

Criteria for Evaluation of Conditions, Course and Results of Education for the School Year 2011 and 2012

	Evaluation Criteria ¹⁾	Requirements for Fulfilling the Criteria ²⁾	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 according to the needs of children, pupils and students based on the recommendation of school advisory centre and in accordance with conclusions drawn from its own assessment of needs of each individual and in accordance with school's possibilities • A school identifies and registers children, pupils, students with special educational needs and the talented in the school register. It takes effective measures to create suitable conditions for their successful development and respects recommendations of school advisory centre • A school respects ambient environment (social, regional), actual 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 	<p>Education Act: Section 2 (1) Letter a) and b) <i>Principles and Goals of Education</i>, Section 5 <i>School Education Programmes</i>, Section 16 <i>Education of Children, Pupils and Students with Special Educational Needs</i>, Section 17 <i>Education of Gifted Children, Pupils And Students</i>, Section 20 <i>Education of Foreign Nationals</i>, Section 29 (1) <i>Safety and Health Protection at Schools and School Facilities</i> and Section 30 <i>School Rules of Order, Internal Rules of Order and Scholarship Rules</i>³⁾</p> <p>Other legal reference Decree No. 48/2005 Coll.⁴⁾, Decree No. 73/2005 Coll.⁵⁾, Decree No.</p>

¹⁾ Individual criteria for evaluation will be used in accordance with the type of the evaluated school or school facility (hereinafter "school").

²⁾ The orange colour denotes the requirements which are necessary for attaining the required condition. Failure to meet these requirements necessitates imposing a deadline. The red colour then denotes the requirements which, in case they have not been fulfilled, can serve as grounds for filing a request to remove the school from the Register of Schools and School Facilities. The colouring is to be used only for reference and it can only be applied respecting each individual case and with regard to other criteria.

³⁾ Act No. 561/2004 Coll. on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act), as amended

⁴⁾ Decree No. 48/2005 Coll. on Basic Education and Other Requirements relating to Compulsory School Attendance, as amended by Decree No. 454/2006 Coll.

		<p>premises and school failure. It monitors their implementation</p> <ul style="list-style-type: none"> • A school respects educational needs and possibilities of foreign national pupils during the process of their inclusion and marking, especially during instruction of the Czech language and in classes where the knowledge of the Czech language has an important role 	<p>72/2005 Coll.⁶⁾, Antidiscrimination Act⁷⁾, Convention on the Rights of the Child⁸⁾, relevant Framework Education Programme, Section 150 of the Education Act <i>Removal from the Register of Schools and School Facilities</i> Kindergartens Section 34 of the Education Act <i>Organization of Pre-school Education</i> Basic Schools Section 36 of the Education Act <i>Satisfying Compulsory School Attendance</i> and Section 37 of the Education Act <i>Postponement of Compulsory School Attendance</i>, Section 15 (9) of the Decree No. 48/2005 Coll. Secondary Schools, Conservatoires and Tertiary Professional Schools Section 60 through 64 <i>Admission to Education at Secondary Schools</i>, Section 72 and the following <i>Accomplishment of Secondary Education</i>, Section 88 <i>Admission to Education at Conservatoires</i>, Section 90 <i>Absolutorium at Conservatoires</i>,</p>
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⁵⁾ Decree No. 73/2005 Coll. on Education of Children, Pupils and Students with Special Educational Needs and the Exceptionally Gifted, as amended by Decree No. 147/2011 Coll.

⁶⁾ Decree No. 72/2005 Coll. on Providing Advisory Services in Schools and School Advisory Centres, as amended by Decree No. 116/2011 Coll.

⁷⁾ Act No. 198/2009 Coll. on Equal Treatment and Legal Instruments of Protection against Discrimination, the Amendments of Other Laws (Antidiscrimination Act)

⁸⁾ Communication No. 104/1991 Coll. as amended by Communication No. 41/2010 Coll. of International Treaties declaring Convention on the Rights of the Child

