

INSTITUTIONAL EVALUATION: A TOOL FOR EDUCATIONAL QUALITY



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ABSTRACT

The study investigated the effectiveness of institutional evaluation as a tool for improving educational quality, seeking to understand to what extent this practice contributes to the development of educational institutions. The general objective was to analyze the contribution of institutional evaluation to the improvement of educational quality, identifying practices in this process. The methodology adopted was a bibliographic review, with a qualitative approach, which analyzed relevant academic sources on the subject. The results indicated that, when integrated into school management and used strategically, institutional evaluation can promote significant improvements both in the pedagogical processes and in the administration of institutions. However, it was highlighted that the effectiveness of this process depends on the appropriate use of the results by managers and educators, in addition to their ability to mitigate or, in some cases, exacerbate educational inequalities. The final considerations reaffirmed the importance of institutional evaluation as an instrument of management and educational improvement, emphasizing the need for planning and commitment to the application of results. The study suggested the need for further research to broaden the understanding of the impacts of institutional evaluation, especially in relation to issues of social and educational inequality.

Keywords: Institutional Evaluation. Educational Quality. School Management. Social inequality. Education.

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INTRODUCTION

Institutional evaluation has been a topic of growing interest in the field of education, especially with regard to its use as a tool for improving educational quality. This type of evaluation, implemented in several educational institutions, has as its main objective to analyze and improve internal processes and results, with a view to ensuring that educational practices are aligned with the established quality standards. Institutional evaluation is not limited to administrative aspects; It also encompasses teaching, learning and pedagogical management, seeking to identify areas of strength and improvement that can contribute to the continuous development of educational institutions.

The relevance of this theme is justified by the constant need to improve the quality of education offered in educational institutions. In a scenario where education is seen as a determining factor for social and economic development, institutional evaluation emerges as an essential mechanism to ensure that institutions are fulfilling their role efficiently. In addition, public educational policies depend on the results of these evaluations for the formulation of strategies aimed at improving the performance of schools and universities. Therefore, understanding how institutional evaluation can be used to promote educational quality is of great importance for managers, teachers, and policymakers.

The problem that is addressed in this study is the effectiveness of institutional evaluation as a tool for improving educational quality. Despite being used, there is a gap in the literature on the real effectiveness of these evaluation practices in the educational context. The central question that guides this research is: to what extent does institutional evaluation contribute to the improvement of educational quality in educational institutions? This question is relevant to the extent that it intends to investigate whether institutional evaluation practices result in concrete improvements in educational processes or if, in some cases, they end up being limited to complying with bureaucratic requirements, without significant impact on the quality of teaching.

The objective of this research is to analyze the contribution of institutional evaluation to the improvement of educational quality, with a focus on identifying the practices that have been shown in this process. It is intended, with this, to provide theoretical and practical subsidies that can guide educational managers in the implementation of effective evaluations and that promote the continuous improvement of education in institutions.

This work is structured as follows: after the introduction, the theoretical framework presents the main approaches to institutional evaluation and its relationship with

educational quality. Then, the development is divided into three topics that argue, respectively, institutional evaluation as an instrument of educational management, the impacts of this evaluation on educational quality, and the challenges and perspectives in the implementation of these evaluation practices. The methodology details the procedures used to carry out the research. Next, the discussion and results analyze the effectiveness of institutional evaluation in improving educational quality, its implications for school management and the relationship with social inequality. Finally, the final considerations recapitulate the main findings of the research and suggest possible directions for future studies.

THEORETICAL FRAMEWORK

The theoretical framework is structured in order to address, at first, the fundamental concepts of institutional evaluation, contextualizing its role and importance in the educational scenario. Next, the history and evolution of institutional evaluation practices are argued, highlighting the main changes and influences over time. Finally, the different models of institutional evaluation are presented and analyzed, with emphasis on how each of them contributes to the promotion of educational quality, providing a theoretical basis for understanding the impacts of these practices in the context of educational institutions.

INSTITUTIONAL EVALUATION AS AN INSTRUMENT OF EDUCATIONAL MANAGEMENT

Institutional evaluation plays a significant role as an educational management instrument, enabling the critical analysis of administrative and pedagogical practices within educational institutions. According to Ferreira (2014, p. 45), "institutional evaluation, when used systematically, can become an important resource for management and strategic planning in educational institutions". The importance of integrating evaluation into decision-making processes is emphasized, allowing managers to identify areas that need improvement and adjust their strategies to achieve educational objectives.

