

NEXOS ENTRE GESTÃO, AVALIAÇÃO E O ÍNDICE DE DESENVOLVIMENTO DA EDUCAÇÃO BÁSICA (IDEB) EM ESCOLAS PÚBLICAS

ENLACES ENTRE GESTIÓN, EVALUACIÓN Y EL ÍNDICE DE DESARROLLO EDUCATIVO BÁSICO (IDEB) EN LAS ESCUELAS PÚBLICAS

LINKS BETWEEN MANAGEMENT, EVALUATION AND THE BASIC EDUCATION DEVELOPMENT INDEX (IDEB) IN PUBLIC SCHOOLS

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RESUMO: Este artigo foi composto a partir da pesquisa sobre a gestão em escola pública de Salvador/Ba, com ênfase na avaliação da aprendizagem, pela Universidade do Estado da Bahia (UNEB). A referida pesquisa foi desenvolvida no Programa de Mestrado Profissional em Gestão e Tecnologias Aplicadas à Educação (GESTEC) em parceria com o Núcleo de Gestão Educacional e Formação de Gestores (NUGEF), e foi constituída por um arcabouço teórico sobre a avaliação, gestão e desempenho escolar, com ênfase no Índice de Desenvolvimento da Educação Básica (IDEB). Consubstanciados nesse arcabouço, desenvolvemos este artigo, cuja finalidade se destina a contribuir com as reflexões sobre as políticas de avaliação da aprendizagem, sobretudo, o IDEB e suas implicações na escola pública. Destacamos, para tal fim, algumas pesquisas que abordam essa temática a fim de subsidiar outras pesquisas que estão voltadas para estes campos de estudos.

PALAVRAS-CHAVE: Avaliação. Gestão escolar. Desempenho. IDEB.

RESUMEN: Este artículo fue compuesto de una investigación sobre la gestión de escuelas públicas en Salvador / Ba, con énfasis en la evaluación del aprendizaje realizada por la Universidad Estatal de Bahía (UNEB). Esta investigación se desarrolló en el Programa de Maestría Profesional en Gestión y Tecnologías Aplicadas a la Educación (GESTEC) en asociación con el Centro de Gestión Educativa y Capacitación de Gerentes (NUGEF), y estuvo constituída por un marco teórico sobre evaluación, gestión y desempeño. con énfasis en el Índice de Desarrollo de Educación Básica (IDEB). Basado en este marco, desarrollamos este artículo, cuyo propósito es contribuir a las reflexiones sobre las políticas de evaluación del aprendizaje, especialmente IDEB y sus implicaciones para las escuelas públicas. Con este fin,

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destacamos algumas investigaciones que abordan este tema con el fin de subsidiar otras investigaciones que se centran en el campo de estudio.

PALABRAS CLAVE: *Evaluación. Gestión escolar. Rendimiento. IDEB.*

ABSTRACT: *This article was composed from research on public school management in Salvador/Ba, with emphasis on learning assessment by the State University of Bahia (UNEB). This research was developed in the Professional Master Program in Management and Technologies Applied to Education (GESTEC) in partnership with the Center for Educational Management and Training of Managers (NUGEF), and was constituted by a theoretical framework on assessment, management and performance. with emphasis on the Basic Education Development Index (IDEB). Consubstanciados nesse arcabouço, desenvolvemos este artigo, cuja finalidade se destina a contribuir com as reflexões sobre as políticas de avaliação da aprendizagem, sobretudo, o IDEB e suas implicações na escola pública. Destacamos, para tal fim, algumas pesquisas que abordam essa temática a fim de subsidiar outras pesquisas que estão voltadas para campo de estudos.*

KEYWORDS: *Evaluation. School management. Performance. IDEB.*

Introduction

The evaluation of basic education has been a central theme, both with regard to the definition of public policies and trends in the scientific construction of its processes and results, as well as its implications for school management and school professionals. At the center of this scenario is the question of the quality of public schools. In summary, we can consider that a quality school is characterized by several factors that can be evidenced in addition to the results presented in standardized tests (COELHO, 2008; CARDELLI; ELLIOT, 2012).

