reasons for changing schools in the words of the parents.* In other words, use open-ended questions to solicit reasons. It’s important for parents to say why they are moving their students.

*Keep exit data anonymous...not confidential.* This means that there must be no way to connect the name of a person who responds to the exit survey to his or her answers. Ethical research practices require this, and no one on the staff must be able to identify responses given on the questionnaire.

**Step 1**

**Select a data collection method**

Several data collection methods should be examined in view of the net change model suggested earlier.

*Personal interviews* can be used for parents who are extremely dissatisfied. Any administrative contact should attempt to elicit reasons for leaving the district from the parent. Notes should be recorded on a standard questionnaire, such as the one to be developed later.
**Focus groups** should only be used to collect information from groups of parents who are entering the district. Focus group questions should be developed to examine the expectations of new arrivals. For returning parents, a more extensive set of questions may be needed. **Focus groups should never be used for parents who are leaving the district.**

**Survey questionnaires** are the easiest data collection method to use for exit surveys because the format is flexible, and the impersonality of the questionnaire can result in more comfort for the responding parent.

**Step 2**
**Choose a survey format**

There are several formats for survey questionnaires. I’ll describe some of the limitations, and then describe my own preference for data collection.

**Telephone /interview questionnaires** have become less popular among researchers because of the ability of respondents with Caller I.D. to avoid responding. Telephone interview training is difficult and the time to complete interviews varies with the skill of the interviewer. Nonresponse is very problematic with this technique.

**Paper and pencil questionnaires** are straightforward and relatively simple; but they rely on later data entry for analysis. Data entry is relatively inexpensive, given the other expenses for an exit survey.

**Web-based questionnaires** are certainly the easiest for respondents to fill out, as long as they have computer access. Data analysis is facilitated by the respondent entering their own data. Some of the access problems can be overcome by having a computer with printer available for the responding parent.

**Mobile or SMS text questionnaires** will probably be the method of choice in future years. At the present time, not enough parents use their phones for data entry. Setting up mobile questionnaires is more costly and more difficult than web-based questionnaires, and web-based questionnaires can be answered on a smartphone.
My preference. I think the most efficient way to collect exit survey data is through a multi-form process. First develop a web-based questionnaire through one of the popular web survey sites, e.g. SurveyMonkey, Zoomerang, SurveyGismo or Qualtrics. In this paper, I'll use SurveyMonkey exclusively, since their service has the features that are required. After the web survey questionnaire is finished, download an interactive PDF file of the questionnaire that can be loaded on computers in school buildings. Copy this interactive questionnaire as a paper form, for those parents who would like the paper and pencil version.

Before collecting data, there is an important preliminary step, ask permission first from the responding parent. Ask if they would be willing to fill out the exit survey questionnaire. Getting a commitment first will increase the response rate some, and it will also facilitate getting the questionnaire to the parent.

Step 3
Determine the length of the questionnaire

There are a couple of different philosophies for questionnaire length. One group would argue that exit survey should be short and easy to fill out. This group believes that it’s most important to find out why people leave. Other information should be gathered using other methods.

Another group believes that exit questionnaires should take the opportunity to evaluate the school district on several different dimensions, since these evaluations can still be made quite easily by the respondents.

Certainly, an exit survey questionnaire should never be long and nor should it require lots of work from the responding parent or student.

Step 4
Choose the types of questions you will ask

Those responsible for designing an exit survey often debate several issues in questionnaire design.
The open-closed debate. Here the question is, do you ask open-ended or close-ended questions. Close-ended questions provide a set of possible answers to the respondent and are much easier to analyze statistically. Open-ended questions allow the respondent to write as long of an answer as they like (within the constraints of the computer screen). They are more difficult to analyze. But, recent innovations with the web-based survey companies provide a greater ability to aggregate data from open-ended questions.

For example, SurveyMonkey provides a graphical illustration of word and phrase used based upon type size, such as the example below.

