



Negative Findings

- **Concerns of 55 % of head teachers regarding the growth in the administrative burden and costs of the school-leaving examination were confirmed.** The CSI in cooperation with the management of the monitored schools, strove to detect, *inter alia*, the costs for the training of teachers so that schools could organise the school-leaving examination (including travel expenses), travel expenses for direct organisation of the school-leaving examination (employees, school-leaving examination commissionaires and so forth), costs for the remuneration of chairpersons of school-leaving examination boards, costs determined for the rewards of assessors, costs relating to the printing of documents and some other costs. By evaluating the financial costs of school-leaving examinations in these schools the CSI found that the growth in costs per student taking the school-leaving examination in the spring examination period was **CZK 745**. The calculation was made on the basis of **an informed guess by school managements** and on the basis of comparisons of costs incurred in the school year 2009/2010. Of this amount the costs relating to administration alone were almost CZK 200 per student. In the autumn examination period the **average increase in costs per student** was CZK 412.
- **Complexity of detailed assessment of oral examinations in a foreign language** (disproportionate when compared with the assessment of the Czech language) – results were evaluated under time pressure and there was a risk that an error could be made (findings and comments from 24 schools).
- The disproportionate **length of examinations** (two months had elapsed from the beginning of practical examinations till the announcement of results) affected stress arising from uncertainty and the waiting time for results clashed with the dates of enrolment proceedings for tertiary education. Students in 28 % of schools monitored perceived this phenomenon as the main deficiency of school-leaving examinations.
- **The high number of requests for reviewing the course and results of school-leaving examinations.** More than 1,000 requests for reviewing the course and results of examinations were delivered to regional authorities and some others were forwarded to the MEYS and the Centre. In previous years the number of such requests was less than 100. The CSI, in compliance with Sec. 82 of the Education Act, cooperated with regions when assessing such requests.
- In the autumn examination period **regular teaching was more disturbed** in so called catchment area schools – head teachers operatively provided days off for students, organised excursions and assigned teachers to cover lessons (for the first time head teachers found themselves in the role of the head teachers of catchment area schools).
- In autumn in contrast with the spring examination period the cases of a **less responsible approach of teachers authorised to distribute and collect tests as well as of school-leaving examination commissionaires was recorded** – inaccurate interpretation of instructions, not respecting the seating plan, inconsistent checks of numbers of sheets handed over between the school-leaving commissionaire and the teacher authorised to distribute and collect tests.