It should be noted that the tireless search for the quality of Brazilian education can be considered as one of the elements that motivate the implementation of public educational policies and the increase in evaluation processes. In this sense, democratic management, evaluation processes and teaching quality are central elements in the State's action in Brazilian basic education (WERLE, 2011).

In the field of evaluation policies, the Law of Directives and Bases of National Education (LDBEN, 9,394/96), indicates priorities in order to achieve the improvement of the quality of teaching with the adoption of the system of national evaluation of school performance. In this way, item VI, of article 9, of the aforementioned Law, presents external evaluation as a means to achieve such an objective, as described: the education systems, aiming at the definition of priorities and the improvement of the quality of education (BRASIL, 1996, s/p).

In general, the creation of external evaluations is justified by the need to obtain information on the performance and results of educational systems for educational and teaching managers, families and society. The dissemination of the results of these assessments allows the different segments of society to perceive the quality of education in the country.

An educational system that has a high failure and dropout rate is not desirable. On the other hand, a system in which all students complete their studies, but do not learn, cannot be considered effective either. Under this premise, it is relevant to know the data of the educational reality, in order to analyze Brazilian public education and thus promote public policies that aim to improve the quality of teaching and learning in the country. An ideal system, according to Fernandes (2007, p. 7) must be “one in which all children and adolescents have access to school, do not waste time with repetition, do not abandon their studies early and, after all, learn” .

In the quest to improve the educational system, it is important to note that the evaluation has been incorporating new objectives and purposes, in order to adapt to the new dynamics of educational reforms proposed by multilateral agencies (World Bank, International Monetary Fund, OECD, etc.).

Following international standards, the evaluation of basic education is conceived, applied and organized by the National Institute of Educational Studies and Research Anísio Teixeira (INEP, Portuguese initials). To obtain information and follow-up on the performance of educational systems and especially schools, INEP implemented the Basic Education Assessment System (SAEB, Portuguese initials) in 1990 (NOVAES; CARNEIRO, 2012).

Since then, INEP has been producing indicators on the Brazilian educational system, such as the Basic Education Development Index (IDEB, Portuguese initials). Some of these indicators, such as dropout and repetition rates, pointed to serious problems in the efficiency of teaching offered by Brazilian schools, especially with regard to the low reading performance shown by students in public schools. The results presented by IDEB, in some way, have had an impact on the federal, state and municipal governments in order to reverse the negative results of education.

One of the Federal Government's initiatives consisted of expanding basic education from eight to nine years, according to Law no. 11,274 of February 6, 2006, changing the LDB. With this measure, six-year-old children entered compulsory education.

The objectives of this initiative were aimed at: (I) improving the equity and quality conditions of Basic Education; (II) structuring a new Elementary School so that children can continue their studies, reaching a higher level of education; (III) ensure that, by entering the education system earlier, children have a longer time to learn the literacies.

In addition to this initiative, MEC issued Decree no. 6,094, of April 24, 2007, aimed at implementing the Commitment Goals Everyone for Education Plan, as follows:

Provides for the implementation of the Commitment Goals Everyone for Education Plan, by the Federal Union, in collaboration with Municipalities, the Federal District and States, and the participation of families and the community, through technical and financial assistance programs and actions, aiming at social mobilization for improving the quality of basic education (BRASIL, 2007, s/p).⁴

One of the provisions of this Plan expresses the need to literate children up to the age of eight. Since then, the MEC has also implemented the National Pact for Literacy at the Right Age (PNAIC, Portuguese initials)⁵, a formal commitment made by the Federal, Federal District, states and municipalities, to ensure that all children are literate by the end of the 3rd year of Elementary School. By adhering to the Pact, government entities are committed to:

- Literate all children in Portuguese and Mathematics.
- Conduct annual universal assessments, applied by INEP, with the graduates of the 3rd year of elementary school. In the specific case of the states, they must support the municipalities that have adhered to the Pact Actions for their effective implementation.

School management and evaluation results - Some considerations

Large-scale assessments are designed to produce diagnostics, at the macro level, on the quality of education in the country. These diagnoses can be considered as support for educational managers to make decisions and monitor the effects of educational policies aimed at improving the quality of education.

Evidently, even before the implementation of external evaluations, both educational and school managers always needed to make decisions and initiatives in favor of issues related to the functioning of schools, teacher training and, mainly, monitoring of student learning. However, access to diagnostics on the quality of education offered by the Union, states and schools can be seen as an important element in educational history.

