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ADVANCES IN INSTITUTIONAL ASSESSMENT AND RESULTS IN THE STUDENT LEARNING PROCESS

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Abstract: This monograph refers to the study of the institutional evaluation process of public-school units in the state of São Paulo, with the general objective of analyzing this nature of evaluation. This was a qualitative documentary research, which examined academic-scientific productions regarding the topic studied, considering the period from 2016 to 2020 as a time frame. To locate the works, Systematic Mapping was adopted [MS] based on Falbo (2015) from a search in two databases: Google Scholar and Scielo. The importance of analyzing the results presented by the institutional assessment by the management team to advance student learning was noted. The participation of everyone involved in the process is essential: community, students, staff and teachers. The engagement of the entire team provides an improvement in educational practices. According to Fonseca (2016), it is essential to revisit the Political Pedagogical Project [PPP] rethinking the results presented with institutional evaluation.

Keywords: public schools; educational management; systematic mapping

INTRODUCTION

The object of study of this monograph is the issue of institutional evaluation within the public education system in São Paulo. The interest in the topic was based on the fact that Institutional Assessment [A.I.] has gained prominence in the educational field due to the fundamental role it can have in identifying the nature of the pedagogical work carried out in the school environment and possible problems that would deserve focus in the actions of the management and its entire team. The discussion, therefore, includes the idea of [self]evaluation, in which the school community is effectively involved.

The school community is of great importance to the team in improving

educational practices and student learning. It is not enough to just implement the evaluation process, it is necessary to continue to enable commitment and thus the engagement of everyone involved (Siveres and Santos, 2018).

The participatory democratic management of schools is aligned with the SEDUC-SP guidelines, with the Paulista Curriculum [CP], reverberating in the institutional evaluation process of school units (Fovali, 2020).

Institutional assessment aims to improve the quality of teaching and learning and also the school professional environment, therefore, it is possible to perceive the convergent alignment of the different institutional policies of SEDUC-SP.

The analysis of the results of the institutional evaluation supports the school team in achieving the main objective: improving the quality of education offered in schools in the public state network in São Paulo. The participation of all members of the school unit, with the involvement of the entire community in the actions being of great importance (Fonseca, 2016).

In the Pedagogical Political Project [PPP] of public schools in São Paulo, the importance of AI in the school unit is considered, to assist managers in planning and replanning their actions based on the evidence collected, allowing the identification of weaknesses and potential in the search for improvement in teaching and learning (Fonseca, 2016).

To recognize the importance of institutional assessment is essential for the management team to have guidance for decision-making, identifying the specificities of schools to prepare the PPP, recognizing and validating the wishes of the school community. During the construction process, it is essential to constantly revisit it to evaluate/reevaluate through the results obtained with AI (Fonseca, 2016). Understand that AI can be a practice that emancipates the autonomy

and peculiarities of school units and is not punitive. The management team needs to be aligned to provide security to the entire community served by the school unit.

It is essential that the results of the institutional assessment are shared with everyone involved, establishing a single vision and common objectives, bringing together the entire community with the greater purpose of improving student teaching/learning.

The strategies are varied, but some consolidated paths are to propose goals, revisit the PPP, correct directions based on the results presented (Fonseca, 2016).

With the implementation of the Results Improvement Method [MMR] in 2017, the São Paulo State Department of Education [SEDUC-SP] intends for schools to achieve educational, pedagogical and management advances, offering better learning conditions to education students. Elementary and Final Years and High School (SEDUC-SP, 2021).

The MMR counts on the participation of the entire school team: teachers, staff, parents, students to create the strategic plan for the school year, making it possible to expand the management team's repertoire in identifying possible problems that could harm student learning. The actions foreseen in the improvement plan define the improvement of learning, allowing monitoring of pedagogical interventions (Fovali, 2020).

The method is used since strategic planning at the beginning of the school year and includes steps such as: identifying challenges, planning ways to overcome them and implementing the solutions developed, monitoring actions and proposing adjustments to correct course (SEDUC-SP, 2021).

Having the general objective of qualitatively analyzing institutional evaluation in public schools in São Paulo, with specific objectives: analyzing the importance of this process; **build the process** in a clear and objective way

1. "Strings" were used alone in search engines

and present the management team's analysis to everyone involved.

