

## **Using Assessment Results for School Improvement**

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“Assessment for Learning” has become the goal of many assessment reform initiatives around the world and this addresses one of the major purposes for which assessment is (or should be) carried out. This purpose is focused appropriately on the individual learner and on how assessment can support his or her improved learning. But institutions need to improve as well as individuals and, in the Canadian province of Ontario, the government has made school improvement a political priority and supported this with significant investments of new human and financial resources.

The research outlined in this paper is a continuation of work described at the Philadelphia meeting of IAEA two years ago. Having developed new statistical tools for analyzing achievement results at the school level, our research group has been investigating elementary schools where there has been significant improvement in mathematics achievement over time. Using survey questionnaires and focus group interviews, we have collected data from teachers and school principals in 12 elementary schools and the paper will discuss the factors that appear to be most related to school improvement.