⁴ Dispõe sobre a implementação do Plano de Metas Compromisso Todos pela Educação, pela União Federal, em regime de colaboração com Municípios, Distrito Federal e Estados, e a participação das famílias e da comunidade, mediante programas e ações de assistência técnica e financeira, visando a mobilização social pela melhoria da qualidade da educação básica (BRASIL, 2007, s/p).

⁵ See National Pact for Literacy at the Right Age (PNAIC). Available in: <http://pacto.mec.gov.br/o-pacto>. Access: 10 Dec. 2018.

These diagnoses function as an important source of information for managers of education networks, education secretaries, school managers and, also, for teachers. For the latter, the results presented in the external evaluations, analyzed together with the results of the internal evaluations, can serve as an incentive to change pedagogical practices.

Corroborating this statement, researchers Franco, Alves and Bonamino (2007) argue that national assessments have limitations for investigating causal effects, but consider it undeniable that data from large-scale assessment offer opportunities for investigating the effects of policies and educational practices.

The results of these evaluations do not indicate solutions to the problems experienced at school, but they can help educational agents to identify these problems and, from there, seek solutions.

The way of conducting school management, for example, can favor the creation of evaluation and monitoring processes that have the consequence of achieving better school results. With regard to evaluation policies, school management also comes to play a relevant role with regard to monitoring these policies, as well as the actions developed in schools regarding the assessment of learning, monitoring of results and decision making. The following is a summary table of some research aimed at exploring national evaluation policies and school management.

Table 1 - Research on National Policies for School Evaluation and Management - Publications from 2008 to 2013

STUDIES	OBJECTIVES
Educational evaluation: discussion of critical questions and challenges to fare in the coming years (Article) (FERNANDES, 2013) Revista Ensaio – Rio de Janeiro	It presents a discussion on four critical evaluation issues: a) formal and informal evaluation; b) evaluation as (trans) discipline; c) evaluation and quality; and d) evaluation and pragmatic judgment. The purpose was to contribute to the development of assessment practices that can better respond to the challenges of education systems.
External evaluation and school management: reflections on the uses of results (Article) (MACHADO, 2012) Revista @mbienteducação – São Paulo	The article discusses and problematizes uses of the results of external evaluations in pedagogical work to improve the quality of teaching by school management teams in elementary school. It explores the relationship between external evaluation and school management with the use of results.
Policies of large-scale assessment in basic education: from the control of the results to intervention in cases of operationalization of teaching (Article) (WERLE, 2011) Revista Ensaio – Rio de Janeiro	This article discusses the panorama of Brazilian education, highlighting the large-scale assessment processes implemented in the 1990s and 2000s. It makes reference to the three levels (federal, state, municipal) in which these assessments operate and their scope, from the initial segments from basic education to graduate school. It analyzes the last five years as a phase of synthesis, structuring and consolidation of a general framework for political action regarding external large-scale evaluation processes in Brazil.
Municipal education systems: limits and possibilities in their articulation with national educational evaluation policies (Doctoral Thesis) (AROSA, 2013)	The research sought to find out how municipal education systems have been affected by federal government policies. The central issue is the implementation of the national policy for educational assessment in municipal elementary education and its possible effects. The general objective was centered on the understanding of

Federal University of Juiz de Fora (UFJF)	how municipal systems that adopt basic education in non-serial regime have incorporated the discursive practices of national policy for the evaluation of basic education. The results of the research point to discursive changes in the municipal educational evaluation, favored by the culture of evaluation and monitoring of the results.
Three generations of assessments of basic education in Brazil: interfaces with the curriculum in/of the school (Article) (BONAMINO; SOUSA, 2012) Revista Educação e Pesquisa – São Paulo	This article analyzes three generations of large scale education evaluation, based on the usual objectives and designs in initiatives implemented in Brazil. Taking as a parameter of analysis the objectives and designs of these evaluations, as well as the studies and research that produced evidence on the theme, possible implications for the school curriculum are explored.
Twenty years of the evaluation of the basic education in Brazil: learnings and challenges Abstract (Article) (COELHO, 2008) Revista Ensaio – Rio de Janeiro	The article analyzes how the national evaluation of basic school education is historically inserted in the administration of the Brazilian educational system, in an articulated way to the scientific construction of the factors of quality, efficiency, equity and productivity.