			Section 93 and the following <i>Admission to Education at Tertiary Professional Schools</i> and Section 101 and the following sections of the Education Act <i>Accomplishment of Tertiary Professional Education</i> , Decree No. 671/2004 Coll. ⁹⁾ , Decree No. 177/2009 Coll. ¹⁰⁾ , Decree No. 47/2005 Coll. ¹¹⁾ , Decree No. 13/2005 Coll. ¹²⁾ , Decree No. 10/2005 Coll. ¹³⁾
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 Programme (hereinafter FEP), (results of a comparative analysis) • SEPs and their forms are focused on educational goals and support provided to personality development of children and pupils • A school identifies strong and weak points within the context of the implementation and innovation of the SEP in practice (SWOT analysis, ISO, CAF etc.) 	<p>Education Act: Section 5 <i>School Education Programmes</i>, Section 6 <i>Education Programmes for Tertiary Professional Education</i>, Section 142 (1) <i>Effects of a Record in the Register of Schools and School Facilities</i></p> <p>Other legal reference Decree No. 74/2005 Coll.¹⁴⁾, Decree No. 108/2005 Coll.¹⁵⁾, relevant FEP, Section 150 of the Education Act <i>Removal from the Register of</i></p>

⁹⁾ Decree No. 671/2004 Coll. which lays down the organization details of entrance examinations in secondary schools, as amended

¹⁰⁾ Decree No. 177/2009 Coll. on Detailed Conditions on Completing Education by the School-leaving Examination in Secondary Schools, as amended

¹¹⁾ Decree No. 47/2005 Coll. on Completing Education by the School-leaving Examination in Secondary Schools and on Completing Education by the Absolutorium in Conservatoires, as amended by Decree No. 126/2011 Coll.

¹²⁾ Decree No. 13/2005 Coll. on Secondary Education and Education in Conservatoires, as amended

¹³⁾ Decree No. 10/2005 Coll. on Tertiary Professional Education, as amended by Decree No. 470/2006 Coll.

¹⁴⁾ Decree No. 74/2005 Coll. on Education Focusing on Development of Pupils' Interests, as amended by Decree No. 109/2011 Coll.

¹⁵⁾ Decree No. 108/2005 Coll. on Educational and Boarding Facilities and School Facilities for Special Purposes, as amended by Decree No. 436/2010 Coll.

		<ul style="list-style-type: none"> Changes and innovation of the SEP are justified and based on the practice. The implemented measures result from school's 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 	<i>Schools and School Facilities</i>
3	School Management	<ul style="list-style-type: none"> The form of management corresponds to the type of school, its size and staff. Decision powers are adjusted to related executive competences and relevant 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 school's self-evaluation. Rights and duties of all participants in education are clearly set in inner regulations (e.g. school rules of order). Their compliance is regularly monitored and assessed (e.g. by the pedagogical board) A school provides accurate 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 taken measures in order to remove the shortcomings found by the Czech School Inspectorate in the past 	<p>The Education Act: Section 10 <i>Annual Reports</i>, Section 12 (2) <i>Evaluation of Schools, School Facilities and the Educational System</i>, Section 28 (5) <i>Documentation of Schools and School Facilities</i>, Section 30 <i>School Rules of Order, Internal Rules of Order and Scholarship Rules</i> and Section 164 <i>Head Teachers of Schools and Directors of School Facilities</i></p> <p>Other legal reference Decree No. 15/2005 Coll.¹⁶⁾, Section 150 of the Education Act <i>Removal from the Register of Schools and School Facilities</i></p>
4	Personnel Conditions	<ul style="list-style-type: none"> A school takes measures to remove personnel risks in accordance with findings of its self-evaluation (e.g. qualifications, age structure, staff turnover) 	Section 164 (1) Letter c) and e) of the Education Act <i>Head Teachers of Schools and Directors of School</i>

¹⁶⁾ Decree No. 15/2005 Coll. which lays down the requirements of long-term aims, annual reports and schools self-evaluation, as amended by Decree No. 225/2009 Coll.

		<ul style="list-style-type: none"> • The school system of rewarding supports implementation of the SEP • A school systematically supports newly qualified pedagogical staff up to 3 years of experience • The time-use structure 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 school system of FEPS is in agreement with findings of the school self-evaluation and supports implementation of the SEP • Above all, the FEPS is aimed at education of all the pedagogical staff and it mainly supports improvement of information literacy and foreign language skills. 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) 	<p><i>Facilities, Act on Pedagogical Staff</i>¹⁷⁾</p> <p>Other legal reference Decree No. 317/2005 Coll.¹⁸⁾, Government Regulation No. 75/2005 Coll.¹⁹⁾, relevant FEP</p>
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 implements 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 	<p>Section 29 (1 and 2) of the Education Act <i>Safety and Health Protection at Schools and School Facilities</i></p> <p>Other legal reference Decree No. 410/2005 Coll.²⁰⁾, relevant FEP, Section 150 of the</p>

¹⁷⁾ Act No. 563/2004 Coll. on Pedagogical Staff and on the Amendment to Some Other Acts, as amended

¹⁸⁾ Decree No. 317/2005 Coll. on Further Education of Pedagogical Staff, the Accreditation Commission and the Career System of Pedagogical Staff, as amended by Decree No. 412/2006 Coll.