MATERIAL AND METHODS

The method chosen to carry out the research was Systematic Mapping [MS], in the Portuguese language in force in Brazil, searching the Google Scholar and Scielo databases: Course Conclusion Papers [TCC], master's dissertations and doctoral theses and scientific articles that involve the theme of institutional evaluation within the scope of public schools in the State of São Paulo. The proposed task was to locate academic productions of a primary nature that investigate the IA process in public school units in the state of São Paulo.

Given the relevance of this topic, questions were raised to guide the research:

Are there academic publications on institutional evaluation in public schools in São Paulo? Do the publications include the experience lived in public schools in São Paulo? What descriptors are detected in the abstracts? How is institutional assessment thematized within these studies? The search was limited to publications that occurred between 2016 and 2020, characterizing the first Inclusion Criteria [CI1].

The Inclusion Criteria [CI2] adopted in the mapping were from primary studies that deal with the process of institutional evaluations in basic education public schools in São Paulo. The Exclusion criteria [CE1] adopted in the mapping were from primary studies that do not address management.

Following the guidelines of Falbo (2015), "strings" were selected that are associated with the objective of the MS and were used ¹ in the mentioned search engines. Table 1 lists the "strings" used.

“Strings”
Institutional Assessment
Public schools
State of São Paulo
Results improvement method

Table 1. “Strings” used in search engines
Source: Original research data

All “strings” were used and the results obtained from search engines were recorded in a list, using title, date and author formatting, written entirely in lower case. The sequence was to eliminate duplicates and apply the first inclusion criterion CI1, relating to the date of publication of the studies.

As CI1 is a binary option, related studies that did not fit the MS time frame were excluded.

The database was created by reading the summaries of studies verified in CI1 that approved the criteria and filling in the data listed in Table 2.

Data base
Number of the article
Source
Type of document
Title
Year of publication
Key word 01
Key word 02
Key word 03
Main author
Co-author 01
Co-author 02
CI2
What inclusion descriptor?
What inclusion descriptor?
Number of descriptors found in the summary
CE1
CI2∩CE1
Contributions to the state of the art ⁽¹⁾

Table 2. Database representation

Source: Original research data

Note⁽¹⁾ Column used only for studies of interest to the set: CI2∩CE1

The logical path planned for the research involved applying two filters to the complete database and extracting the intersection of affirmative results from CI2 and CE1.

The elements that covered the requirements of CI2 and CE1 constituted the set of studies of interest to the MS.

The studies of interest were read in full and their contributions to the state of the art of the MS object were succinctly recorded.

To illustrate the procedure described, the flowchart in Figure 1 was created, which represents the steps taken to obtain a list of studies of interest from the CI2∩CE1 set.

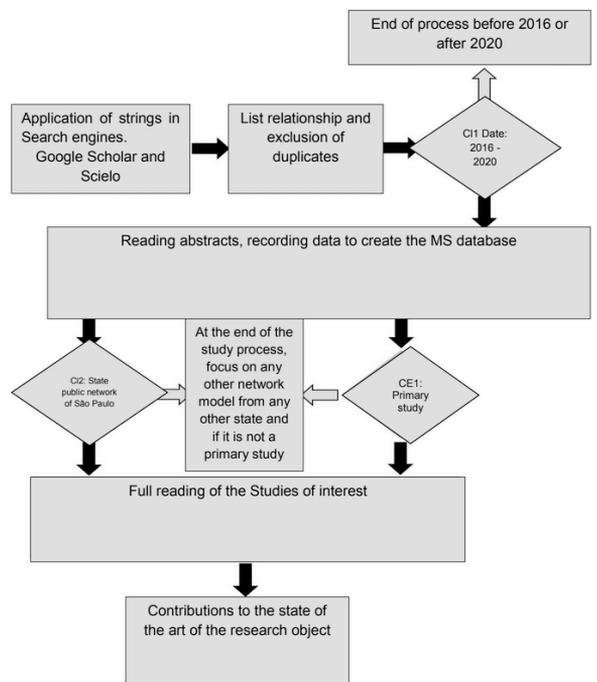


Figure 1. Flowchart of the research procedure

Source: Original research data

Search engine	Year of publication	Type of study				Total annual production
		TCC	Scientific article	Masters dissertation	Doctoral thesis	
Academic Google	2016			1	1	2
	2017		1	1		2
	2018	2	1		1	4
	2020		2	2		4
	Total production by nature of mechanism	2	4	4	2	12
Scielo	2016		1			
	2019		1			
	Total production by nature of mechanism		2			2
Total production by nature of study		2	6	4	2	14

Table 3. Nature of studies registered in the database

Source: Original survey results

RESULTS AND DISCUSSION

An overview of the database is presented in Table 3, including the distribution of results obtained from search engines by Year of publication and Type of study.