Source: Vasconcelos (2016, p. 44-45).

Some research shows that there is an influence of school management on school performance, making it possible to confirm the relationship between the management variables and the evaluative practices that took place at school. Such research also confirms that there is a strong influence on the way of managing the school, its organizational aspects, school climate, as well as on the students' performance. We can consider that there is a positive relationship between the way the management process takes place in the administrative, financial and pedagogical spheres of schools and school performance (LIMA, 2011; CUNHA, 2012; MESQUITA, 2009; MUTIM; FREITAS, 2001).

Indeed, the problems of basic education in Brazil, with regard to high rates of failure and dropout, have become more evident. This is because the unsatisfactory results have started to cause controversy about public policies and educational management in different spaces, especially in the media. This situation takes on different shapes when we understand the ways in which evaluation has historically been inserted in the management of the Brazilian educational system. The evaluation is increasingly established as an element of regulation and managerial and competitive administration (COELHO, 2008; CARDELLI; ELLIOT, 2012). In this sense:

These dynamics, constituted by mechanisms of evaluation, information and accountability through indices observed and projected in external evaluation, gains a sense of accountability insofar as, interdependent, they assume meanings of monitoring and control (AROSA, 2013, p. 184).⁶

The evaluation has been providing a condition of information on the state of things, providing data in order to be accountable to society about the situation of Brazilian education.

⁶ Esta dinâmica constituída por mecanismos de avaliação, informação e responsabilização através de índices observados e projetados em avaliação externa, ganha sentido de *accountability* na medida em que, interdependentes, assumem sentidos de monitoramento e controle (AROSA, 2013, p. 184).

For school managers, it allows better conditions for decision making, as they can appropriate the data obtained for the analysis and the re-planning of actions in schools.

The results of *Prova Brasil*, for example, produce information about the education offered by municipality and school, with the objective of assisting government officials in decisions about the allocation of technical and financial resources and in the establishment of goals and implementation of pedagogical and administrative actions aimed at improving the quality of education. On the other hand, it can be considered that these results can act as a pressure element, for parents and guardians, for the improvement of the quality of their children's education, since, from the disclosure of the results, they can demand measures to that the school improves (BONAMINO, 2012; SOUSA, 2007).

Certainly, the information collected and disseminated by INEP constitutes essential elements for the management of national education, however, the purpose of this information is to trigger other steps necessary for the effectiveness of the external evaluation: when school principals and coordinators appropriate the collected data, interpreting them and making use of the results in school work.

The data made available by INEP can contribute to a reflection on all areas of school management, but they should, above all, serve to analyze the effective conduct of the school in carrying out its social function in democratic society, which is to guarantee teaching and learning for all its students (MACHADO, 2012).

The benefit of external evaluations for schools is that their results serve as a model or basis for reflection for managers, teachers, students, parents and other stakeholders in the school community. Accurate knowledge of the results of performance assessments serves to provide feedback⁷ to students and provide learning gains (FONTANIVE, 2013). In addition to this return, the results can inspire new pedagogical practices, redesigning and establishing new actions that can lead the students' learning and, consequently, the improvement of the school results.

According to Fernandes (2013), evaluation is a fundamental domain of knowledge. This statement is based on the understanding that the evaluation makes it possible to make judgments about social phenomena. In this perspective, school managers are exposed to a process of accountability for the results of their schools.

⁷ “Information communicated to the learner in order to modify their thinking or behavior to promote learning” (SHUTE, 2007 *apud* FLUMINHAN; ARANA; FLUMINHAN, 2013, p. 723).

The Basic Education Development Index (IDEB)

IDEB was created in 2007, by INEP, as part of the Education Development Plan (PDE, Portuguese initials)⁸. This index can be considered as an indicator of monitoring and educational quality, which relates information from two other indicators: school efficiency and academic performance.

This index was formulated to measure the quality of national learning and to set goals for improving education. The approval data are taken from the School Census and, on the performance, from the grades obtained in standardized exams, such as *Prova Brasil* and SAEB.

