

The lack of independence of students along with insufficient home preparation was evaluated negatively. High criticism of the knowledge of students coming from BSs quite often related to the lack of teachers' knowledge of FEP, as many teachers of SSs had not learned what outcomes of the previous level of education should be expected. What is interesting is the high share of students who, in teachers' opinion, had problems at home. However, this opinion was completely different from the share of students recorded in the relevant registers. But the opinion corresponded with findings on the school results of students in the Czech language, mathematics and foreign languages. The following overview contains the results of students in the above subjects and the share of unsuccessful students with SEN.

Table 54 Success rate of students of 1st grades of secondary schools

Monitored areas and indicators		Total SSs – 857 59.8 % from the Register		SGSs – 225 59.4 % from the Register		SVSs – 632 57.2 % from the Register	
School results	Number of students who failed the Czech language in the 1 st grade	2,032	2.4	86	0.7	1,946	2.6
	of whom students with SEN	141	6.9	4	4.7	137	7.0
	Number of students who failed mathematics in the 1 st grade	3,203	3.7	160	1.3	3,043	4.1
	of whom students with SEN	224	7.0	7	4.4	217	7.1
	Number of students who failed a foreign language in the 1 st grade	2,201	2.6	77	0.6	2,124	2.9
	of whom students with SEN	144	6.5	5	6.5	139	6.5

The fact that students with SEN were less successful than other groups of students is negative but it confirmed the assumption that support for such students was not sufficiently effective. The hypothesis that students encountered the largest problems in mathematics was also confirmed.

Reform of the School-leaving Examination

The CSI monitored the **preparedness for the school-leaving examination** in a sample of 902 schools. These schools were complemented by schools chosen at the request of the Centre. They were mainly schools which had not been monitored during a mock school-leaving examination taken in 2010 and also schools that had signalled some problems. 66 schools (7.3 % of the total number of schools monitored) exhibited shortcomings which, in the case of a “real” school-leaving examination, could mean security risks which could endanger the course of the examination and could cast doubts on the results of examinations. The CSI monitored the preparedness of such schools systematically and the shortcomings detected were resolved together with head teachers and with the Centre.

Well-functioning cooperation and the adoption of effective measures to ensure public checks carried out by the CSI prevented schools from registering students of 2nd grades for the school leaving examination being prepared. Further it was possible to exclude security risks in case a safe box containing testing materials and instructions was opened too early. The CSI provided the MEYS with information about their findings and published detailed results on the web pages.