¹⁹⁾ Government Regulation No. 75/2005 Coll. on Specification of the Scope of Direct Pedagogical, Educational, Special Pedagogical and Pedagogical-Psychological Activities Carried out by Pedagogical Staff, as amended by Government Regulation No. 273/2009 Coll.

		<p>wheelchairs and the findings of self-evaluation, eventually external audits</p> <ul style="list-style-type: none"> • A school ensures reconstruction and development of material technical conditions for implementation of the SEP in compliance with the FEP • A school ensures the renewal of ICT equipment and its use during instruction and in administration 	<p>Education Act <i>Removal from the Register of Schools and School Facilities</i> Section 23 of the Education Act <i>Organization of Schools</i> Kindergartens Decree No. 14/2005 Coll.²¹⁾ Basic Schools Decree No. 48/2005 Coll. Secondary Schools, Conservatoires and Tertiary Professional Schools Decree No. 13/2005 Coll., Decree No. 10/2005 Coll.</p>
6	Financial Prerequisites	<ul style="list-style-type: none"> • A school sets priorities in accordance with budget possibilities and takes measures in compliance with findings of the self-evaluation and internal audit. The conceptual plans of school's development are approved (supported) by a founder of the school • A school uses effectively and economically the financial resources allocated from the state budget in accordance with the purpose for which they were assigned • A school effectively uses possibilities of the economic activity, the development projects of the Ministry of Education, Youth and Sports and the European Social Fund etc. It monitors and assesses their contribution to the implementation of the SEP 	<p>Section 160 through 163 of the Education Act <i>Financing Schools and School Facilities from the State Budget</i>, Act No. 306/1999 Coll.²²⁾</p> <p>Other legal reference Act No. 563/1991 Coll.²³⁾, Section 23 of the Education Act <i>Organization of Schools</i> and Decree No. 14/2005 Coll., Decree No. 48/2005 Coll., Decree No. 13/2005 Coll., Decree No. 10/2005 Coll., Section 150 of the Education</p>

²⁰⁾ Decree No. 410/2005 Coll. on Hygienic Requirements for Premises and Equipment Operations and for Facilities Designated for Education of Children and Juveniles, as amended by Decree No. 343/2009 Coll.

²¹⁾ Decree No. 14/2005 Coll. on Pre-school Education, as amended by Decree No. 43/2006 Coll.

²²⁾ Act No. 306/1999 on Providing Subsidies to Private Schools, Pre-school Facilities and Other School Facilities, as amended

²³⁾ Act No. 563/1991 Coll. on Accounting, as amended

		<ul style="list-style-type: none"> • 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) • A basic school has used financial resources from the project „the EU – Money for Schools“ 	<i>Act Removal from the Register of Schools and School Facilities</i>
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 education programmes and in compliance with the Education Act and FEP • A school ensures instruction of compulsory subjects and monitors the education contribution to development of key competences (the Czech language, mathematics, the English language and others) • The use of free periods, the offer of non compulsory and optional subjects is in accordance with goals and profile of the SEP 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 (the system of support provided to talented children, pupils and students) • A school has a concept of homework (the effective support of education development of pupils and students, the cooperation with the family) • A school takes measures leading to removal of social, health and safety barriers in the course of education instruction 	<p>Education Act: Section 7 (2) <i>Educational System, Schools and School Facilities</i>, Section 16 <i>Education of Children, Pupils and Students with Special Educational Needs</i> and Section 17 <i>Education of Gifted Children, Pupils And Students</i></p> <p>Other legal reference Relevant FEP, Decree No. 73/2005 Coll., Decree No. 14/2005 Coll., Decree No. 48/2005 Coll., Decree No. 13/2005 Coll., Decree No. 10/2005 Coll., Section 150 of the Education Act <i>Removal from the Register of Schools and School Facilities</i></p>
8	Effective Support of Personality Development of	<ul style="list-style-type: none"> • A school in cooperation with school advisory centres provides information and counselling help in matters related to education and it ensures help during the change of an educational programme 	Education Act: Section 2 (1) Letter b), e) and f) <i>Principles and Goals of Education</i> and Section 116 <i>School</i>