The combination of flow and performance data can enable professionals in a teaching institution to reflect on the pedagogical processes, so that one or the other of these indicators is not emphasized - that is, if a school approves its students without them learning, this does not necessarily imply an increase in IDEB, if these students do not succeed in standardized tests. Likewise, if a school team works to increase proficiency in tests and is not concerned with dropout rates, for example, this may also generate low results in IDEB (CUNHA, 2012).

Decree 6,094, of April 24, 2007, provides for the implementation of the Commitment Goals Everyone for Education Plan, by the Federal Union, in collaboration with municipalities, the Federal District and states, and the participation of families and the community, through technical and financial assistance programs and actions aimed at social mobilization to improve the quality of basic education. Chapter II of this decree is specifically intended for IDEB, stating that:

Art. 3 - The quality of basic education will be assessed, objectively, based on the IDEB, periodically calculated and released by INEP, based on data on school performance, combined with the performance of students, included in the school census and the Evaluation System Basic Education - SAEB, composed of the National Assessment of Basic Education - ANEB and the National Assessment of School Performance (*Prova Brasil*) (BRASIL, 2007, s/p).⁹

In a complementary way, the PDE made available to the states, municipalities and the Federal District, effective instruments for evaluating and implementing policies to improve the quality of education, especially for public basic education.

⁸ The PDE is a collective, medium and long-term, systemic plan whose objective is to improve the quality of education in the country, with a primary focus on basic education.

⁹ Art. 3º - A qualidade da educação básica será aferida, objetivamente, com base no IDEB, calculado e divulgado periodicamente pelo INEP, a partir dos dados sobre rendimento escolar, combinados com o desempenho dos alunos, constantes do censo escolar e do Sistema de Avaliação da Educação Básica - SAEB, composto pela Avaliação Nacional da Educação Básica - ANEB e a Avaliação Nacional do Rendimento Escolar (Prova Brasil) (BRASIL, 2007, s/p).

Based on the IDEB analysis, MEC offered technical and financial support to municipalities with insufficient levels of teaching quality. The contribution of resources came from joining the Everyone for Education Commitment¹⁰ and the elaboration of the Plan of Articulated Actions (PAR, Portuguese initials)¹¹.

Municipal and state systems that adhered to the Commitment must follow 28 guidelines based on the results of quality assessment and student performance.

The table below shows the evolution of Brazilian IDEB, with the results obtained by year of calculation and goals projected by MEC, allowing to analyze these data and verify if the policies implemented with a view to improving the quality of basic education in the Country are bringing positive effects.

Table 2 - Brazilian IDEB results and projected goals referring to the initial years of the Elementary School from 2005 to 2017

OBSERVED IDEB								
YEARS	2005	2007	2009	2011	2013	2015	2017	
TOTAL	3,8	4,2	4,6	5,0	5,2	5,5	5,8	
ADMINISTRATIVE DEPENDENCY								
STATE	3,9	4,3	4,9	5,1	5,4	5,8	6,0	
MUNICIPALITY	3,4	4,0	4,4	4,7	4,9	5,3	5,6	
PRIVATE	5,9	6,0	6,4	6,5	6,7	6,8	7,1	
PUBLIC	3,6	4,0	4,4	4,7	4,9	5,3	5,5	
PROJECTED GOALS								
YEARS	2007	2009	2011	2013	2015	2017	2019	2021
TOTAL	3,9	4,2	4,6	4,9	5,2	5,5	5,7	6,0
ADMINISTRATIVE DEPENDENCY								
STATE	4,0	4,3	4,7	5,0	5,3	5,6	5,9	6,1
MUNICIPALITY	3,5	3,8	4,2	4,5	4,8	5,1	5,4	5,7
PRIVATE	6,0	6,3	6,6	6,8	7,0	7,2	7,4	7,5
PUBLIC	3,6	4,0	4,4	4,7	5,0	5,2	5,5	5,8

* The results marked in green refer to the IDEB that reached the target.

Source: IDEB – Results and Goals (PORTAL INEP, 2019, s/p). Devised by the author.

It is possible to observe that the country reached, in some years, and even exceeded, the goal stipulated by the MEC for the initial grades of the Elementary School, with the exception of the goals for the private education network that, in the years of 2011, 2013, 2015 and 2017 failed to achieve the stipulated target.

