

Table B8 Evaluation of SEP Compliance with the FEP SE for Four-year Secondary General Schools and for Upper Secondary Grades of Six- and Eight-year Secondary General Schools

Compliance of SEP with FEP G – four- and eight-year SGSs (upper secondary level)		Non-compliance (%)	
Area	Indicator	2010/2011 27 SEPs	2009-2011 490 SEPs
Identification data	SEP name	-	8.1
	Education programme	-	5.7
	Submitting party	-	1.8
	Founder	3.7	4.3
	Document valid from	-	0.9
School description in SEP	Comprehensiveness and the size of the school	-	2.8
	School equipment	-	7.4
	Description of pedagogical staff	-	5.3
	Long-term projects and international cooperation	-	4.7
	Cooperation with parents and other entities	-	4.7
SEP description	School focus	-	2.1
	Educational and training strategies	3.7	7.8
	Teaching pupils with SEN	14.8	25.5
	Teaching pupils with disabilities	18.5	19.6
	Teaching pupils with health impairment	18.5	24.7
	Teaching socially disadvantaged pupils	14.8	30.6
	Teaching exceptionally gifted pupils	-	4.9
	Incorporation of cross-curricular subjects	-	8.4
	School-leaver profile	-	2.1
	Organisation of enrolment proceedings	29.6	8.8
	Organisation of the school-leaving examination	22.2	11.2
Curriculum	Compliance of teaching hours allotment with framework curriculum	7.4	2.0
	Compliance of teaching hours allotment with framework curriculum for 1st to 4th grades of six-year SGSs	-	1.6
	Compliance of teaching hours allotment with framework curriculum for four-year SGSs and upper secondary level of six- and eight-year SGSs	29.6	13.6
	Notes to the curriculum	44.4	24.9
	Available time allotment used in compliance with recommendations of FEP and the focus of the school	-	1.6
Syllabus	Names and description of school subjects	7.4	12.0
	Definitions of the content, time allotment and organisation	3.7	14.1
	Educational and training strategies	7.4	14.3
	Education content of individual subjects	37.0	27.4
	Compliance of expected SEP outcomes with the FEP	40.7	20.6
	Further elaboration of syllabus contained in the FEP and its distribution to individual grades	51.9	19.0
	Cross-curricular topics – specification of topics and activities	29.6	19.6
Key competences – concrete description and distribution into educational areas and subjects	-	9.0	
Rules for pupils' assessment	Methods of assessment of pupils	3.7	11.8
	Assessment criteria	37.0	15.7
School self-evaluation	Self-evaluation areas	7.4	8.3
	Self-evaluation objectives	37.0	14.9
	Self-evaluation criteria	14.8	15.9
	Self-evaluation tools	3.7	6.9
	Schedule of school self-evaluation	3.7	13.9
Overall evaluation		2010/2011	2009-2011
	non-compliance	66.7	60.8
	full compliance	33.3	39.2