

Criteria for Evaluation of Conditions, Course and Results of Education and School Services for the School Year 2010 and 2011

	Evaluation Criteria¹	Requirements for Fulfilling the Criteria	Legal Reference
1	Equal Opportunities for Education	<ul style="list-style-type: none"> • A school provides accurate information about its education offer and admission process in a way that is accessible to all applicants. The admission process is in compliance with established regulations • A school takes measures based on the needs of children, pupils and students with regard to the recommendation of school counselling service and in accordance with conclusions drawn from its own assessment of needs of each individual • A school identifies and registers children, pupils, students with special educational needs and the talented in the school register. It takes measures to create suitable conditions for their successful development • A school respects social and regional environment, special conditions and possibilities of the school which may affect the success of children, pupils and students in education • A school has effective prevention systems focused on limiting risk behaviour (especially bullying, substance abuse, truancy), accidents at the school premises and school failure. It follows their implementation 	Section 2 (1) Letter a) and b), Section 5, Section 16, Section 17, Section 29 (1) and Section 30 of the Education Act ²
2	School Education Programmes (education programmes)	<ul style="list-style-type: none"> • School Education Programmes (hereinafter SEP) offered by a school correspond with records in the Register of Schools and School Facilities • SEPs are in the requested form and meet the requirements of the Education Act • SEPs are elaborated in compliance with the principles of the Framework Education 	Section 5, Section 142 (1) of the Education Act

¹ Individual criteria for evaluation are used in content of character of evaluated school or school facility (hereinafter school)

² Act No. 561/2004 Coll. on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act), as amended

		<p>Programme (hereinafter FEP), (results of a comparative analysis)</p> <ul style="list-style-type: none"> • SEPs and their form are focused on educational goals and support of personality development of pupils • A school identifies strong and weak points during preparation and implementation of SEPs (SWOT analysis, ISO, CAF etc.) • Changes in SEPs are justified and measures are taken and they result from a school self-evaluation, principles and goals of a valid Education Act and priorities of education development stated in e.g. the Long-Term Aim of Education and the Long-Term Aim of Education in Regions • A school creates a positive climate for achieving goals of SEPs 	
3	School Management	<ul style="list-style-type: none"> • The form of management corresponds to a type of school. Decision powers are adjusted to related executive competences and sources. The organizational structure supports current needs and strategic plans of school development • The school management continuously evaluates and innovates strategies and plans for the implementation of the SEP • Other school employees participate in strategic planning and self-evaluation of a school. Rights and duties of all participants in education are clearly set in inner regulations (e.g. school rules and regulations). Their compliance is regularly monitored and assessed (e.g. by the pedagogical board) • A school provides true information about its activities (e.g. statistical audits). School annual reports meet the requirements for structure and are based on results of self-evaluation, eventually on findings of external evaluation and audits • The school management has implemented steps leading to removal of shortcomings which were found by the Czech School Inspectorate in the past period 	Section 10, Section 12 (2), Section 28 (5), Section 30 and 164 of the Education Act
4	Personnel Conditions	<ul style="list-style-type: none"> • A school makes arrangements to minimize personnel risks in accordance with findings of its self-evaluation (e.g. qualifications, age structure, substitutability, turnover, accident occurrence) • The school's system of rewarding supports implementation of SEPs (among others 	Section 164 (1) Letter c) and e) of the Education Act, the Act on

		<p>assessment of impact e.g. absence, substitution, use of extra hours)</p> <ul style="list-style-type: none"> • A school systematically supports newly qualified pedagogical staff up to 3 years of experience • The structure of time use of pedagogical staff and its realization is in compliance with valid regulations (e.g. direct and indirect pedagogical activity) • The pedagogical staff participates in the programme of Further Education of Pedagogical Staff (FEPS). The FEPS is in agreement with findings of a school's self-evaluation and supports implementation of the SEP. • The FEPS supports improvement of information literacy and knowledge of a foreign language. It aims at expanding specializations of the pedagogical staff (e.g. leading staff, ICT coordinators, SEP coordinators, special pedagogues, school guides of prevention programmes) • A school supports mobility of the pedagogical staff (e.g. internship programmes, ISIC, EUROPASS, exchange programmes) 	Pedagogical Staff ³
5	Material Prerequisites	<ul style="list-style-type: none"> • A school ensures safe environment for education and the sound social, mental and physical development of children, pupils and students during all activities organized by the school • A school has taken measures to maintain and improve spatial conditions needed for providing education in compliance with the Safety and Health Regulations, Fire Safety Regulations, requirements of easy access for wheelchairs, findings of self-evaluation, eventually external evaluations and audits • A school ensures reconstruction and development of material technical conditions for implementation of SEPs in compliance with the Education Act and Framework Education Programmes • A school ensures the renewal of ICT equipment and its use during instruction and in administration 	Section 29 (1) and (2) of the Education Act
6	Financial Prerequisites	<ul style="list-style-type: none"> • A school determines priorities in accordance with budget possibilities and takes measures in compliance with findings of the self-evaluation and internal audit. The 	Section 160 through 163 of the Education

³ Act No. 563/2004 Collection of Law, on Pedagogical Staff and on the Amendment to Some Other Acts