¹⁰ The Commitment Goals Everyone for Education Plan, a strategic program of the PDE, instituted by Decree no. 6,094, of April 24, 2007, is the combination of the efforts of the Union, States, Federal District and Municipalities, in a collaborative regime, of families and the community, in order to improve the quality of basic education. See MEC PORTAL. Available in: http://portal.mec.gov.br/arquivos/pdf/diretrizes_compromisso.pdf. Access: 20 Apr. 2018.

¹¹ The PAR results from the thorough diagnosis of the local educational reality, carried out by the states and municipalities, which from this diagnosis, develop a coherent set of actions. See MEC PORTAL. Available in: http://portal.mec.gov.br/arquivos/pdf/diretrizes_compromisso.pdf. Access: 20 Apr. 2018.

With regard to the final years of the Elementary School, the reality is different.

Table 3 - Brazilian IDEB results and projected goals, referring to the final years of the Elementary School from 2005 to 2017

OBSERVED IDEB								
YEARS	2005	2007	2009	2011	2013	2015	2017	
TOTAL	3,5	3,8	4,0	4,1	4,2	4,5	4,7	
ADMINISTRATIVE DEPENDENCY								
STATE	3,3	3,6	3,8	3,9	4,0	4,2	4,5	
MUNICIPALITY	3,1	3,4	3,6	3,8	3,8	4,1	4,3	
PRIVATE	5,8	5,8	5,9	6,0	5,9	6,1	6,4	
PUBLIC	3,2	3,5	3,7	3,9	4,0	4,2	4,4	
PROJECTED GOALS								
YEARS	2007	2009	2011	2013	2015	2017	2019	2021
TOTAL	3,5	3,7	3,9	4,4	4,7	5,0	5,2	5,5
ADMINISTRATIVE DEPENDENCY								
STATE	3,3	3,5	3,8	4,2	4,5	4,8	5,1	5,3
MUNICIPALITY	3,1	3,3	3,5	3,9	4,3	4,6	4,9	5,1
PRIVATE	5,8	6,0	6,2	6,5	6,8	7,0	7,1	7,3
PUBLIC	3,3	3,4	3,7	4,1	4,5	4,7	5,0	5,2

* The results marked in green refer to the IDEB that reached the target.

Source: IDEB – Results and Goals (PORTAL INEP, 2019, s/p). Devised by the author.

In 2013, 2015 and 2017, the country did not reach any of the goals established by the MEC. It is also possible to observe that, in this segment, the private education network only reached the goal in 2007.

From this analysis we can infer that it is necessary to investigate the causes of these results, as well as investments to reverse this scenario.

The panorama of High School is very similar to that of the final years of the Elementary School - in the years 2013, 2015 and 2017, none of the goals established by the MEC was achieved, by none of the administrative facilities.

Table 4 – IDEB results and projected goals, referring to High School, in the period from 2005 to 2017

OBSERVED IDEB								
YEARS	2005	2007	2009	2011	2013	2015	2017	
TOTAL	3,4	3,5	3,6	3,7	3,7	3,7	3,8	
ADMINISTRATIVE DEPENDENCY								
STATE	3,0	3,2	3,4	3,4	3,4	3,5	3,5	
PRIVATE	5,6	5,6	5,6	5,7	5,4	5,3	5,8	
PUBLIC	3,1	3,2	3,4	3,4	3,4	3,5	3,5	
PROJECTED GOALS								
YEARS	2007	2009	2011	2013	2015	2017	2019	2021
TOTAL	3,4	3,5	3,7	3,9	4,3	4,7	5,0	5,2
ADMINISTRATIVE DEPENDENCY								
STATE	3,1	3,2	3,3	3,6	3,9	4,4	4,6	4,9
PRIVATE	5,6	5,7	5,8	6,0	6,3	6,7	6,8	7,0
PUBLIC	3,1	3,2	3,4	3,6	4,0	4,4	4,7	4,9

* The results marked in green refer to the IDEB that reached the target.

Source: IDEB – Results and Goals (PORTAL INEP, 2019, s/p). Devised by the author.

