Activities leading to the development of the reading skills of students were clearly incorporated in 80 % of the evaluated SEPs. More that 40 % of schools have been involved in projects of testing or they use publicly accessible tests prepared by CERMAT or PISA tests for their self-evaluation. The overview below demonstrates the results of class observations performed in the school years 2006/07 and 2009/10.

Table 29

Evaluation of indicators of reading skills in SSs (the proportion of occurrence in %)

Monitored indicator of reading skills	2006/07	2009/10	Trend
General understanding of texts	83.3	84.8	+
Retrieving information from texts	82.5	89.2	+
Developing an interpretation	69.1	63.4	-
Reflecting on and evaluating the content of a text	80.7	76.2	-
Reflecting on and evaluating the form of a text	63.6	61.3	-
Appropriateness of text selection by teachers (type, sources, diversity)	84.2	86.7	+
Support for specific skills of pupils with SEN (dyslexia)	86.7	83.5	-

The educational level of secondary school students has deteriorated in nearly all indicators. Documentation literacy remains good as almost 90 % of students are able to retrieve simple information from texts. However, the ability to find and understand more complex information was very poor. Bearing this in mind more than 90 % of SSs offered out of school activities (visits to public libraries, thematic school projects, discussions, lectures and so forth). When results are compared with those gathered in BSs then basic school pupils were better evaluated when retrieving more complex information from texts while in reflecting on and evaluating the content of a text both groups were at the same level. Despite efforts taken by teachers and the improvement of technical equipment it was clearly demonstrated that schools were able to remove such deficiencies only minimally.

Evaluation of Support for Mathematical Literacy Development in Secondary Education

When specifying the general framework for evaluating mathematical literacy the CSI built on the definition of mathematical skills laid down in the European Reference Framework of Key Competences for Lifelong Learning, the definition of mathematical literacy for PISA and TIMSS studies as well as the content of mathematical instruction for individual levels of education in compliance with the requirements stipulated in the FEPs.

The majority of schools would like to address the development of mathematical literacy comprehensively. Provision of information to teachers has improved and wide attention is devoted to the development of mathematical skills in those branches of education where applied mathematics forms part of the school profile. The quality of the system for teaching mathematics in schools mostly relates to the quality of work carried out by authorities providing relevant guidance and the interest of school management in this issue.

Mathematics and activities aimed at developing mathematical literacy were clearly incorporated in all the evaluated SEPs SE and support of students with SEN has been improved. The same applies to the support provided to gifted students. Almost 36 % of students in secondary education were educated in accordance with their individual education plans. Nearly 60 % of schools used testing for their self-evaluation. Schools primarily participated in tests organised by CERMAT (68.3 % of SSs). More than 50 % of SSs used commercial tests.