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OGAP Math Professional Learning
(The Ongoing Assessment Project)

Efficacy Study Validation Summaries

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STRONG

LXD Research Recognition for OGAP

OGAP
THE ONGOING ASSESSMENT PROJECT
A BW WALCH Company

This product has been rigorously evaluated and is hereby acknowledged for meeting the educational impact criteria of the Every Student Succeeds Act (ESSA), warranting a **Level 1** for "**Strong**" Evidence. This recognition is based on its proven effectiveness in enhancing grade-level learning outcomes across multiple studies.

REVIEWED BY THE LXD RESEARCH EXPERT REVIEW PANEL

Rachel Schechter, Ph.D.
Founder of LXD Research

September 3, 2025
DATE

Understanding ESSA Evidence

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Educators search for high-quality research and evidence-based interventions to strengthen grant applications, to support comprehensive and targeted schools, or to implement new programming in their schools. Evidence requirements under the Every Student Succeeds Act (ESSA) are designed to ensure that states, districts, and schools can identify programs, practices, products, and policies that work across various populations.

Educational programs document their evidence of design, effectiveness, and impact in order to be eligible for federal funding. While there is no singular authority that determines a program's tier, the Department of Education's Office of Educational Technology provides standards to assess the varying levels of strength of research for education products.

The categories for ESSA Evidence are: strong (Tier 1), moderate (Tier 2), and promising (Tier 3) evidence of effectiveness, or demonstrates a rationale to be effective (Tier 4).

This product meets the requirements for Tier 1:

- In randomized design, students who used the program are compared to control groups through randomization.
- At least one experimental study with the proper design and implementation, with at least two teachers and a multi-site sample of 350 students, showed statistically significant, positive findings. This study is considered in combination with other studies to meet this criteria.
- The study uses a form of a program implementation that could be replicated.
- A third-party research organization has reviewed the documentation for ESSA validation

When product designers leverage learning sciences to design and evaluate the effectiveness of their programs, educators can better target instruction, and students' skills soar. A randomized experimental study design using standardized assessment data, an analysis of student growth, and educator feedback, demonstrates this product's efficacy, meeting the criteria for LXD Research's ESSA Tier 1 Evidence.

– Rachel Schechter, Ph.D., Founder of LXD Research

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RESEARCH SUMMARY

SUPOVITZ, J. A., EBBY, C. B., & COLLINS, G. (2024). Pathways to Performance: The Experimental Impacts of Learning Trajectory-Oriented Formative Assessment in Mathematics. American Journal of Education, 130(4), 621–651.

ESSA STRONG | LXD RESEARCH

STUDY DETAILS

Location

Philadelphia and Upper Darby, Pennsylvania

Analysis Sample Sizes

Grades 3 - 5

- Treatment: 31 schools; 3,748 students; 228 teachers
- Control: 30 schools; 4,640 students; 207 teachers

Demographics

~82% Non-White | ~50% Black | ~15% Hispanic
~68% Econ Dis | ~18% SPED | ~11% ELL

Time Frame

2014 - 2016, two cohorts

Implementation

To use OGAP, teachers received summer institutes, ongoing workshops, online resources, and coaching support, with year one focused on multiplicative reasoning and year two on fractions.

Methodology

- Randomized controlled trial (RCT)
- Data included teacher surveys (TASK measure of teacher knowledge) and student performance on Pennsylvania's standardized math test (PSSA).

2015: β = 10.82, p < .05, Hedges' g = .201
2016: β = 6.65, n.s., Hedges' g = .166
2015-2016: β = 21.16, p < .01, Hedges' g = .238

Scan for Full Study Report

OGAP PROCESS & OVERVIEW

ASSESS

Teachers select and administer formative assessments to gauge students' understanding.

ANALYZE

Teachers analyze students' written responses using the OGAP learning progressions.

RESPOND

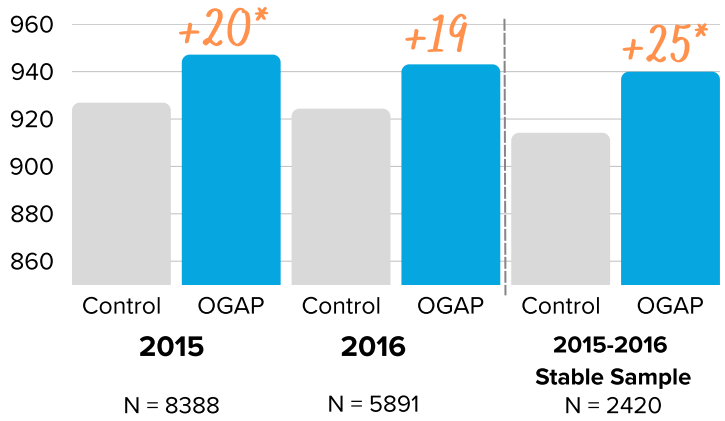
Teachers develop an instructional response that is tailored to student needs.

