Tools and Data for School Self-evaluation

For Secondary, Primary and Special Schools

Quality Assurance Division
Education Bureau
2011
Foreword

This booklet is a revised edition of the version published in 2008.

In line with the implementation of the School Development and Accountability Framework, the Education Bureau (EDB) has developed the following evaluation tools and data in support of schools’ self-evaluation work:

I  **Key Performance Measures** – A data system developed on the basis of the framework of performance indicators, which serves as a common platform for school self-evaluation (SSE) and reporting school performance;

II **Stakeholder Survey** – A set of self-evaluation questionnaire for schools to collect the views of teachers, specialists, parents and students on school work;

III **Schools Value-Added Information System** – An online information system to provide secondary schools with subject specific value-added information, so that they can get a grasp of student performance from the perspective of value-addedness;

IV **The Second Version of the Assessment Program for Affective and Social Outcomes** – An assessment tool to assess students’ performance in the affective and social domains;

V **E-platform for School Development and Accountability** – A one-stop system for managing school self-evaluation data which could help schools enhance their efficiency in SSE and alleviate teachers’ workload;

The evaluation tools and data are developed according to the framework of *Performance Indicators for Hong Kong Schools 2008*. They help schools collect useful information to serve as references in SSE. Schools should use the evaluation tools and data with flexibility to align with their own SSE mechanism and school-based factors. Schools could also report to key stakeholders of their SSE results and data so as to enhance the transparency of school work and to actualise the spirit of accountability.

EDB will regularly update the contents of the evaluation tools and data according to education development and schools’ needs. Schools are encouraged to visit the websites cited in this booklet to obtain detailed and the latest information.
I Key Performance Measures (KPM)

KPM is …

- a set of key data for SSE, which is built on the framework of school performance indicators.
- a set of quantitative and objective data to supplement the performance indicators, which are mainly qualitatively oriented.
- a common platform for depicting school performance.

The functions of KPM are to …

- help schools review the effectiveness of their work with a view to enhancing self-improvement and sustainable development.
- help schools report their performance to key stakeholders, thus enhancing the transparency of school work and actualising the spirit of accountability.
- enable EDB to have a good grasp of the current state of local school education, thus providing schools with appropriate support and enhancing the quality of school education.

The KPM framework is …

- formulated in accordance with the four domains of Performance Indicators for Hong Kong Schools 2008. There are a total of 21 items (Table 1).

Things to note about KPM …

- Schools may decide on the KPM items to be collected and the frequency of collection based on their own SSE needs. The KPM data are mostly school data of a routine nature and they are easy to collect. There is no need for schools to deploy substantial resources and manpower.
- Schools should use KPM data to review the outcomes of their School Development Plan (SDP) in the school year upon the completion of their school development planning cycle; the evaluation will inform schools’ formulation of their future direction of development and follow-up measures, so as to promote sustainable development.
- EDB will regularly invite schools to provide the collected KPM data so as to facilitate the Bureau to compile the KPM reference data for school reference. The reference data are available in the Download Area of the following website: http://esda.edb.gov.hk.
- Schools should regularly report KPM data to their key stakeholders.
- Schools should not use KPM data for publicity purposes.
• Schools should make good use of the E-platform for School Development and Accountability (ESDA) for the collection and management of KPM data, and produce KPM report, thus enhancing the efficiency of their SSE and alleviating teachers’ workload.

• For details and the latest news of KPM, please visit the following website: http://kpm.edb.gov.hk

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<td>20. Students’ attendance rate</td>
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<td>21. Percentage of students within the acceptable weight range</td>
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* Not applicable to primary schools
# Not applicable to special schools
II Stakeholder Survey (SHS)

SHS is ...

- a questionnaire survey for schools to collect the views of teachers, specialists, parents and students on school work.
- complementary to evaluation work using the performance indicators and to enhance schools’ self-improvement and sustainable development.
- an important component of the KPM.

The design of SHS ...

- consists of a set of 4 questionnaires, including Teacher Questionnaire, Student Questionnaire, Parent Questionnaire, and Specialist Questionnaire that is applicable to special schools only (Table 2).

Things to note about SHS ...

