

Table B7 Evaluation of SEP Compliance with the FEP BE for Lower Grades Secondary of Six- and Eight-year Secondary General Schools

Compliance of SEP with FEP BE – lower grades of six- and eight-year SGSs		Non-compliance (%)	
Area	Indicator	2010/2011 13 SEPs	2007–2011 258 SEPs
Identification data	SEP name	-	16.0
	Submitting party	-	-
	Founder	15.4	6.3
	Document valid from	-	0.8
School description in SEP	Comprehensiveness and the size of the school	-	9.3
	School equipment	-	14.3
	Description of pedagogical staff	-	13.2
	Long-term projects and international cooperation	-	13.6
	Cooperation with parents and other entities	-	8.5
SEP description	School focus	-	1.5
	Educational and training strategies	-	6.2
	Teaching pupils with SEN	38.5	37.2
	pupils with disabilities	23.1	23.5
	pupils with health impairment	15.4	26.7
	socially disadvantaged pupils	15.4	48.4
	Teaching exceptionally gifted pupils	7.7	14.3
	Incorporation of cross-curricular subjects	-	10.8
Curriculum	Compliance of teaching hours allotment with the framework curriculum for the first level	-	20.9
	Notes to the curriculum	69.2	28.7
Syllabus	Names and description of school subjects	15.4	19.9
	Definitions of the content, time allotment and organisation	15.4	17.0
	Educational and training strategies	7.7	20.7
	Education content of individual subjects	61.5	30.7
	Compliance of expected SEP outcomes with the FEP BE	69.2	23.7
	Further elaboration of syllabus contained in the FEP BE	53.8	19.5
	Cross-curricular topics – specification of topics and activities	53.8	28.0
Rules for pupils' assessment	Methods of assessment of pupils	-	13.8
	Assessment criteria	69.2	19.5
	Rules for assessment of pupils are integral parts of the SEP	7.7	26.6
School self-evaluation	Self-evaluation areas	-	8.5
	Self-evaluation objectives	53.8	16.3
	Self-evaluation criteria	7.7	20.1
	Self-evaluation tools	-	8.9
	Self-evaluation schedule	-	19.1
		2010/2011	2009-2011
Overall evaluation	non-compliance	76.9	60.1
	full compliance	23.1	39.9