		<ul style="list-style-type: none"> conceptual plans are approved by a founder of the school and the school board • A school exploits effectively and economically the funds allocated from the state budget in accordance with the purposes for which they were assigned • A school exploits possibilities of the economic activity, the development projects of the Ministry of Education, Youth and Sports and the European Social Fund in an appropriate way. It monitors and assesses their support to the implementation of SEP. • Other physical and legal entities contribute to school funds in accordance with valid regulations (a share of contribution from a founder's budget, sponsor gifts, payments of parents, pupils and students) • A school monitors its partial expenses in chosen areas according to priorities of the Long-Term Aim of Education and the Long-Term Aim of Education in Regions (a link between the budget and the strategic priorities) 	Act, the Act No. 306/1999 Coll. ⁴
7	Effective Organization of Education	<ul style="list-style-type: none"> • A school meets targets of the curriculum (compulsory subjects of the curriculum) according to approved educational programmes and in compliance with the Education Act and Framework Education Programme • A school ensures instruction of compulsory subjects and monitors the contribution of education to development of key competences (the Czech language, mathematics, the English language) • The use of free periods, the offer of non compulsory and optional subjects is in accordance with goals and profile of SEPs and they support the success of a child, a pupil and a student • A school organizes education in suitable forms for children, pupils and students with special educational needs and for the talented • A school has a concept of homework • A school takes measures leading to removal of social, health and safety barriers in the instruction 	Section 7 (2), Section 16 and Section 17 of the Education Act
8	Effective Support	<ul style="list-style-type: none"> • A school in co-operation with counselling centres provides information and help in 	Section 2 (1)

⁴ Act No. 306/1999 on Granting Subsidies to Private Schools, Pre-School and School Facilities and on the Amendment to Some Other Acts

	of Personality Development of Children, Pupils and Students	<p>matters related to education and it ensures help during the change of an educational programme</p> <ul style="list-style-type: none"> • The pedagogical staff applies school rules and regulations and pedagogical diagnostics during assessing results of education of children, pupils and students • The forms of education enable improvement of the educational process based on findings of sciences, research and development • Effective modern pedagogical methods and approaches are applied in the instruction • The pedagogical staff create possibilities for an individual educational approach • The pedagogical staff apply differentiated activities in the instruction • The pedagogical staff motivate children, pupils and students to attend different educational and spare-time activities 	Letter b), e) and f) and Section 116 of the Education Act, the Decree No. 72/2005 Coll. ⁵
9	Partnership	<ul style="list-style-type: none"> • A school co-operates with a legal representative of minor children and pupils, with parents of major pupils and students and eventually with people obliged to pay maintenance to major pupils and students (awareness, participation in school bodies, communication with a school, participation in school events) • A school takes measures based on an evaluation of a founder (agreed criteria of evaluation, partnership projects) • A school co-operates with a school board if the school board was established in compliance with the Education Act (this applies to basic schools, secondary schools and secondary vocational schools). The school takes measures based on suggestions of the board (opinion on SEPs, approval of annual reports and rules of evaluation, participation in drawing of conceptual plans) • A school supports establishing of pupil and student self-administration and enables it to participate in school management • A school co-operates with other partners in matters of creating an offer of education (e.g. practical instruction, leisure-time activities etc.) 	Section 12, Section 21, Section 167 and following sections of the Education Act
10	Effective Support of Development of	<ul style="list-style-type: none"> • A school evaluates results and supports the development of knowledge, competences and conduct in the area of social literacy 	Section 2 (1) Letter g) of the

⁵ Decree No. 72/2005 Coll. on Providing Counselling Services to Schools and School Counselling Centres

	Key Competencies	<ul style="list-style-type: none"> • A school evaluates results and supports the development of knowledge, competences and conduct in the area of scientific literacy • A school evaluates results and supports the development of knowledge, competences and conduct in the area of reading literacy • A school evaluates results and supports the development of knowledge, competences and conduct in the area of mathematical literacy • A school evaluates results and supports the development communication skills in foreign languages • A school evaluates results and supports the development of knowledge, competences and conduct in the area of information literacy 	Education Act
11	Systematic Evaluation of Individual and Group Results of Children, Pupils and Students	<ul style="list-style-type: none"> • A school monitors the success of children and pupil during their transition from a lower to higher level of education (first years at the respective level) • A school monitors and evaluates the level of outputs and results of education, as they are specified in the FEP (e.g. commissional examinations, school tests, national and international examinations) • A school uses possibilities for comparing results from many resources (e.g. a teachers board, a school counselling centre, a founder, parents, students, a school board) • A school assures early support for children, pupils and students at risk of education failure 	Section 2 (1) Letter b) through g) of the Education Act
12	System Evaluation of Overall Results in Education	<ul style="list-style-type: none"> • A school determines the overall success of children, pupils and students in realized SEPs during a certain period (three-year period) and compliance of the success with the FEP • A school achieves required outputs in chosen subjects of the curriculum (the Czech and English language, mathematics) during a certain period (three-year period) according to SEPs and in accordance with findings of the school's own evaluation of results • A school monitors the overall and group success of children, pupils and students at the end of education level during a certain period (three-year period) • A school monitors effectiveness and success of systems implemented in the area of 	Section 2 (1) Letter g), Section 10 and Section 12 of the Education Act

		<p>the Safety and Health Regulations, the prevention of risk behaviour and school failure</p> <ul style="list-style-type: none">• A school uses findings of external evaluation of education results (e.g. it uses an opportunity of comparing results with other schools at regional, national or international level)• A school publishes results (e.g. on the internet)	
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