Tools and Data
for School Self-evaluation
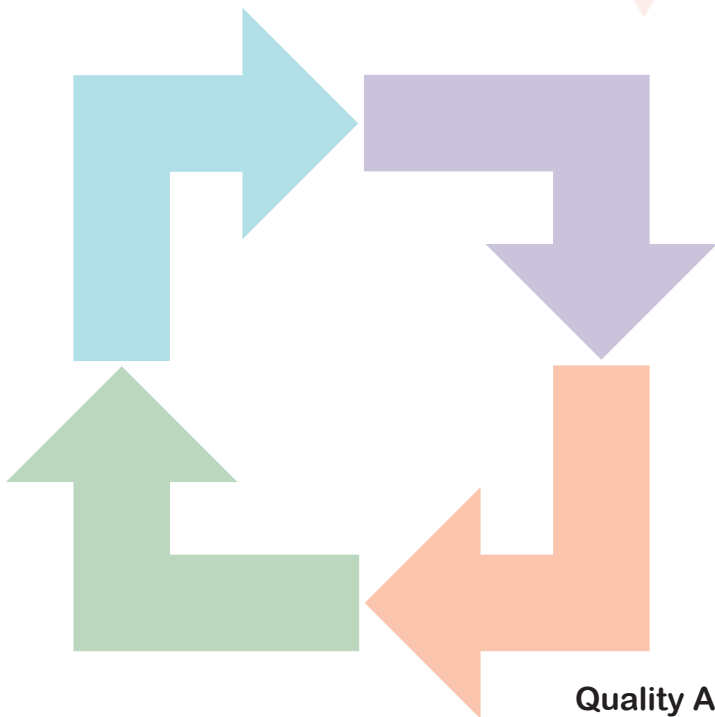
Foreword

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 (KPM)** − A data system developed on the basis of the framework of performance indicators (PI), which serves as a common platform for school self-evaluation (SSE) and reporting school performance;

II **Stakeholder Survey (SHS)** − 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 (SVAIS)** − 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 (APASO-II)** − An assessment tool to assess students' performance in the affective and social domains;

V **E-platform for School Development and Accountability (ESDA)** − 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 PI framework. 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.

This booklet is a revised edition of the version published in 2011. It aims to enhance schools' understanding of the contents of the evaluation tools and data. The EDB will regularly update the contents of the evaluation tools and data according to education development and schools' needs in SSE. Schools are encouraged to visit the web sites cited in this booklet to obtain detailed and the latest information.

I KPM

KPM is ...

- a set of key data for SSE, which is built on the PI framework.
- a set of quantitative and objective data to supplement the PI, 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 the 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 PI. There are a total of 22 items (Table 1).

Things to note about KPM ...

- 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.
- Schools are required to submit their KPM data and SHS data to the EDB in the final year of their school development cycles 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 web page: **http://esda.edb.gov.hk** .
- To facilitate reviewers of the External School Review (ESR) to have a better understanding of the self-evaluation work of schools, the submission of the latest KPM data and SHS data before the ESR is required.
- 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 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 web page: **http://kpm.edb.gov.hk**

Table 1: Framework of KPM

Management & Organisation	1. Stakeholders' perception of School Management
	2. Stakeholders' perception of Professional Leadership
	3. Stakeholders' perception of Teachers' Professional Development
	4. Professional training on special educational needs[#]
Learning & Teaching	5. Number of active school days
	6. Percentage of lesson time for Key Learning Areas
	7. Subject choices at senior secondary levels*
	8. Stakeholders' perception of Curriculum and Assessment
	9. Stakeholders' perception of Teaching
	10. Stakeholders' perception of Student Learning
Student Support & School Ethos	11. Stakeholders' perception of Support for Student Development
	12. Stakeholders' perception of School Climate
	13. Destinations of graduates*
	14. Stakeholders' perception of Home-school Cooperation
Student Performance	15. Students' attitudes to school
	16. Pre-S1 Hong Kong Attainment Test*[#]
	17. Public examination results*
	18. Academic value-added performance*[#]
	19. Percentage of students participating in territory-wide inter-school competitions
	20. Percentage of students participating in uniform groups / community services
	21. Students' attendance rate
	22. Percentage of students within the acceptable weight range

*   Not applicable to primary schools

\#   Not applicable to special schools

II 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 PI 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 SHS according to their needs in respect of SSE.
- To align with their school development planning cycles, schools should conduct SHS in the final year of their school development cycles to promote schools' sustainable development.
- Schools may administer the survey between January and February to facilitate stakeholders' participation.
- Schools should make good use of 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 web page: **http://edb.gov.hk/shs**