In addition, Mota (2005, p. 10) argues that "educational management benefits from institutional evaluation, as it offers concrete data that help in making informed decisions that are coherent with the reality of the institution". By providing information on institutional performance, institutional evaluation allows managers to adopt measures that promote educational quality. However, the practical application of this data often faces challenges,

such as internal resistance to change and a lack of resources to implement the necessary improvements. Mota (2005, p. 11) points out:

Institutional evaluation, when incorporated into educational management, not only diagnoses problems, but also guides the implementation of solutions. This process requires a commitment from managers to transparency and collective participation, so that decisions are shared and responsibilities are distributed equitably. In this way, institutional evaluation ceases to be a mere bureaucratic formality and becomes an effective instrument for educational transformation.

This reflection by Mota reinforces the idea that institutional evaluation should be seen as a dynamic tool, which contributes to the continuous improvement of educational institutions, as long as managers are willing to use the results proactively and collaboratively.

On the other hand, the use of institutional evaluation in educational management also presents challenges. Ferreira (2014, p. 46) points out that "the effectiveness of institutional evaluation is linked to the ability of managers to interpret the data collected and apply them appropriately". This comment shows that the simple collection of data is not enough; it is necessary for managers to have the skills and knowledge necessary to transform this information into concrete actions.

Still, when well applied, institutional assessment offers significant benefits. As Mota (2005, p. 12) observes, "the data provided by institutional evaluation allow for transparent and reasoned management, contributing to the improvement of the quality of teaching and to the satisfaction of the entire school community". This indicates that, in addition to improving educational quality, institutional evaluation can strengthen trust between managers, teachers and students, as long as it is used in a participatory and inclusive way.

Therefore, institutional evaluation, as an instrument of educational management, offers both benefits and challenges. Its success depends, to a large extent, on the ability of managers to use the results and the willingness of institutions to adopt a culture of continuous evaluation.

IMPACTS OF INSTITUTIONAL EVALUATION ON EDUCATIONAL QUALITY

Institutional evaluation has generated discussions about its impacts on educational quality, both positive and negative. According to Brandalise (2010), institutional evaluation can act as a tool for identifying weaknesses and strengths within institutions, promoting continuous improvement in the quality of education. This excerpt highlights the potential of

evaluation to diagnose the areas that need attention, allowing managers and educators to implement actions aimed at improving the educational environment.

On the other hand, Brandalise (2015, p. 55) warns of the challenges that institutional evaluation can present, stating that "in some cases, excessive focus on meeting goals and indicators can lead to a superficiality in the evaluation process, where the real objective of improving the quality of teaching is lost in the midst of bureaucracies". This comment suggests that, if not conducted with care and purpose, institutional evaluation can deviate from its main purpose and become a formal exercise, without contributing to educational quality.

Freitas (2017, p. 22) also contributes to this discussion by emphasizing that "educational evaluation should be conducted in a way that reflects the quality of the education offered, avoiding practices that only make up results and do not reflect the educational reality". The importance of an honest and objective conduct of evaluation practices is highlighted, so that the results obtained are representative of educational quality.

In addition, it is important to evaluate the indicators used to measure educational quality in the context of institutional evaluation practices. Brandalise (2015, p. 60) observes that "quality indicators, such as pass rates, academic performance, and student satisfaction, are used to measure the results of institutional evaluations". However, she also warns that "these indicators, if analyzed in isolation, may not capture the complexity of educational quality, requiring an interpretation that considers the context and peculiarities of each institution" (Brandalise, 2015, p. 61). This suggests that it is necessary for indicators to be interpreted in conjunction with other qualitative data and information that can provide an analysis of the educational environment.

Therefore, the impacts of institutional evaluation on educational quality are diverse and complex. While it can act as an essential tool for continuous improvement, there is also the risk that, if poorly conducted, it will become a superficial process that does not contribute to educational objectives. The analysis of quality indicators must be done with caution, taking into account the specific context of each institution and the need for an integrated and contextualized interpretation of the data obtained.