The analysis of Tables 2, 3 and 4 allows us to state that the results obtained in the initial series of Elementary School are extremely superior to the results obtained in the final series of Elementary School as well as in High School. With the exception of the goals projected for the private network, for the years 2011, 2013, 2015 and 2017 that were not achieved, Brazil presented satisfactory growth in this indicator, exceeding the goals projected in 2011.

In the final series of the Elementary and High School, it is possible to observe that in the years 2013, 2015 and 2017 there was no significant evolution of the results, in addition to that the country did not reach any of the goals projected by the MEC for those years.

This analysis may lead to the understanding that, from the IDEB's point of view, many actions still need to be implemented to, in fact, improve the quality of education in the country. In order to contribute to the reflections, we have systematized a table containing research on the performance of schools in IDEB and its relationship with the conduct of school management with the observed rates.

Table 5 - Research dealing with IDEB and School Management - Publications from 2009 to 2014

STUDIES	OBJECTIVES
Management action and accountability in public education: a case study in a school in the state of Mato Grosso (Master's Dissertation) (SILVA, 2014) Federal Univeristy of Juiz de Fora (UFJF)	The dissertation aimed to analyze the factors that led the State School Manuel Bandeira (fictitious name) to modify its position as one of the elementary schools in the municipality of Juara/MT, in the early 1990s, with greater difficulties in terms of the quality of the education offered and promoting the academic performance of its students, for the school unit with the largest IDEB, in 2011, in the state of Mato Grosso.
Mismatches of the basic education development index (Master's Dissertation) (SILVA, 2011) Federal University of Paraíba (UFPB)	The research aimed to analyze the mismatches of the evaluation implemented by IDEB, based on the results published by MEC and documents published by the media. One of the most relevant issues is that there is a mismatch between the IDEB theory proposed by the government and the practical reality, which undermines the veracity of the improvement translated into the numerical indices on public education in the country.
Intra-school factors and school performance: what makes the difference? (Master's Dissertation) (MESQUITA, 2009) Pontifical Catholic University of Rio de Janeiro (PUC/RJ)	The study sought to analyze intra-school factors and their influences on student performance. The investigation was carried out in a public school in Rio de Janeiro that showed improvements in school results, based on IDEB data, between 2005 and 2007. The analyzes showed that there is a strong influence of management and organizational aspects in the definition of the school climate and, consequently, the good performance of students.
Public educational policies and management in Riachão do Jacuípe, Bahia, Brazil: raising the development index of basic education - IDEB (Master's Dissertation) (OLIVEIRA, 2011) Catholic University of Salvador (UCSAL)	The study aimed to know the variables that, in the perception of education actors and managers, were determinant for the positive growth in the averages achieved from the first dissemination of the assessment made by MEC, in 2005, through IDEB - more specifically in IDEB results 2007 and 2009 of the public elementary school I Manoel Inácio da Silva, in Riachão do Jacuípe, Bahia, Brazil.

Source: Vasconcelos (2016, p. 46).

As can be seen, many researchers show interest in the quality of education in our country, developing research on the themes of evaluation, school management and IDEB. The way evaluation processes are being conducted and monitored, within educational institutions and within governments, has become the subject of investigation by many scholars.

The issue involves overvaluing quantifiable and measurable academic indicators and results, despite specific educational contexts and processes. With reference to IDEB, schools are inserted in a relationship of valuation and positioning of the achieved index, which is compared to the municipal and national indexes. In each evaluation period, both schools and education systems are seen by the positioning of their indexes in relation to that achieved nationally (COELHO, 2008; AROSA, 2013).

Final considerations

Analyzing the panorama of Brazilian basic education, one can see the need for school management to make efforts to monitor and use the results of external evaluations as resources for the establishment of pedagogical actions.

On the other hand, there is a clear need for the development of educational policies that invest in the decentralization of resources, in the construction of pedagogical and administrative autonomy in schools, in the training of teachers, in the professionalization of management and in the good structural and material conditions of these schools (MESQUITA, 2009).

The exercise of analyzing these researches allowed us to understand that studies on evaluation are not limited to here. Policies have already been implemented. It is noticeable a change in the view of educational and school managers, as well as teachers, regarding the needs for following, monitoring and even changing practices, but it is a fact that, in order to improve the quality of education in the country, many paths must still be walked.

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