Table 2: Survey Items and Target Respondents of SHS

Area	Survey item	Target respondent			
		Teacher	Specialist*	Student#	Parent
School Management	Stakeholders' perception of School Management	●	●		
Professional Leadership	Stakeholders' perception of "Leadership and Monitoring" and "Collaboration and Support" for principal, vice-principal(s) and middle managers	●	●		
	Stakeholders' perception of Teachers' Professional Development	●	●		
Curriculum and Assessment	Stakeholders' perception of Curriculum and Assessment	●			
Student Learning and Teaching	Stakeholders' perception of Teaching	●		●	
	Stakeholders' perception of Student Learning	●	●	●	●
Student Support	Stakeholders' perception of Support for Student Development	●	●	●	●
	Stakeholders' perception of School Climate	●	●	●	●
Partnership	Stakeholders' perception of Home-School Cooperation				●

* Applicable to special schools

Should be adopted appropriately by special schools according to their students' ability

III SVAIS

SVAIS is ...

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

The calculation of academic value-addedness 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 examination 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-addedness
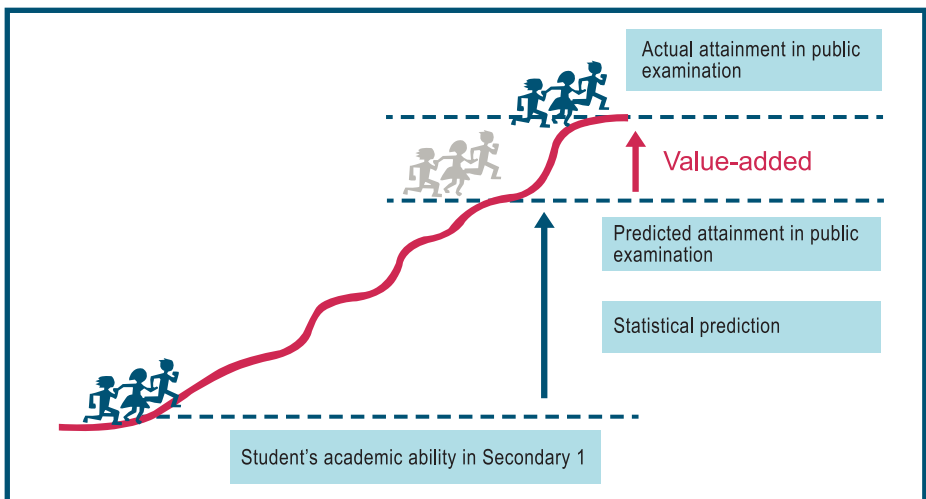
- objective and comprehensive. To reflect students' academic performance more effectively, the calculation of value-added performance has taken into consideration factors related to academic performance, which include students' academic ability on entry to Secondary 1, the average academic ability of all students in the school on entry to Secondary 1, the gender of students, all girls or all boys school and among others.

The functions of value-added information are ...

- to serve as one piece of important information 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 information ...

- In interpreting value-added information, schools should consider their own contextual factors and their learning and teaching, such as the number of students included in the value-added analysis for each subject; they should also use value-added information for the sake of self-improvement and sustainable development, as well as enhancing student learning.

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

- Value-added information reflects 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 information is essentially subject-specific. So far there is no single value-added score for summarising the value-added performance of the whole school.

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

- For details and the latest news of value-added information, please visit the following web page: **http://svais.edb.gov.hk**

IV APASO-II

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 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.
- Schools should assign suitable teachers or working groups to coordinate the use of APASO and make use of 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 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 an academic year before using the same scale again.
- The number of assessment items to be used each time depends on students' age, their 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 APASO, please visit the following web page: **http://apaso.edb.gov.hk**

Figure 2: The Structure of the APASO-II Framework (Primary)

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                        APASO-II (Primary)

        Self    Self-              Self-                          Self-
                others             school                         society