As verified by the analysis of Table 3, the Google academic search engine returned a greater number of results of interest, 12 results while the Scielo engine returned only 2. Within the scope of the MS, the results were concentrated on scientific articles with 6 entries, 4 entries from master's dissertations, 2 entries from TCC and 2 entries from doctoral theses, totaling 14 studies registered in the database.

The years with the highest production volume were 2018 and 2020, with 4 entries respectively.

The results obtained with the application of CI2 restricted the nature of the studies to only eight publications, four scientific articles and 4 master's theses, with 4 studies published in 2020 alone.

In the logical chain of the research procedure, the fourteen resulting studies were submitted to CI2 and the results obtained are presented in Table 4.

Year of publication	Type of study		Total annual production
	Scientific article	Masters dissertation	
2016	1	1	2
2017		1	1
2018	1		1
2020	2	2	4
Total production by nature of mechanism	4	4	8

Table 4. Result obtained with the application of CI2 in the studies that make up the database

Source: Original survey results

The next step in the logical chain of the research procedure was submitting the resulting fourteen studies to CE1 and the results obtained are presented in Table 5.

Compared to the results obtained from the isolated application of each of the criteria, there is no notable discrepancy between the number of filtered studies. The CE1 filter resulted in greater diversity in the nature of the study when compared to the CI2 result.

However, to cover the entire logical chain of the research procedure, the sets resulting from the CI2 and CE1 filters were intersected and the set of studies of interest was obtained, described in Table 6.

Year of publication	Type of study				Total annual production
	TCC	Scientific article	Masters dissertation	Doctoral thesis	
2016			1	1	2
2017			1		1
2018	2			1	3
2020		1	2		3
Total production by nature of mechanism	2	1	4	2	9

Table 5. Result obtained with the application of CE1 in the studies that make up the database

Source: Original survey results

Year of publication	Nature of the study		Total annual production
	Scientific article	Masters dissertation	
2016		1	1
2017		1	1
2020	1	2	3
Total production by nature of mechanism	1	4	5

Table 6. Result of the intersection of $CI2 \cap CE1$, studies of interest

Source: Original survey results

Type of study	Title	Authors	Date
Masters dissertation	Internal institutional assessment from the perspective of pedagogical coordination	FONSECA, S. H.	2016
Masters dissertation	The ways of directors of public schools in São Paulo when faced with the demands of the education department	FOVALI, F. S.	2020
Masters dissertation	Coproduction in public education: study of state public schools in São Paulo	OLIVEIRA, V. R. M.	2017
Scientific article	Remote classes in an emerging time: report of experience with the class institutional evaluation of education	ROTHEN, J. C.; NOBREGA, E. C.	2020
Masters dissertation	Democratic management: discursive practices of members of occupied state public schools in São Paulo in 2015/2016	CARVALHO, V. I.	2020

Table 7. List of studies of interest obtained with the logical chain of the research procedure adopted in the systematic mapping

Source: Original survey results

The analysis of Table 6 highlights five results obtained by the procedure adopted in the research to filter studies of interest aligned with the purpose of the MS. Of the total filtered studies of interest, three were published in 2020 and one study was published in 2016 and another in 2017.

In the set of studies of interest, only one scientific article and four master's theses were filtered, of which two were published in 2020.

The results obtained with the intersection of $CI2 \cap CE1$ produced the list of studies of interest for systematic mapping, shown in Table 7.

The consolidation of the analysis regarding the studies of interest was presented in Table 8, the number of studies that returned from the application of the inclusion and exclusion criteria and the intersection between the results of $CI2$ and $CE1$.

Sets	Quantity of studies	%
Data base	14	100
CI2	8	57,14
CE1	9	64,28
CI2∩CE1	5	35,71

Table 8. Consolidation of quantitative analysis.

