

Analytical activities use, in addition to European documents, developed analytical studies of strategic documents and data/information published by schools pursuant to the Education Act. An example might be the Long-term Policy Objectives of Education and the Development of the Educational System in the Czech Republic highlighting priorities of further development and progress indicators. The Czech School Inspectorate is also building on annual reports of individual regions and priorities of the Long-term Policy Objectives of Education and the Development of the Educational System in regions. Furthermore, CSI also uses information sources of partner organisations – The Institute for Information on Education, the Pedagogical Research Institute, the National Institute for Vocational Education and Training, as well as other institutes, institutions and associations working within the education system.

Principles for Measurement and Evaluation

Summary evaluation is based on evaluation of individual logically inter-connected indicators and criteria (or sub-criteria). The top of an evaluation “pyramid” is formed by principal evaluation areas (qualitative evaluation), while lower levels consist of criteria and sub-criteria (qualitative evaluation using a three-level scale with a respective variant N), a wide base of individual indicators (quantitative parameters – the number; proportions; qualitative evaluation using dichotomous or other, as a rule, three-level scales).

General Qualitative Description of a Three-level Evaluation Scale

The objective for using this scale is to specify, on the basis of summary evaluation of individual parts (indicators) of a given criterion, whether a school entity achieves within the given criterion a level corresponding to a typical regional or national standard (**2**) for the same type of school or school facility, whether its activities are above-standard (**3**) or whether an entity does not achieve the required standard (**1**) and the ascertained situation is risky or whether such a situation cannot be detected or was not monitored at all (**N**). In general the Czech School Inspectorate defines individual levels as follows:

1 Negative situation unambiguously prevails within the evaluated criterion; activities being performed breach legal regulations and the school education programme (approved teaching documents); planning, quality management and sustainable development of the given area are not efficient or cannot be proven; serious deficiencies occurred.

2 Normal (average, standard) functional situation prevails within the evaluated criterion; activities are carried out in compliance with legal regulations and the school education programme (approved teaching documents), these are breached only occasionally. Planning, quality management and sustainable development of the given area display quite frequent deficiencies, some of which may be removed only with difficulty.

3 Excellent situation prevails within the evaluated criterion, activities are carried out in compliance with legal regulations and the school education programme (approved teaching documents); quality and sustainable development of the given area are being planned and are well managed within the meaning of the strategic objectives of the given school entity; partial deficiencies occur only very rarely and they are being successfully removed.

N A variant for the case when, for different reasons, it was impossible to assess the situation of the given phenomenon in a certain school or the situation was not monitored in compliance with the task of the given inspection.