	Children, Pupils and Students	<ul style="list-style-type: none"> • The pedagogical staff applies rules of the Rules of Order 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 achieved in sciences, research and development • Effective modern pedagogical methods and approaches are applied in the course of education • 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 	<p><i>Advisory Facilities</i>, Decree No. 72/2005 Coll.</p> <p>Other legal reference Relevant FEP</p>
9	Partnership	<ul style="list-style-type: none"> • A school cooperates with legal representatives 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, joint events of a school and parents) • A school cooperates with a school board (basic schools, secondary schools and tertiary professional schools) if the school board was established. The school performs duties which are set by the school board and stipulated by the Education Act (e.g. it submits its comments on the SEP, annual reports on school activities for their approval, school rules of order, evaluation criteria and it participates in drawing up school's conceptual plans) • A school supports establishing of pupil and student self-administration and enables it to participate in school management • A school also cooperates with other partners in matters of creating an offer of education (e.g. practical instruction, leisure-time activities etc.) 	<p>Education Act: Section 12 <i>Evaluation of Schools, School Facilities and the Educational System</i>, Section 21 <i>Rights of Pupils, Students and Statutory Representatives of Children and Minor Pupils</i>, Section 167 and the following <i>School Board</i></p> <p>Other legal reference Relevant FEP</p>

10	Effective Support of Development of Key Competencies of Children, Pupils and Students	<ul style="list-style-type: none"> • School education strategies focus on the support provided to key competencies of pupils, particularly in reading, mathematical, social, scientific and information literacy and communication skills in the Czech language • The pedagogical staff and pupils are informed accurately and systematically prepared for implementation of goals of the curriculum reform • A school achieves planned targets. It takes appropriate measures based on pupils' results (education content innovation, innovation of methods and forms, adjustments of organizational structures, etc.) • A school offers programmes for pupils with special educational needs • A school offers programmes for talented and gifted pupils • A school takes an active part in development projects 	<p>Section 2 (1) Letter g) of the Education Act <i>Principles and Goals of Education</i></p> <p>Other legal reference Relevant FEP</p>
11	Systematic Evaluation of Individual and Group Education Results of Children, Pupils and Students	<ul style="list-style-type: none"> • A school systematically assesses achieved results in all education areas • A school systematically monitors the success of children, pupils and students 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. commission examinations, school tests, national and international assessments) • A school uses possibilities for comparing results from many resources (e.g. a teachers board, a school advisory centre, a founder, parents, students, a school board) • A school assures early support for children, pupils and students at risk of education failure based on findings of self-evaluation 	<p>Section 2 (1) Letter b) and g) of the Education Act <i>Principles and Goals of Education</i></p> <p>Other legal reference Relevant FEP</p>
12	Evaluation of Overall Results in Education at	<ul style="list-style-type: none"> • A school monitors the overall success of children, pupils and students in education programmes during a set period (three-year period) and agreement 	<p>Education Act: Section 2 (1) Letter g) <i>Principles and Goals of Education</i>, Section 10 <i>Annual</i></p>

<p>School</p>	<p>of the education results with the SEP and the requirements laid down by the FEP</p> <ul style="list-style-type: none"> • A school achieves required outputs in chosen subjects of the curriculum (the Czech and English language, mathematics) during a set period (three-year period) according to SEPs and it takes measures in accordance with findings of its self-evaluation of results • A school monitors the overall and group success of children, pupils and students in accomplishment of education during a set period (three-year period) and it takes measures in accordance with findings of its self-evaluation • A school monitors effectiveness and success of systems implemented in the area of the Safety and Health Regulations, the prevention of risk behaviour and school failure. It takes measures in accordance with findings of its self-evaluation • A school uses findings of external evaluation of education results (e.g. it uses the opportunity of comparing results with other schools at regional, national or international level) • A school publishes results (e.g. on its website) • A school follows with interest the career of its graduates (during their further studies, job career) 	<p><i>Reports and Section 12 Evaluation of Schools, School Facilities and the Educational System</i></p> <p>Other legal reference Relevant FEP</p>
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