



Assessment of Overall Success of Pupils in Basic Education

Assessment of the overall success of pupils in basic education has been possible up to now only on the basis of outcomes of school self-evaluations. However, the level of these is quite different. In the last school year it was apparent that the classification (marking) of pupils leaving for secondary schools and their classification in the 1st grade of the secondary school they had chosen was considerably different. Owing to the fact that the Education Act has not yet defined the expected system of external (output) assessment of pupils' achievement in the 5th and 9th grades of BSs the possibility of systemic assessment of overall pupils' success in basic education is very limited. However, statistical surveys monitoring the proportion of pupils who have not completed compulsory school attendance (0.6 % of pupils) brought about some signals.

Overall failures in a certain grade of basic education are reported in the numbers of pupils who had to repeat the relevant grade. This area was affected by the system of progression of pupils to higher grades when pupils can repeat one grade only once within the elementary level and once within the lower-secondary level of basic schools.

According to the statistical data collected from schools "vital" registers (registers of personal and related data of pupils) there were 2,852 pupils who had to repeat a grade, of whom 442 pupils (of these 72 pupils in special classes) repeated the 5th grade.

In total 3,689 pupils repeated one of the grades at the second level of basic school; of these the 9th grade was repeated by 146 pupils with 50 pupils attending special classes.

When the regions were compared, the highest numbers of unsuccessful pupils were found in the Usti, Moravian–Silesian, Karlovy Vary and Liberec regions. The detected higher rate of failures directly relates to the number of socially disadvantaged pupils in these regions.

III. Preventive and Innovative Programmes in Basic Education

Preventive Programmes

In the schools visited the CSI monitored the occurrence of cases of risky behaviour which schools had already been involved in solving, and the number of reasonable suggestions, complaints and petitions resolved by head teachers.

Chart 3 Cases of risky behaviour solved in basic schools

