

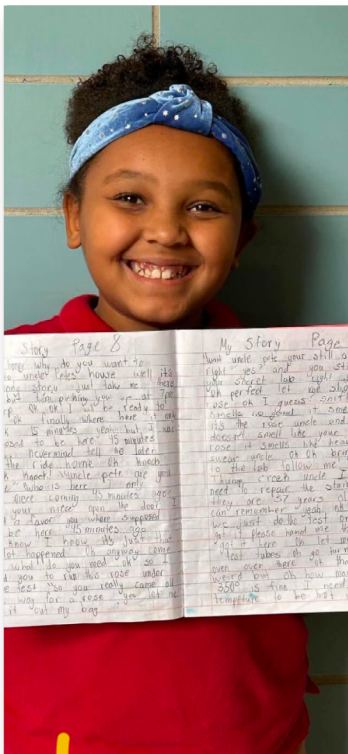
# Writable Case Study

CONSOLIDATED SCHOOL DISTRICT —OF— NEW BRITAIN

## Facts

- K-12 Public School District
- 19 Schools
- 10K+ Students
- 15.4% EL
- 18.5% SPED
- csdnb.org

Watch this case study at:  
[bit.ly/newbritain](https://bit.ly/newbritain)



## About

In partnership with family and community, the Consolidated School District of New Britain in Connecticut works to provide the best personalized and comprehensive whole-child education at every level so students will be prepared for, and positively contribute to, a profoundly different future. The Consolidated School District of New Britain strives to pursue excellence one student at a time.

The Consolidated School District of New Britain serves over 10,000 students in 19 schools across the city. It's considered a high poverty district and has one of the lowest per student expenditures in the state.

## Goals

When Liz Crooks, the recently retired 6-12 Curriculum Coordinator in ELA, Social Studies, and Science Literacy for the CSDNB, began her search for a tool that could bring back together and unify their writing and reading curriculums, she had lofty goals. The solution needed to be affordable, engaging, time saving, and above all: effective.

The CSDNB had no way to monitor student writing and reading growth, and without insight into how to improve instruction, students were struggling. Student writing had decreased both in quality and quantity. Liz needed to increase student skill proficiency in the areas of reading, writing, critical thinking, and communication, and she needed all teachers aligned to a single, unified curriculum. The goal was to start with argument writing across the content areas.

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## Solution

Liz Crooks began her journey to improve student reading and writing by focusing on teachers first. She created opportunities for teachers to have collaborative learning, which is some of the richest professional development educators can have. The CSDNB team decided their primary focus for these learning sessions should be on improving instruction for argument writing. Why? Because college and career readiness skills for ELA heavily focus on argument, social studies skills focus on inquiry, and Next Generation Science Standards also include argument writing. This meant professional learning for teaching argument would be applicable to teachers across the content areas, who were not currently teaching argument skills in a unified way.

To achieve unification, in support with professional learning opportunities, Writable created district-wide reading and writing practice and assessments for the CSDNB. These were aligned to custom district rubrics that Writable helped to create with the CSDNB curriculum team. During collaborative learning, teachers unified their language for assessing student work and calibrated their grading inside Writable. Writable was able to unify how teachers assessed students and how teachers scored work and gave effective, unified feedback.

By helping teachers grow tremendously in their instruction, students achieved incredible growth in assessment scores, quality of writing, and quantity of writing, in addition to increasing their overall engagement.

## Results

- 1.7x growth in students using Writable compared to cohorts not using Writable.
- 30% increase in district-calibrated assessments for students using Writable compared to cohorts not using Writable.
- Increased student motivation and engagement through peer review and choice and voice in writing prompts.
- Increased the quantity & quality of student writing by getting students writing daily.
- Proved the research that better feedback on writing improves student revision, which is what drives writing growth.
- Unified and aligned reading and writing curriculums; removed part of the 8th grade curriculum because students were starting the year at a higher skill level.
- Achieved grading calibration among teachers.
- Increased teacher agency and improved instruction through collaborative learning opportunities.