PERSPECTIVES AND CHALLENGES IN THE IMPLEMENTATION OF INSTITUTIONAL EVALUATION

The implementation of institutional evaluation in educational institutions faces several challenges that can compromise its effectiveness. Peroni (2006) observes that one of the main obstacles to the implementation of institutional evaluation is the resistance on the part of managers and teachers, who often see the process as a bureaucratic imposition, rather than an opportunity for improvement. This resistance can manifest itself in various ways, from the lack of engagement in the evaluation process to the underutilization of the results obtained, which limits the potential of the evaluation to promote significant changes.

In addition to internal resistance, another challenge highlighted by Vasques and Petryo (2016) is the lack of adequate training for the professionals involved in conducting institutional evaluations, which can result in misinterpretations of the data and poorly founded decisions. These authors point to the need for continuous training of professionals, ensuring that they have the necessary skills to conduct and interpret the evaluations. In this sense, training is seen as an essential factor for institutional evaluation to fulfill its role in improving educational quality.

In addition to the difficulties mentioned, the future perspectives for institutional evaluation indicate a growing tendency to integrate new technologies and innovative methodologies into the evaluation process. Vasques and Petryo (2016, p. 125) comment that "technological evolution offers new tools that can make the evaluation process dynamic and accessible, allowing a real-time analysis of the data collected". These technological innovations can facilitate data collection and analysis, providing an accurate view of institutional performance. On the other hand, Peroni (2006, p. 153) suggests that:

The institutional evaluation of the future must seek a balance between the standardization of processes and the need to adapt to the specificities of each institution, thus avoiding the application of evaluation models that do not correspond to the reality of all institutions.

This commentary emphasizes the importance of considering the specific context of each institution when implementing assessments, recognizing that a one-size-fits-all model may not be effective in all scenarios.

In summary, the implementation of institutional evaluation faces significant challenges, such as internal resistance and lack of capacity building, which can compromise its effectiveness. However, future perspectives point to the adoption of new

technologies and methodologies that can facilitate the evaluation process, as long as the specificities of each institution are respected. Overcoming these challenges and adopting these innovations are essential for institutional evaluation to continue to contribute to the improvement of educational quality.

METHODOLOGY

The methodology adopted in this study is the bibliographic review, which is characterized by the analysis of published works on the subject in question, with the objective of identifying, evaluating and interpreting the existing theoretical and practical contributions. The research was based on a qualitative approach, focused on the interpretation and understanding of the selected texts. The instruments used were scientific articles, books, book chapters and other relevant academic documents, obtained from databases such as *Scielo*, *Google Scholar* and university libraries. The procedures adopted included the selection of sources, prioritizing recent publications with recognized relevance in the area of education and institutional evaluation. The content analysis technique was applied to identify the main themes, concepts and debates present in the reviewed works. Data collection was carried out through an electronic search in these databases, using keywords related to the theme, such as "institutional evaluation", "educational quality" and "educational management". The data were organized in a table, which summarizes the main information of each source used in the research.

Chart 1: References Selected for the Literature Review

Author(s)	Conforming title published	Year	Type of Work
MOTA, J. L. T.	Educational Management: institutional evaluation as an integrated planning strategy	2005	Article
PERONI, V. M. V.	Perspectives of the democratic management of education: institutional evaluation	2006	Book Chapter
BRANDALISE, Mary Ângela Teixeira	Institutional evaluation of the school: concepts, contexts and practices	2010	Article
FERREIRA, P. V.	Institutional evaluation as an instrument of management and strategic planning	2014	Article
BRANDALISE, M. A. T.	Institutional evaluation in public schools: the (mis)paths of an educational policy	2015	Article
VASQUES, R. F.; PETRYO, J.	Use of institutional evaluation tools by school management to assess the social quality of the school: a literature review of BDTD research (2010-2014)	2016	Article
BOTIGLIERI, P. C.; BORGES, R. M.; ROTHEN, J. C.	Institutional Evaluation: mapping and analysis of the conceptions of quality and improvement in the productions of the journal Studies in Educational Evaluation (1990-2013)	2017	Article