SurveyMonkey also provides verbatim responses to open-ended questions, and SurveyMonkey can provide text analysis based upon your predefined categories. But, the use of pre-defined categories requires more research prior to the exit survey process.

In general, parents who leave should not be constrained by closed questions when the district is trying to determine why parents leave. But, additional evaluative questions can provide information about other district characteristics.
Closed evaluation questions. The debate in this instance is deciding which type of evaluation to seek from parents or students. The criteria for selecting scales that are easy to use for responding parents, and scales that have meaning to those parents and to school administrators.

Several types of questions may be used. Rating scales from 1 to 5, 1 to 7, or 0 to 10 can be used. But, within the question, both ends of the scale must be defined. Novice raters sometimes have difficulty with these scales, and a 7.5 on an 11-point excellence scale doesn’t have much interpretive meaning.

Semantic differential scales make an assertive statement, such as “The teacher’s in my child’s building are very skilled at teaching math.” Responding parents then rate the statement on a 5 or 7-point scale from strongly disagree to strongly agree. Note that in all scales to be discussed, there must be an odd number of points on the scale. Semantic differential scales can be difficult to interpret, when parents don’t understand them or when the responses are both strongly agree and strongly disagree among a group of parents.

Bi-polar adjective scales are 5 or 7-point scales with a bi-polar adjective on each end. For example, a question might ask parents to rate the learning environment on a scale from “helpful to learning” to “not helpful to learning.” Interpretive difficulties arise when responses are recorded near the middle of the scale.

Grading scales offer many advantages in educational settings. Responding parents are familiar with the concept of grading. For administrators and for parents there are relatively consistent meanings for grades, because both sets of individuals have been exposed to the scales. These scales are easy to use and are the most reliable of these scale types, yet some administrators are very reluctant to have parents grade their schools or their staff members.

Conversely, in an exit survey setting, using a grading scale has other advantages. It makes an open statement that the district wants an evaluation from the parent. It also is an open invitation to vent frustrations for unhappy parents. Because of the composition of the sample of parents, the grade averages will not be tremendously low, unless there is unanimous agreement that a situation is bad.
Step 5
Determine the questionnaire structure

Regardless of the type of questionnaire you use, there are some important considerations about the order of questions. This section will outline some of the most important parts of the exit survey questionnaire.

1. Questionnaire title
   I prefer to use a title that is less descriptive than “Exit Survey.” Instead, “School Change Report” has fewer connotations of leaving.

2. Introduction and screening question
   A short paragraph that tells the parent the kind of information you're seeking, and possibly asks a screening question, such as, “We understand that you have students who are changing schools this year, is this true?”

   If the answer is yes, the parent will go to the next demographic section. If the answer is no, then there will be a branching question that asks them to answer a set of simple questions about the school district.

3. Demographic questions and school information
   This section will ask how many students are in the family, how many are changing schools, and which schools they are leaving.

4. Open-ended reasons for leaving
   This question simply asks, “Can you tell us why you have decided to change schools this year? Placing this question first increases the probability that the most dissatisfied parents will answer it. This question provides the most important information on any exit survey. The parents will provide reasons or justifications in their own words.

5. Set of evaluation scales for the district
   This set of questions must be designed based upon feedback from parents about problem areas or from news coverage of problem areas. Fewer than ten questions should be asked; five is better.
6. Second open-ended question
   If the responding parent fills out the evaluation questions, then a final question might be something like this, “Our district is trying to improve the learning experiences for all students and their families. Can you give us any suggestions for improving the learning experiences in our schools?”

7. Thank you and “done” button
   A short thank you statement can be followed by several endings. It could be simply a “done” button. Or it could provide a branching site where the parent can leave an email address or contact information to get survey results. An alternative is to provide a link to a results summary on the district web page.

Collecting and analyzing exit survey data

After constructing the exit survey questionnaire, there are several important preparatory steps to data analysis.