- Schools should conduct the survey anonymously and encourage the stakeholders to complete the survey in a serious and meticulous manner.
- As all the SHS questionnaires have been subjected to validation, schools should not make changes or omit any questions in the questionnaires to ensure the reliability of the survey.
- Special schools should decide on whether to administer the student questionnaire based on the students’ ability.
- Schools can decide on the frequency of stakeholder survey according to their needs in respect of SSE.
- To align with their school development planning cycles, schools should conduct stakeholder survey prior to the completion of their SDP to promote schools’ sustainable development.
- Schools may administer the survey between January and February to facilitate stakeholders’ participation.
- Schools should make good use of the ESDA for conducting SHS and produce survey reports to reduce the consumption of paper and alleviate schools’ workload in managing the survey data.
- For details and the latest news of SHS, please visit the following website: http://kpm.edb.gov.hk
### Table 2: Survey Items and Target Respondents of Stakeholder Survey

<table>
<thead>
<tr>
<th>Area</th>
<th>Survey item</th>
<th>Target respondent</th>
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<tbody>
<tr>
<td>School Management</td>
<td>Stakeholders’ perception of School Management</td>
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<td>Professional Leadership</td>
<td>Stakeholders’ perception of “Leadership and Monitoring” and “Collaboration and Support” for principal, vice-principal(s) and middle managers</td>
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<tr>
<td></td>
<td>Stakeholders’ perception of Teachers’ Professional Development</td>
<td>•</td>
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<tr>
<td>Curriculum and Assessment</td>
<td>Stakeholders’ perception of Curriculum and Assessment</td>
<td>•</td>
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<tr>
<td>Student Learning and Teaching</td>
<td>Stakeholders’ perception of Teaching</td>
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<td>Stakeholders’ perception of Student Learning</td>
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<td>Student Support</td>
<td>Stakeholders’ perception of Support for Student Development</td>
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<td></td>
<td>Stakeholders’ perception of School Climate</td>
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<tr>
<td>Partnership</td>
<td>Stakeholders’ perception of Home-School Cooperation</td>
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* Applicable to special schools

# Should be adopted appropriately by special schools according to their students’ ability
III Schools Value-Added Information System (SVAIS)

The SVAIS is ...

- an online information system with confidentiality for releasing the academic value-added data of secondary schools.

The calculation of academic value-added is ...

- arrived by using statistical methods to produce estimates about the public examination results that students will score, which are then compared to the actual public exam results of these students (Figure 1); the comparison result reflects the relative effectiveness of the school in adding value to students’ academic performance, which can be above, on a par with or below expected performance.

Figure 1: Calculating Academic Value-added

- objective and comprehensive. To reflect students’ academic performance more effectively, the calculation of value-added performance has taken into consideration factors related to academic performance, which include students’ ability on entry to secondary school, the average academic ability of all students in the school, the gender of students, all girls or all boys school, and students’ change of schools, etc.
Value-added data are ...

- subject-based. They reflect the academic value-added performance, stanines and moving averages.

- one of the KPM.

The functions of value-added data are ...

- to serve as one of the important data for SSE, with a view to helping schools better grasp students’ academic performance.

- to inform various Key Learning Areas in their review of the effectiveness of learning and teaching strategies with reference to their subjects’ value-added performance, in a bid to continuously improve student learning.

- to report value-added performance to schools' key stakeholders, thus enhancing the schools' transparency and accountability.

Things to note about value-added data ...

- In interpreting value-added data, schools should consider their own contextual factors and their learning and teaching; they should also use value-added data for the sake of self-improvement and sustainable development, as well as enhancing student learning.

- As value-added data are derived from statistical analysis, to get an accurate grasp of subjects’ value-added performance, schools should observe trends of changes in the value-added data across years.

- Value-added data reflect only students’ academic performance. Schools should interpret them in conjunction with students’ non-academic performance, e.g. their performance in the affective and social domains in order to fully understand their needs and provide them with suitable support accordingly.

- Value-added data are essentially subject specific data. So far there is no single datum for summarising the value-added performance of the whole school.

- Schools should not use value-added data for publicity purposes.

- For details and the latest news of value-added data, please visit the following website: http://svais.edb.gov.hk
IV The Second Version of the Assessment Program for Affective and Social Outcomes (APASO-II)

The APASO is ...