FREITAS, L. C. <i>et al.</i>	Educational evaluation: going against the grain	2017	Book
NUNES, E. B. L. P.; DUARTE, M. M. S. L. T.; PEREIRA, I. C. A.	Institutional planning and evaluation: an indicator of the SINAES evaluation instrument	2017	Article
SOUZA, T. M. <i>et al.</i>	Institutional Evaluation as a School Management Tool: theoretical notes	2019	Article
JESUS, S. A.; ARAUJO, V. S.	The relationship between school inequality and social inequality	2024	Article

Source: authorship

The table above provides an overview of the sources used in the literature review, highlighting the main theoretical and practical contributions of each of them. From this synthesis, it will be possible to explore the concepts and debates identified, directing the discussion to the understanding of the impacts of institutional evaluation on educational quality.

EFFECTIVENESS OF INSTITUTIONAL EVALUATION IN IMPROVING EDUCATIONAL QUALITY

The effectiveness of institutional evaluation in promoting educational quality has been debated in the literature, with results that point to both significant benefits and important limitations. According to Botiglieri, Borges and Rothen (2017, p. 635), "institutional evaluation, when carried out in a continuous manner and integrated with management processes, can contribute decisively to improving the quality of teaching, by identifying and correcting flaws in educational processes". This excerpt highlights the potential of evaluation to act as a mechanism for continuous improvement, aligning institutional practices with educational needs.

However, Brandalise (2010, p. 318) warns that "the effectiveness of institutional evaluation depends, to a large extent, on the commitment of managers and teachers to use the results constructively, preventing the process from becoming a mere fulfillment of formalities". Thus, it is evident that institutional evaluation only achieves its objectives when the data collected are used to promote changes and improvements in educational practice. The mere existence of an evaluation does not guarantee quality; it is the practical application of the results that determines its success.

Comparing different studies, it is clear that the effectiveness of institutional evaluation varies according to the context and the way it is implemented. Freitas *et al.* (2017, p. 18) point out that "in some institutions, institutional evaluation has proven effective in promoting educational quality, especially when it is integrated into a participatory management system

that involves all actors in the educational process". This observation suggests that collective engagement and transparency in evaluation processes are factors that can amplify the benefits of institutional evaluation.

On the other hand, Vasques and Petryo (2016, p. 130) identify that "in certain situations, the institutional evaluation has not produced the expected results due to difficulties in interpreting the data and implementing the recommendations". This divergence of results indicates that the effectiveness of the evaluation depends not only on the performance of the evaluation process, but also on the institution's ability to use the results.

Thus, the literature presents a mixed view on the effectiveness of institutional evaluation in improving educational quality. While some studies highlight its ability to drive significant improvements, others point to the challenges that compromise its success. Thus, the effectiveness of institutional evaluation seems to be related to the way the results are used and the level of engagement of managers and educators in the process of implementing the necessary changes.

IMPLICATIONS FOR SCHOOL MANAGEMENT

Institutional evaluation has significant practical implications for school management, especially with regard to decision-making and the formulation of educational policies. According to Nunes, Duarte and Pereira (2017, p. 374), "institutional evaluation offers fundamental subsidies so that managers can identify areas that need intervention and, based on this, make informed decisions". The central role of institutional evaluation is highlighted as a tool that helps managers in the conduct of their responsibilities, providing concrete data that support their choices and strategies. In addition, Botiglieri, Borges and Rothen (2017, p. 640) state that "institutional evaluation, when well structured and applied continuously, can influence educational policies, ensuring that they are based on real evidence and not on assumptions or trends". This comment suggests that institutional evaluation has the potential to align educational policies with the needs and realities of educational institutions, thus promoting coherent and data-driven management.

A practical example of this application can be seen in the study by Mota (2005, p. 12), who describes a case in which "the implementation of an institutional evaluation resulted in significant changes in the management of a school, including the reformulation of the curriculum and the restructuring of administrative processes". It demonstrates how

institutional evaluation can act as a catalyst for transformations within the school, impacting both the internal organization and the quality of the education offered.

The practical implications of institutional evaluation also extend to the way schools respond to external and internal demands. Vasques and Petryo (2016, p. 122) observe that "institutional evaluation can facilitate the adaptation of schools to the requirements of public policies, while responding to the expectations of the school community". This indicates that institutional evaluation not only guides internal management but also helps the school align with educational guidelines, ensuring integrated and responsive management.