With the application of the research procedure, five studies of interest were successfully found regarding the object of study of the MS, as shown in tables 6 and 7, involving academic publications on institutional evaluation in public schools in São Paulo.

Within the strategies adopted in goal 7 of Law number 16,279, of July 8, 2016, 7.11 describes A.I, the publications pay attention to the experience lived in public schools in São Paulo, considering their specificities in both the pedagogical and professional dimensions.

In Fonseca (2016), an experience report was observed on how institutional evaluation can contribute to improving student learning, when the analysis of results is considered a point of attention in the development of action plans.

Fovali (2020) also brought an experience report on his work, in which he presented MMR as a tool that allows school staff to structure collective actions to advance student learning.

Oliveira (2017) in his research observed that democratic management exists in schools, unfortunately with little participation from those involved.

Q03: What descriptors are found in the abstracts?

R03: The descriptors found in the abstracts, as well as the number of times they were found, are listed in Table 9.

Do the publications include the experience lived in public schools in São Paulo? What descriptors are detected in the abstracts? How is institutional assessment thematized within these studies?

Descriptor	Quantity
Institutional Assessment	1
Public schools	2
State public schools in São Paulo	1
State public school	1
Public ones in São Paulo	1
Total	6

Table 9. Descriptors found in the abstracts of studies of interest

Source: Original survey results

Both Santos (2015) and Fonseca (2016) address complex scenarios so that the institutional assessment process is successful, regardless of whether it is implemented in a network or unit. The authors highlight democratic management, community integration in decisions and also the need for changes in mentality regarding the evaluation culture from the perspective of professional improvement as elementary factors.

Fonseca (2016) presents a logic that highlights the lack of connection between the institutionalization of assessment as an instrument for empowering education professionals given the absence of mention in political-pedagogical projects.

By disregarding AI in the guiding document, all possible opportunities for training and disseminating qualified information on the subject are no longer included in the list of priorities. One of the consequences is the lack of ownership shown by members of the management teams.

In this particular aspect, Santos (2015) highlights that one of the main supports for the implementation and maintenance of IA comes precisely from the management teams. Even a partial absence of support can result in failure.

Another point of attention detected by both authors are the gaps in information about the IA process, treated collectively (Santos, 2016) and Fonseca (2016) completes the look with the possibilities of interaction between all

actors in school communities.

The appropriation and identification of school teams regarding the entire AI process will be based on their experience. The debate about making conditions opportune (Santos, 2015) for sustainable changes in mentality and materializing (Fonseca, 2016) engaging actions towards teachers, students, managers and other members of the school community are considered edifying pillars of the process.

The quality of information and the clarification of which responsibilities, considering duties and rights, are pertinent to each individual will strengthen the entire group. Professionals need to be clear about which points will be evaluated and which criteria will be adopted.

The greater the community's participation in the construction and validation of instruments and processes, the greater the likelihood of adherence. Such construction is gradual and must be based on transparent processes of democratic management (Santos, 2015) and integration into everyday life (Fonseca, 2016).

FINAL CONSIDERATIONS

The objective of qualitative documentary research was to identify productions and analyze their nature that address the process of institutional evaluation of public school units in the state of São Paulo, through consultation of the database and analysis using the Systematic Mapping [MS] method. Numerically, few publications were observed for the development of this topic in question.

The publications highlight the importance of the [self]evaluation process in schools to support more precise analyses, based on

evidence. In possession of the AI results, the management team designs, in collaboration with the community, possible directions for future actions to improve teaching and learning for students, and it is essential that everyone involved in the process feels that they belong and are represented.

The analyzed material brings contributions so that management teams reflect on the importance of democratic and participatory management and how it contributes to the advancement of student learning, and it is essential to revisit the PPP by rethinking new actions based on the results presented by the A.I. subsidizing the team in advancing the improvement of educational practices and student learning.

The study carried out took 2016 to 2020 as a historical record. With the purpose of expanding the analysis of the AI theme and productions on the subject, it is recommended that future research expand the time frame, focusing on works from LDB number: 9394/96 (Brazil, 1996), in understanding how AI was carried out in schools.

Studies that may offer the possibility of answering questions may also be interesting: How does institutional evaluation impact the learning process?

What is participation like in the evaluation process? What is the management team's view of the results presented?

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