The Teachers College Reading and Writing Project at Columbia University tracks student achievement and student growth in a variety of ways, including using running records to measure growth in reading levels, using performance assessments to measure students’ growth in higher order text-based thinking, and using normed on-demand argument, information, and narrative writing to measure growth in writing. We also collect state testing data. This report examines state testing data.

The Reading and Writing Project works with thousands of classrooms and schools around the nation and around the world. In this report, we particularly examine results in schools in New York City, including all NYC schools, all TCRWP schools, and Core TCRWP schools. TCRWP schools include all schools working with TCRWP, including schools that have just begun the work. Core TCRWP schools include schools with whom we have worked for at least three years, who have low turnover of teachers and students, and who demonstrate deep commitment to professional development through TCRWP institutes and workshops. This group includes schools across demographics, including schools with high percentage of Students with Disabilities and English Language Learners.

This report looks at testing data in TCRWP NYC schools in a variety of ways, including tracing growth over time, investigating the performance of Students with Disabilities and English Language Learners, and comparing TCRWP schools with not TCRWP schools overall. It includes city data and state data.

This report examines the testing data from 2014 to 2017. In 2014 we released a study of our testing data from 2013-2014. That report is available on our website: http://readingandwritingproject.org.

Students in all TCRWP schools outperform students in schools overall across the city and the state by approximately 10%. Students in Core TCRWP schools overall outperform peers in all NYC schools by approximately 25%. The benefits for schools of TCRWP staff development include:

- Improved ELA performance for the student population at large
- Improved performance across all groups of learners, including ELL/ESL students and Students with Disabilities
- Increased ELA proficiency for each year spent in a TCRWP school
- Higher scores overall at all grade levels (3-8) compared to NYC & NYS

Figure 1. These scores represent the raw scores for the NYS ELA exam, grades 3-8. TCRWP schools outperform all NYC schools when you examine the average mean scores in each year from 2013-2017.
Figure 2. These scores represent the percentage of all students who scored a 3 or 4 on the NYS ELA exam. Core TCRWP schools, in 2017, outperform all NYC schools by over 25%.
I. TCRWP IMPACT OVER THE YEARS:
A CASE STUDY OF THE GROWTH OF COHORTS OF STUDENTS AS THEY REMAIN IN TCRWP SCHOOLS

When you study testing data, it is significant to examine students’ growth as they move up the grade levels. That is, rather than comparing this year’s third grade to last year’s third grade, you can trace student growth for every year that they are in school. To assess TCRWP impact over the years, Figure 2 follows the trend for two cohorts of students, one elementary and one middle school as they move up the grade levels in TCRWP elementary and middle schools. This data was drawn from TCRWP schools across demographics and reflects the same children moving up grade levels, although student attendance rosters may change slightly by year. In both elementary and middle school cohorts, TCRWP students substantially outperform their peers in all NYC schools.

TCRWP students outperformed other schools in each academic year for which data are available, including in the period following the change in testing formats, when proficiency levels dropped across the board. Together, the data demonstrate that TCRWP programs bring measurable and independent improvements to diverse student populations.

Figure 3A: Elementary cohorts of students moving up the grade levels demonstrate higher achievement in TCRWP schools than in all NYC schools.

Figure 3B: Middle school cohorts of students moving up the grade levels demonstrate higher achievement in TCRWP schools than in all NYC schools.
II. IMPLEMENTATION EFFECTS FOR STUDENTS WITH DISABILITIES

Across NYS State and City, overall, Students with Disabilities underperform the general population when measured by the NYS ELA exam. Here, we examine the likelihood of Students with Disabilities in TCRWP schools to reach proficiency, as compared with Students with Disabilities in all NYC schools.

Core TCRWP schools show an average of 20% more Students with Disabilities achieving proficiency. All TCRWP schools show an average of 9% more Students with Disabilities achieving proficiency than in all NYC schools.

Figure 4A: This chart demonstrates the percentage of Students with Disabilities who achieved a 3 or 4 on the NYS ELA exam across five years, from 2013-2017. Students with Disabilities in Core TCRWP schools outperform peers in all NYC schools by an average of 20%.

Figure 4B: This chart shows the mean scale score achieved by Students with Disabilities across five years, from 2013-2017.
III. Implementation Effects for English Language Learners

Across NYS State and City, overall, English Language Learners tend to underperform the general population when measured by the NYS ELA exam. ELLs in core TCRWP schools, however, outperform their ELL peers in all NYC schools by approximately 11% in terms of percent that reach proficiency level. Not surprisingly, the data reinforces, as well, the increase of proficiency as ELLs become Former ELLs and then English Proficient.
TCRWP also traces achievement and growth for students in subsets of identified ethnicities, including students who identify as White, Asian, Hispanic, Black. Students in these subsets in TCRWP schools outperform their peers in all NYC schools.

### Percentage of Students Achieving Proficiency on NYS 2017 ELA Exam

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>NYC 2017 ELA</th>
<th>TCRWP 2017 ELA</th>
<th>Core TCRWP 2017 ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>32.71</td>
<td>42.33</td>
<td>58.52</td>
</tr>
<tr>
<td>Hispanic</td>
<td>33.20</td>
<td>41.92</td>
<td>55.23</td>
</tr>
<tr>
<td>Asian</td>
<td>59.85</td>
<td>68.77</td>
<td>78.63</td>
</tr>
<tr>
<td>White</td>
<td>53.38</td>
<td>63.24</td>
<td>75.14</td>
</tr>
</tbody>
</table>

*Includes TCRWP Schools
NYS ELA Exam Percentage Proficiency of All Students: Grade 4 and Grade 7

Figure 7: These scores represent growth in all student proficiency from 2015-2017. Core TCRWP students in Grade 4 grew from 62% to 71%. Core TCRWP students in Grade 7 grew from 56% to 73% proficiency.