

## Annex 2

### Method of School Evaluation Used by the Czech School Inspectorate in 2008/2009

#### Description of the Evaluation System

The Czech School Inspectorate uses more criteria (a multicriteria evaluation approach) for evaluating institutions included in the Register of Schools with a fundamental tool being a set of criteria for the evaluation of conditions, the course and results of education and school services. Its structure is based on the requirements of school legislation. The set of criteria is linked to the European Qualifications Framework for Lifelong Learning and, when some selected parameters are used, makes it possible to compare quality in individual parts of the Czech education system.

The development of the set of criteria as a model for the institutional evaluation of schools and school facilities (within the current legislative conditions) is directed towards bringing together external evaluation and school self-evaluation in the basic scheme provided for in Decree No.15/2005 Coll. laying down the requisites of long-term objectives, annual reports and self-evaluation of schools as amended.

Criteria included in this scheme are for the purposes of school evaluation, broken down into the main indicators, with respect to the level of education or types of schools. ISO, CAF, Good Governance, COSO (risk management in organisations) procedures as well as sets of indicators of the OECD and EUROSTAT have been used to develop the national quality framework for educational institutions. In evaluating schools and their activities the CSI is building on the principle of legality and protection of the rights of the child within education. In the course of its evaluations the CSI concentrates on: how educational goals concerning the enhancement of reading literacy and counting skills are met; strengthening the ability to learn how to learn; innovation of education programmes, study materials, school systems of professional preparation of teachers; innovation of teaching methods and forms of education; the development of school self-evaluation; English language teaching as well as ICT equipment and its utilisation in the course of class instruction.

In order to safeguard equal opportunities the CSI evaluated the extension of access to pre-school education; improvement in the degree of fairness within the school system; decrease in the drop-out rate; and improvement of the support provided to students with special educational needs within routine teaching.

The CSI monitors whether the quality of teachers has been improved, whether the recruitment of new teachers has become more effective and how inexperienced teachers (teachers who had taught less than three years) have been able to adapt; what their options for career growth and professional development are, and how managements of schools are developing.

#### Basic Methods of Detecting and Evaluating Conditions, the Course and Results of Education

Inspection findings and concrete sets of data describing the phenomena monitored (indicators) are gathered by means of the following information sources and detection methods:

- *analyses of school documentation;*
- *a comparative analysis, used in particular for experimental evaluation of compliance of a school education programme with the framework education programme;*
- *observation of rooms and other school resources (equipment);*