**Proofread and pre-test everything.** After you have the questionnaire in written form, *ask a parent to read the questions and tell you what each question is asking.* Sometimes perceptions of questions can be different, wording confusing or language offensive to the reader.

When the questionnaire is web-ready, *test it before distributing the survey link.* It is not unusual to have some web survey options checked that prevent data from being entered or result in connections to a wrong page.

**Make sure all forms of the exit survey are ready.** Interactive PDF files can be placed on building computers, but remember that these computers must be attached to a printer, because data cannot be saved in an interactive PDF file. The form must be printed immediately.

Hard copy questionnaires may need tweaking in order to provide room for answers to open-ended questions. These changes are usually straightforward.
**Make these web survey choices.** There are several choices you are given on sites, such as SurveyMonkey and Zoomerang. Making the appropriate choices is essential.

**Do not block multiple responses from one computer IP address.** If you do, it will prevent using the office computer for multiple exit surveys.

**Do not force exit survey participants to answer any question on your exit survey,** except the initial screening question, if one is present. Parents should also be able to return to earlier questions if they want to change answers.

**Decide where you want the exit survey to redirect** after the participant selects the “done” button. The logical choice would be the school district web page.

**The most critical step in the process is determining who should receive the exit survey questionnaire.** This decision is complicated by the quality of lists of students who are leaving the district.

Exit surveys are designed to be given out on a continuous basis. As students change schools, surveys should be sent to parents for immediate input. Some school districts, especially for the first exit interview, like to survey families who left the district in previous years. This can be a problem if the lists are incomplete or inaccurate.

A complication occurs when data from Michigan intermediate school district lists is used. Some intermediate districts require parents to apply for Schools of Choice every year, whether the student is actually changing schools that year or not. Other districts only require application when an actual change is being made. In the first situation, a parent may be listed, even though the child has attend the same school for several years.

In some exit survey lists, students who have graduated may be flagged as leaving the school district.
Maintaining current contact information is essential, but imperfect. There are still families in some neighborhoods who don’t have a telephone or who have cell phones without operating minutes. Computer access may be limited to work computers or be unavailable. Some parents will miss the exit survey. The results can only be as good as the list of parents that are included.

**Analyzing exit survey data.** If you are using web surveys, make sure you download or receive data in all available formats, e.g. complete reports in Excel format, summary reports, verbatim responses, and graphic text analysis for open-ended questions.

Because exit survey data is biased by the sample, statistical averages are not necessarily representative or informative. Therefore, it is important to **look at subgroups of data** to see why parents are unhappy (if they are), and what the feel about the school district.

**Look for broad general patterns.** If across the board parents grade teachers highly, you can be reasonably confident that parents within the district will do the same. If school safety receives low grades across the board, those issues need to be addressed.

While many administrators like to extract individual comments from exit surveys to make a point, it is far better to **show how a group of individual comments support a general perception or feeling.**

Some comments will be unusable for a variety of reasons. But, don’t discount comments because you can't understand them.

**Where should we go next?**

If you use the **net change model** to study changes in enrollment, you will have summary data about why parents are bringing their children to your school district. You will have a general picture of why some parents are unhappy with the district. And, you will have relatively informative data about how many enrollment losses occur because of circumstances beyond your control.
If you didn’t use the net change model, then you will be missing the information about why parents are bringing students to your district.

Let’s re-examine the categories of individuals who change schools and estimate your success in getting them back to your district.

**Dropouts** – Losses in enrollment from high school dropouts is tragic, but it can be altered with successful intervention and alternative education programs. So, these students are not necessarily gone from the district. Surveying them as they exit is not easy.

**Chronic changers** – Exit surveys do not have the sensitivity to discover who the chronic school changers are. Building principals know who they are. You will see some of these parents and students again...and again.

**Enrollment adaptors** – Unless something changes in the lives of these individuals, the losses in enrollment here will probably be permanent. Fortunately, this group of individuals will probably remain a positive supporter of the school district.