  Self-Concept   Interpersonal   Attitudes to School   Motivation   Causal Attribution   Learning   Independent   Values
                 Relationships   (Quality of School Life)                                Competency  Learning Capacity
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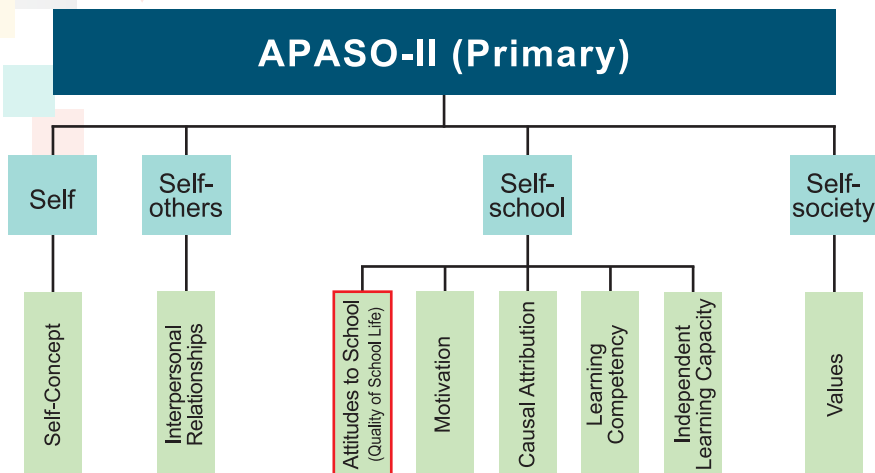
Figure 3: The Structure of the APASO-II Framework (Secondary)

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                        APASO-II (Secondary)

     Self        Self-           Self-                   Self-              Self-
                 others          school                  society            future

  Self-Concept   Interpersonal   Attitudes to School   Motivation   Leadership   Ethical Conducts   Goals of Life
  Health & Well Being   Relationships   (Quality of School Life)   Learning Competency   National Identity &
  Stress Management              Independent Learning Capacity    Global Citizenship
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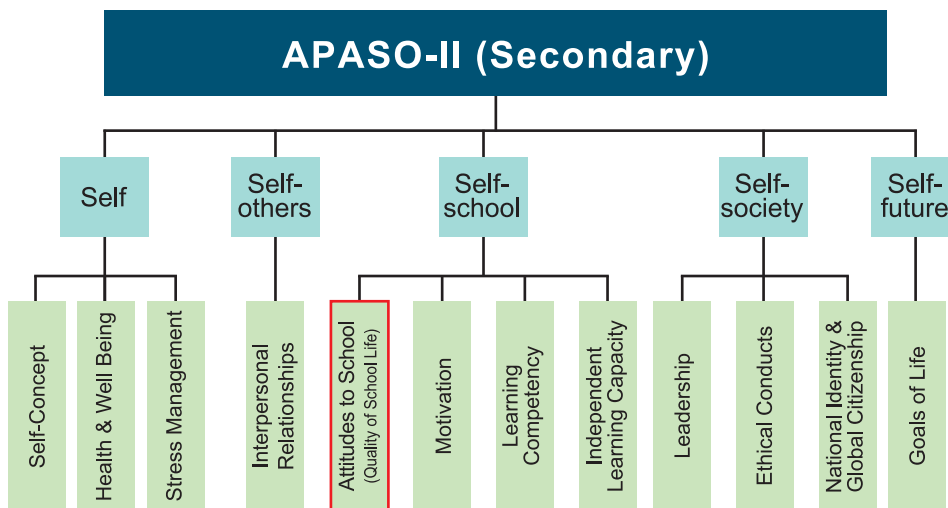
☐ is one of the KPM

V ESDA

ESDA is ...

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

The functions of ESDA are ...

- to collect and manage self-evaluation data, including the administration of online SHS, 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 the EDB, which helps its compilation of the KPM reference data.
- to facilitate schools in their application of the 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 web sites 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 web page: **http://esda.edb.gov.hk**

Figure 4: Functions of ESDA

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

To administer online SHS for teachers, students, parents & specialists

To design and administer online school-based questionnaire surveys

To obtain the KPM reference data and the norm data

To manage data over the years for analysis

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

To produce survey / assessment reports

Support

Web sites

The use of SSE data is an essential element of SSE. The 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 web sites:

• Key Performance Measures	http://kpm.edb.gov.hk
• Stakeholder Survey	http://edb.gov.hk/shs
• Schools Value-Added Information System	http://svais.edb.gov.hk
• Assessment Program for Affective and Social Outcomes	http://apaso.edb.gov.hk
• E-platform for School Development & Accountability	http://esda.edb.gov.hk

How to contact us

The 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 & School-based Support Division at the EDB to express any views and suggestions, or to share experiences:

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