



Table 9

Overall evaluation of kindergartens (760 KGs)

| Key areas of evaluation | | Proportion of schools in the achieved level of evaluation (%) | | | |
|---------------------------------------|--|---|------|------|------|
| | | A | B | C | D |
| Results of kindergartens | | | | | |
| K1 | Provision of education, SEP, innovation in the content | 0.2 | 6.8 | 80.7 | 12.3 |
| K2 | Results of education – overall and group results | 0.1 | 4.3 | 86.0 | 9.6 |
| K3 | Effectiveness of support for the development of functional literacy | 0.1 | 4.4 | 85.1 | 10.4 |
| Prerequisites of kindergartens | | | | | |
| K4 | Adherence to legal regulations and fulfilment of formal conditions | 0.0 | 1.1 | 79.2 | 20.4 |
| K5 | Staffing, material and financial prerequisites and effective organisation of education | 0.2 | 10.4 | 79.6 | 9.8 |
| K6 | School systems (self-evaluation, internal audit, consultancy) | 0.0 | 5.0 | 88.7 | 6.3 |

Key for individual levels of evaluation

- A Situation displays high risks which can lead to the removal of a school from the Register of Schools pursuant to the provisions of Sec. 150 of the Education Act.*
- B A school entity does not achieve a prescribed standard; identified risks can be corrected within the given deadline.*
- C A school entity achieves, within the given criterion, a typical regional or national standard prescribed for the same type of school and school facility.*
- D Activities of a school entity are in some areas above the standard or they are evaluated as an example of good practice (the scheme prepared by the Research Education Institute for examples of good practice was used).*