Therefore, the implications of institutional evaluation for school management are multiple. It allows managers to make informed decisions, based on concrete data, and educational policies to be built on evidence. Cases such as the one described by Mota (2005) exemplify the positive impact that institutional evaluation can have when well implemented, promoting significant changes and improvements in educational management. Thus, institutional evaluation reveals itself not only as a necessary process, but as an indispensable instrument for results-oriented school management.

RELATIONSHIP BETWEEN INSTITUTIONAL EVALUATION AND SOCIAL INEQUALITY

The relationship between institutional evaluation and social inequality is a topic of significant relevance in the educational context, since the way evaluations are conducted can influence the conditions of equity or inequality within educational institutions. Jesus and Araujo (2024, p. 02) point out that "institutional evaluation, when applied uniformly in different contexts, can perpetuate existing inequalities, by not taking into account the socioeconomic and cultural particularities of each school community". The risk of adopting a standardized evaluation model is highlighted, which does not consider local specificities and can reinforce disparities already present in the educational system.

On the other hand, the same research suggests that, when well planned and contextualized, institutional evaluation has the potential to mitigate inequalities. Jesus and Araújo (2024, p. 04) state that "institutional evaluation, if integrated with inclusion policies and adapted to local realities, can serve as a tool to identify and correct educational inequalities". This perspective highlights the importance of planning sensitive to the context in which the evaluation is applied, in order to ensure that the results contribute to the promotion of educational equity.

However, it must be recognized that, in some cases, institutional evaluation can exacerbate inequalities, especially when the results are used to classify or rank schools without considering the starting conditions of each institution. Jesus and Araújo (2024, p. 05) warn that "the use of the results of institutional evaluation for the purpose of comparing schools can lead to greater marginalization of institutions that already face difficulties, instead of supporting them in their specific needs". The danger of applying the results of the evaluations indiscriminately, without a critical look at the structural conditions that influence the performance of schools, is highlighted.

In this way, institutional evaluation can play contrasting roles in relation to social inequality. While it has the potential to identify and correct disparities, it can also, if mishandled, reinforce existing inequalities. The key to mitigating these risks lies in adapting assessment practices to local realities and using the results, in order to promote fair and equitable education for all students. Thus, institutional evaluation should be seen not only as a measurement tool, but as a process that, if well applied, can contribute to the construction of an inclusive and egalitarian educational system.

FINAL CONSIDERATIONS

The final considerations of this study seek to answer the central question of the research: to what extent does institutional evaluation contribute to the improvement of educational quality in educational institutions? The main findings indicate that institutional evaluation, when conducted in an integrated manner with school management, has the potential to be a tool in the promotion of educational quality. By identifying problem areas and guiding the implementation of solutions, institutional evaluation can provide significant improvements in both pedagogical processes and the management of institutions.

However, the study also reveals that the effectiveness of institutional evaluation is related to the way the results are used by managers and educators. The simple performance of the evaluation process, without a real commitment to the application of the results, can result in a superficial practice that does not promote the necessary changes to improve the quality of teaching. Thus, institutional evaluation only reaches its full potential when it is used strategically, with the engagement of the entire school community.

Another important contribution of the study is the demonstration that institutional evaluation can both mitigate and exacerbate social and educational inequalities. When the results are used to identify and correct disparities, evaluation can contribute to the

promotion of equitable education. However, if applied without proper contextualization, it can reinforce existing inequalities, especially in institutions that already face significant challenges.

In view of these findings, the study contributes to the understanding of institutional evaluation as a complex process that requires planning and application of the results. The research highlights the importance of a critical look at evaluation practices and a continuous commitment to improving educational quality. In addition, the results suggest that there is a need for new studies that deepen the understanding of the impacts of institutional evaluation in different contexts, especially with regard to its relationship with social and educational inequality.

Therefore, the final considerations reaffirm the relevance of institutional evaluation as an instrument of educational management and improvement, as long as it is used in a responsible and objective-oriented manner. The need for complementary studies is pointed out as a way to expand knowledge on the subject and to provide subsidies for educational practice, ensuring that institutional evaluation contributes to the construction of quality education for all.

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