**Victims of transition** – In a similar way to the group above, life circumstances will usually result in the permanent loss of these students. These individuals are often the most positive toward your school district.

**Frustrated experimenters** – Because these individuals vocalize their frustrations, early identification of this group could increase the probably that they will come back to the school district. That likelihood is dependent upon their perception of the district as a whole.

**Angry exiters** – The angriest parents and students always report they will never come back to your school district. In reality, some of these individuals will return. They may come back after their alternative K-8 experience, in order to receive the benefits of your high school programs. They may come back for other benefits from the district. One thing for certain, at the time they leave you will have no ability to persuade them to stay or to entice them to come back at a later time.
Develop imaginative solutions to these problems in perception or problems in reality. These solutions may be administrative, through program development or restructuring. They may be rooted in new communication programs. Whatever the attempted solution, there should always be accompanying evaluation research to test the success of your new strategies for attracting and keeping students.
Sample web survey for hypothetical district

The following example illustrates a short exit survey for a fictitious district. The small logo placeholder demonstrates where a district logo would be placed in the survey. I chose to use multiple pages, so responding parents don’t see all of the questions at one time. The page breaks are necessary when the screening question takes responders to a different set of questions.
Harbor Hills School District

2. Schools attended last year

In the boxes below would you tell us where the children who will be changing schools attended last year. Enter the number of children who are changing schools next to the school they attended last year.

- Harbor Hills High School
- Harbor Heights High School
- Jefferson Middle School
- Roosevelt Middle School
- Harbor Annex Middle School
- Middleton Elementary
- Rosemary Smith Elementary
- Williams Elementary
- Montrose Elementary
- Barnes Elementary
- East Wellington Elementary
Harbor Hills School District

3. Reasons for changing schools

Will you please tell us why your child or children will be changing schools this year?
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<table>
<thead>
<tr>
<th>4. District evaluations and suggestions</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
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<tbody>
<tr>
<td>The quality of communication from district administrators</td>
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<tr>
<td>The personal attention your child has received from his or her teacher</td>
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<td>The experience of the teachers teaching your student</td>
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<tr>
<td>The quality of the school learning environment and classroom atmosphere</td>
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<td>The opportunity for parents to participate in school activities</td>
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<td>The responsiveness of teachers and administrators to your concerns</td>
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<td>The level of achievement your child has reached in his or her school</td>
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<td>The safety of the school environment</td>
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<td>The control of behavior issues in the classroom by teachers and administrators</td>
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</table>
Harbor Hills School District

5. Parent suggestions

What suggestions could you give us to improve the school experiences for current students, and new students entering our schools.

Thank you very much for completing this survey.

If you have any questions about this survey or other school matters, please call Keith Adler at 798-567-6687. The results of this survey will be posted on the school web site: www.hrbsd.org/survey.
This is an example of the interactive PDF file generated from the SurveyMonkey survey. To make a hard copy of this form, you need to print a blank form. If you use a multi-page web survey, as was shown earlier, you must print the form without page separation. Therefore, you have to delete the page breaks to make a continuous form. After printing, it is also advisable to add guide lines between the evaluation items where grades will be assigned. The example on the next page shows guide lines drawn in between the items.
We would like to ask you to tell us how we're doing in several areas. Would you please grade us in each of the following areas.

<table>
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<tr>
<th>Area</th>
<th>A</th>
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<td>The personal attention your child has received from his or her teacher</td>
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<td>The experience of the teachers teaching your student</td>
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<td>The quality of the school learning environment and classroom atmosphere</td>
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<td>The opportunity for parents to participate in school activities</td>
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<td>The responsiveness of teachers and administrators to your concerns</td>
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<tr>
<td>The level of achievement your child has reached in his or her school</td>
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<td>The safety of the school environment</td>
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<td>The control of behavior issues in the classroom by teachers and administrators</td>
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What suggestions could you give us to improve the school experiences for current students, and new students entering our schools.