



When evaluating the education system the CSI used twelve criteria (the National Quality Framework) at the level of school evaluation and a four-grade rating scale, under which schools were included in four categories according to their quality. The criteria are formulated as shortened legislative provisions having links to the selected provisions of valid standards and are completed with the description of indicators for successful meeting of the relevant criterion. The Annex includes a list of obligatory indicators which are based on secondary legislation and are conditions for the safety of pupils. They can also affect the funding of schools according to the known per capita funding (so called normative funding). The legality principle enables these results of inspection evaluations to become the direct basis for inspection actions in schools according to the level of the risk found.

Results of multicriteria evaluations are analysed by an inspection team and together with their synthesis are contained in the public inspection reports. Such inspection reports are available for the general public for at least ten years and are archived by relevant schools and the inspectorate.

In order to evaluate the school position and its inclusion in the respective quality category a four-grade inspection scale is used. This scale is based on the risk classification:

1. the situation can lead to the removal of a school from the Register of Schools (unacceptable risks);
2. risks are removable within the specified deadline (serious risks);
3. the required standard. (It corresponds with the standard, formal mistakes, risks removable within the inspection itself);
4. the example of good practice (regional, supraregional, international levels).

The CSI finds out and records in its InspIS (Inspection Information System) database two types of data:

- a. selection of obligatory data retrieved from statistical records and other databases (so called “hard” data) and their compatibility with the real situation;
- b. data acquired through on-the-spot checks in schools carried out in direct contact with participants in education (so called “soft” data).

Hard data were partially obtained from public administration partners at national and regional levels and also from international sources (for example EUROSTAT, the Institute for Information on Education, the Czech Statistical Office), at the level of schools from the School Vital Registers (register containing personal data of children/pupils/student) and from analyses of obligatory school documents. Such quantitative data are used for the classification of qualitative surveys and in general they represent a measurable part of school evaluations. At present the CSI is not using tests directly taken by pupils; however, in the framework of the NIQES projects the CSI has started to prepare national checks of results of education in 5th and 9th grades of compulsory school attendance.

Soft data are collected on the basis of on-the-spot observations (visit to schools and direct observation in classes – lesson observations, standardised interviews

