

The evaluation of school performance after attending health promoting school accreditation award scheme in Taiwan.

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Abstract : Introduction: In 2002, the Department of Health and Ministry of Education launched the Health-Promoting School (HPS) program in Taiwan. One of the most significant barriers to evaluating the HPS is the absence of reliable, valid instruments. Thus, an HPS evaluation framework must be developed.

Methods: Three rounds of Delphi scoring by 23 professionals and 25 schools' self-evaluation school-health profiles confirmed the availability and acceptability of the Health Promoting School Accreditation System (HPSAS). Then, a group of international veteran HPS experts assisted in establishing standards that fit the context of Taiwan. This study completed HPSAS evaluations in 2012 and 2014. A total of 214 elementary schools and 182 high schools participated in the accreditations. HPSAS awards are classified into three levels: bronze, silver, and gold.

Results: The study has established six key HPSAS standards mainly derived from "WHO Health Promoting Schools: A Framework for Action in 2008." Overall, 21 components and 47 scoring elements were completed. In 2012, participating schools were evaluated, with four schools at the gold level, 14 at the silver, and 120 at the bronze. In 2014, five schools were at the gold level, 20 were at the silver, and 31 were at the bronze. The study showed that schools at different award levels had different full-score rates in six standards. The schools that comprised the gold level performed exceptionally well. The worst performance among the six standards at each award level was in the skill-based health curriculum.

Conclusion: The HPSAS is an objective instrument used to evaluate the HPS Program's process and outcomes. In the future, combinations of different types of data (e.g., students' health behaviors, school climate, or teachers' health teaching innovations) will enable further validation of HPS effectiveness.