- an assessment tool to assess primary and secondary students’ performance in the affective and social domains.
- to facilitate schools to collect quantitative and objective data for the purpose of reviewing students’ needs in their whole person development and the effectiveness of related measures at school.

The scales of the APASO ...

- are developed in line with schools’ education aims and needs and, through validation, they are applicable to primary 3 to primary 6 students and all secondary students.
- cater for the needs of students at different developmental stages in the social and affective domains. There are 8 scales applicable to primary schools (Figure 2) and 12 scales applicable to secondary schools (Figure 3).
- meet the needs of school self-evaluation. Among them, the scale of “Attitudes to School” is one of the KPM.

Things to note about APASO...

- Schools have to formulate clear assessment goals and select suitable scales or subscales on a need basis to collect data.
- School should assign suitable teachers or working groups to coordinate the use of the APASO and make use of the ESDA to carry out related assessment work so as to enhance the effectiveness of work and alleviate the workload of teachers.
- APASO mainly measures the social and affective performance of all students at school or a specific group of students at school. Special schools should administer the APASO according to the nature of their students.
- Schools should avoid using the same scale too frequently. There should be an interval of at least 6 months and preferably a year before using the same scale again.
- The number of assessment items to be used each time depends on the age, the ability and the ultimate purpose of using these assessment tools. It is suggested that, in each assessment, the maximum number of assessment items should range from 80 to 100 so that students will not be overloaded.
• Schools should arrange students to be assessed in a confidential and anonymous manner and they should ensure that students have ample time to complete the assessment.

• For details and the latest news of the APASO, please visit the following website: http://apaso.edb.gov.hk
V E-platform for School Development and Accountability (ESDA)

ESDA is ...

• a one-stop system for managing school self-evaluation data (Figure 4).
• used to enhance schools’ efficiency in conducting SSE and alleviate teachers’ workload.

The functions of the ESDA are ...

• to collect and manage self-evaluation data, including the administration of on-line stakeholder survey, assessing students’ affective and social outcomes, performing analysis of data collected, and publishing the related data reports.
• to facilitate schools’ submission of KPM and SHS data to EDB, which helps its compilation of KPM reference data
• to facilitate schools in their application of KPM reference data and norm data, which enhances their efficiency in using SSE data
• to assist schools in implementing their IT in education and other school-based questionnaire surveys.

Things to note about ESDA ...

• Schools should optimise ESDA in supporting their SSE and alleviating teachers’ workload in this regard.
• ESDA and SSE tools will be updated from time to time. School personnel should browse the relevant websites to obtain the latest versions of the system and tools, reference data and the latest news.
• As ESDA involves the use of data from WebSAMS, schools should assign a person familiar with WebSAMS to take charge of ESDA.
• For details and the latest news of ESDA, please visit the following website: http://esda.edb.gov.hk.
Figure 4: Functions of ESDA

To design and administer online school-based questionnaire surveys

To administer online Assessment Programme for Affective & Social Outcomes (APASO)

To administer online stakeholder surveys for teachers, students, parents & specialists

To obtain KPM reference data and norm data

To submit data to EDB for the production of KPM reference data

To manage data over the years for analysis

To produce survey / assessment reports

To submit data to EDB for the production of KPM reference data

To obtain KPM reference data and norm data

To manage data over the years for analysis

To produce survey / assessment reports
Support

Websites

The use of SSE data is an essential element of school self-evaluation. EDB will carry out timely revision of the evaluation tools and data according to education development and schools' needs. Schools may obtain detailed information and latest news on the evaluation tools and data by visiting the following websites:

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<tr>
<th>Key Performance Measures and Stakeholder Survey</th>
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<td>Assessment Program for Affective and Social Outcomes</td>
<td><a href="http://apaso.edb.gov.hk">http://apaso.edb.gov.hk</a></td>
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How to contact us

EDB welcomes schools to share with us their opinions and good practices in using SSE data. Please contact the Indicators Section of the Quality Assurance Division to express any views and suggestions, or to share experiences:

**Address:** Room 1214, 12/F, Wu Chung House, 213 Queen’s Road East, Wan Chai, Hong Kong

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**Fax:** (852) 2119 9074

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