KEY FINDINGS

- Teachers who used OGAP showed significantly **stronger knowledge of students' mathematical thinking**, measured by the Teacher Assessment of Student Knowledge (TASK).
- Students in OGAP schools **performed significantly better on the Pennsylvania standardized math assessment** compared to students in control schools.

Students in OGAP schools outperformed students in the control group.

Impact on State Test Scores (PSSA) Across Cohorts



OGAP STUDY DESIGN

8,388 Students 3rd – 5th Grade → Pre-Test on Math Standards → 1 – 2 years of OGAP in 31 out of 61 Schools → Post-Test on Math Standards → Analysis of Results

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RESEARCH SUMMARY

EBBY, C., DIAZ, K., & HESS, B. (2024).

Learning Trajectory-Oriented Formative Assessment in the Early Grades: Findings from Year 2.

ESSA MODERATE II LXD RESEARCH

STUDY DETAILS

Location

Philadelphia, PA

Analysis Sample Sizes

Grades K – 3, Cohort 2

- Treatment: 11 schools; 52 classrooms; 494 students
- Comparison: 5 schools; 39 classrooms; 461 students

Demographics

99% Non-White | ~68% Black | ~27% Hispanic
100% Econ Dis | 16% SPED | 13% ELL

Time Frame

2021 – 2023, two cohorts

Implementation

To use OGAP, teachers and district admin received summer training, ongoing workshops, online resources, and coaching support, with a focus on additive and multiplicative training.

Methodology

- Quasi-experimental design (QED) with a matched comparison sample
- Data included teacher surveys, interviews, and student performance on the REMA, Renaissance STAR Math CBM and STAR Math CATs.

Cohort 2, Year 1: $\beta = 2.94$, SE = 1.53, $p < .05$
Cohort 1, Year 2: $\beta = 5.97$, SE = 2.59, $p < .05$

Scan for Full Study Report

OGAP PROCESS & OVERVIEW

ASSESS

Teachers select and administer formative assessments to gauge students' understanding.

ANALYZE

Teachers analyze students' written responses using the OGAP learning progressions.

RESPOND

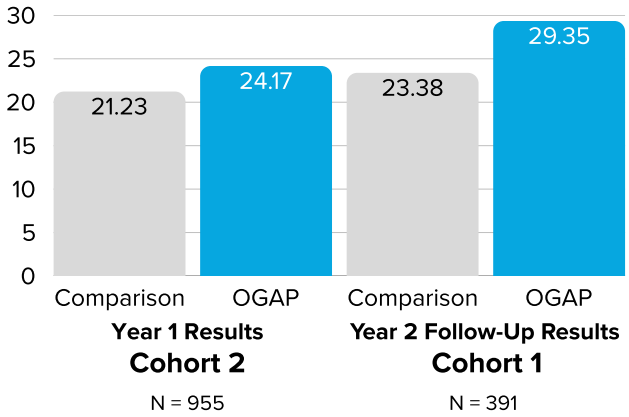
Teachers develop an instructional response that is tailored to student needs.

KEY FINDINGS

- Students in OGAP schools **performed significantly better on the Renaissance STAR Math measures** compared to students in schools that did not use OGAP.
- The impacts on math outcomes for students who had teachers trained in the first year **persisted into the next year**, regardless of whether students continued to have an OGAP-trained teacher in year two.

Students in OGAP schools outperformed students in the comparison group on multiple measures.

Impact on STAR CBM Across Cohorts



OGAP STUDY DESIGN

1346 Students K – 3rd Grade → Pre-Test on Math Standards → 1 – 2 years of OGAP in 11 out of 16 Schools → Post-Test on Math Standards → Analysis of Results

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LXD Research is an independent research firm that evaluates educational programs with ESSA-aligned methods.

Learn more at www.lxdresearch.com

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For additional information about **OGAP** visit:

www.ogapmathllc.com