New York City schools affiliated with the Teachers College Reading and Writing Project (TCRWP) continued to outperform schools throughout New York on the latest edition of the English Language Arts (ELA) state test.

The New York State Education Department administered a two-session test this Spring to Grade 3-8 students with a new test design and questions aligned to new performance standards. The results are considered a baseline for those to come in 2019 and 2020.

But whether looking at the current or previous ELA state test results, TCRWP New York City (NYC) schools outperformed many of their peers locally and around the state. In addition, students in TC Core Schools** had almost 30% more students score at Level 3 or 4 than those taking the test at non-TC NYC schools. Students need to score a Level 3 to be considered Proficient.
According to definitions from the state, students who perform at:

- **NYS Level 1**: Perform well *Below Proficient* in standards for their grade. They demonstrate limited knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts/Literacy that are considered insufficient for the expectations at this grade.
- **NYS Level 2**: Students performing at this level are *Partially Proficient* in standards for their grade. Students performing at Level 2 are considered on track to meet current New York high school graduation requirements, but not yet proficient on standards for this grade.
- **NYS Level 3**: Students performing at this level are *Proficient* in standards for their grade.
- **NYS Level 4**: Students performing at this level *Excel* in standards for their grade.
TCRWP schools have shown consistent success with Students with Disabilities. According to the 2018 ELA baseline results, students in TCRWP schools identified in specific subgroups, such as Students with Disabilities, earned a Level 3 or 4 at higher rates than at non-TC New York City schools.

Core TC Schools** registered high success with this subgroup. There was a 28% difference between Students with Disabilities in these core schools achieving Level 3 or 4 compared to those in non-TC NYC schools.
The same trend of higher performance for Students with Disabilities holds true for those identified as English Language Learners (ELL).

“Current ELLs” were identified as ELL and received language acquisition services in 2017-18. According to a state report, “Current ELLs” statewide continued to “lag behind the total public school population, with Current ELLs achieving proficiency on the ELA exam at a rate of 9.2 percent, compared with 45.2 percent statewide.”
In reporting baseline results for the ELA assessment, the state noted shifts in the performance of certain demographic groups. TCRWP has been following these trends over time as part of its mission to address the significant achievement gap that exists in New York City, especially among black and Hispanic students.

TCRWP believes that a strong foundation in literacy is the best way to close the achievement gap. This includes students receiving direct instruction in reading and writing from highly trained teachers who have a deep grounding in reading and writing workshop structures. Through the Reading and Writing workshop, students, as part of a whole-class endeavor, receive personalized instruction and support during small-group and individual conferences. With a well-resourced classroom library, and reading and writing work that emphasizes choice and independence, students have the best chance at high growth and achievement.

Across the state, the achievement gap between black and Hispanic students’ proficiency narrowed slightly when compared with their white peers.

For this baseline year, TCRWP analyzed 2018 performance of students who identify as Asian, Black, Hispanic, and White, comparing state, New York City, All TC schools, and Core TC Schools. Regardless of classification, students in TC-affiliated schools outperformed their peers.
TCRWP, based on the Columbia University campus in New York City, works in thousands of classrooms and schools nationally and internationally. In New York City, the Project works with over 200 schools providing on-site professional development, and access to institutes and workshops throughout the year. TCRWP is proud to call the Big Apple its home.

* All TC Schools data includes results from New York City Project schools who have been connected to the Project for at least 1 year in receiving professional development

**Core TCRWP Schools are considered those that have been with the Project for at least three years and engage in deep implementation of Reading and Writing workshop with special attention to high volumes of reading, ongoing writing, and engagement of the community.

All data for this report was taken from New York State Education Department sources, including: https://data.nysed.gov/assessment38.php?subject=ELA&year=2018&state=yes