

Table 67 Overall evaluation of secondary schools in the school year 2010/2011

| Key areas of evaluation<br>A              |   | Share of schools in the achieved level of evaluation (%) |      |      |      |
|---|---|--|------|------|------|
|   |   | B  | C    | D    | E    |
| <b>Results of secondary schools</b>       |   |  |      |      |      |
| K1  | Provision of education  | 0.0  | 8.8  | 85.1 | 6.1  |
| K2  | Overall results of education and effectiveness of support for personality development of students | 0.0  | 5.5  | 83.9 | 10.6 |
| K3  | Impacts of innovative and preventive programmes   | 0.0  | 4.4  | 95.0 | 0.6  |
| <b>Prerequisites of secondary schools</b> |   |  |      |      |      |
| K4  | School management and an effective strategy of education  | 0.6  | 7.7  | 87.8 | 3.9  |
| K5  | Support for pedagogical staff (personnel, material and financial prerequisites)                   | 0.0  | 2.8  | 96.2 | 1.0  |
| K6  | School's self-evaluation systems and checks   | 0.0  | 10.5 | 87.8 | 1.7  |

*Key for individual levels of evaluation:*

- a. *Situation displays high risks which can lead to the removal of a school from the Register of Schools pursuant to the provisions of Sec. 150 of the Education Act.*
- b. *A school entity does not achieve a prescribed standard; identified risks can be corrected within the given deadline.*
- c. *A school entity achieves, within the given criterion, a typical regional or national standard prescribed for the same type of school and school facility.*
- d. *Activities of a school entity are in some areas above the standard or they are evaluated as an example of good practice (the scheme prepared by the Research Education Institute for examples of good practice was used).*

When evaluating the provision of education 91.2 % of SSs conformed to the standard requirements. The CSI points out the risks concerning the provision of education in 8.8 % of the SSs visited where school managements were provided with deadlines in order to remove shortcomings detected in their SEPs. Insufficiently defined principles for support of students with SEN and gifted students were the most frequent faults. Innovations introduced in the content of education were affected by the initial phase of FEP VE and the reform of examinations for the completion of studies. The highest share of schools included in the category of examples of good practice (6.1 % of SSs) was detected in this area. Provision of educational activities in relation to the profile of a school-leaver was evaluated positively in vocational education.

When the overall evaluation of results is taken into account together with the effectiveness of support for the development of student personality then 94.5 % of the secondary schools visited conformed to the standard requirements. The common part of the school-leaving examination positively affected the educational fields completed by the school-leaving examination when the situation in this area is compared to that of the previous year. A positive finding is the fact that the process of standardisation of the examination necessary to complete the studies is closely linked to requirements of the labour market at the regional level.

As regards the impacts of preventive and innovative programmes, desirable ac-