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Ongoing Assessment Project (OGAP) Improves Student Learning in Philadelphia

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A new research study from the Consortium for Policy Research in Education (CPRE) at the University of Pennsylvania shows that the Ongoing Assessment Project (OGAP) formative assessment system is producing meaningful impacts on both teacher knowledge and student learning in the School District of Philadelphia (SDP).

Over the last 5 years, hundreds of SDP teachers have received professional development and support using OGAP. OGAP is grounded in the research on how students learn core content in mathematics and includes strategies and tools for gathering information about student learning so that teachers can make informed instructional decisions and maximize the use of their mathematics program.

Significant Impacts of OGAP on both Teacher Knowledge and Student Performance

The study used a rigorous randomized control trial design to experimentally assess the impacts of OGAP on teachers' knowledge and students' learning. The study focused on teachers and their students in grades 3-5. The results showed that teachers and students who attended schools working with OGAP outperformed teachers and students in schools who signed up for OGAP but were not chosen by lottery to participate in OGAP during the time of the study.

Access this report at: cpre.org





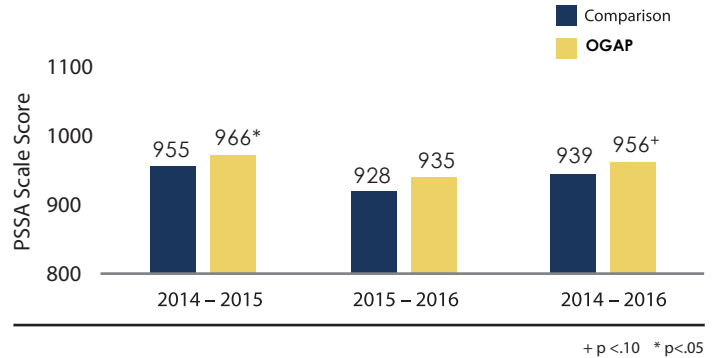
OGAP Boosts Student Learning

- Students of OGAP teachers significantly outperformed students in the comparison schools on both accuracy/correctness and solution sophistication on an OGAP-aligned assessment in multiplicative reasoning.
- Students of OGAP teachers significantly outperformed students in the comparison schools on the Pennsylvania System of School Assessment (PSSA).

OGAP Increases Teacher Knowledge

- Teachers in OGAP schools demonstrated significantly higher capability to analyze student thinking and make informed instructional decisions, as measured on a validated authentic assessment called the Teacher Assessment of Student Knowledge (TASK).

OGAP Impacts on on 4th Grade PSSA Scores



OGAP Impacts on Teacher Knowledge of Student Thinking (TASK)

