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Abstract

The article aims to analyze recurrent actions and strategies, applied by public elementary schools with the stated purpose of improving the quality of basic education. Based on the results recorded by these schools in quality official translators, it highlights common traits between initiatives operated since the publication of the 2009 Ideb, results achieved and variations in official indexes and indicators of the period, signaling issues from the trends identified. It concludes showing no uniform correspondence between the actions taken and the achieving of better official rates, which confirms the need to look carefully at what the schools are electing as actions to drive quality.

Keywords

Quality of Basic Education, Actions and Strategies, Officials Indexes and Indicators.

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