

Writable

Meets ESSA Promising evidence criteria

The Every Student Succeeds Act (ESSA) promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement. ESSA includes four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The ratings of the ESSA level of evidence reflect the quality, rigor, and statistical significance of the research study design and findings of the study. HMH's evidence ratings are based on the U.S. Department of Education's nonregulatory guidance for ESSA. Evidence ratings issued by clearinghouses and independent research agencies (e.g., Evidence for ESSA) may differ due to the varying criteria used to judge evidence.

Program overview

Writable is an AI-powered digital writing tool that helps students become strong writers. Writable provides support for each student's writing needs and aligns to rigorous standards. *Writable*'s online suite of tools equip teachers with the ability to offer timely feedback while ensuring students feel confident in their ability to offer honest, productive responses to make students into skilled writers.



Study location: Houston County School District, GA

Study year: 2021-2022, 2022-2023

Study conducted by: Forge Research Group

Evidence criteria

Experimental study, quasi-experimental design (QED) study, or correlational study with statistical controls for selection bias

Study evidence and highlights

A correlational design study with Houston County School District (HCSD) students in Grades 6-12 who used *Writable*® in conjunction with their core ELA program, *Into Literature*®. During the 2021-2022 and 2022-2023 school years, the majority of the Grades 6-12 students used *Writable*. All students who made at least one non-zero graded submission in the *Writable* software and had at least one type of school testing data were included in the analysis.

Study Sample

- 16,679 students in analytic sample
- Asian (2% - 3%)
- African American (35% - 41%)
- Caucasian (36% - 40%)
- Hispanic (9% - 10%)
- Native American (<1%)
- Pacific Islander (<1%)
- Multiple ethnic backgrounds (7%)
- English learners (2%)
- Students with disabilities (11% - 12%)
- Free or reduced-price lunch (38% - 39%)

Shows statistically significant and positive effects

HCSD *Writable* students achieved significant gains in ELA and measured writing ability from pre- to post-*Writable* instruction, along with students in each demographic category. Students who submitted at least one writing assignment in fall and spring demonstrated statistically significant increases in overall writing proficiency percentages each year. Greater proficiency score gains were achieved with greater usage of the *Writable* practice assignments and peer review revision component.

Additionally, *Writable* English learners (EL) demonstrated statistically significant increases in ACCESS overall composite scores and writing domain scale scores in both school years. *Writable* EL students' large year-to-year increase in writing proficiency contrasts greatly with decreases found in statewide EL students' writing proficiency levels (see Figure 1). Statistically significantly more ACCESS writing score growth was achieved by *Writable* EL students who engaged with the practice assignments, peer reviews, and self-reviews as compared to *Writable* EL students who did not (see Figure 2).

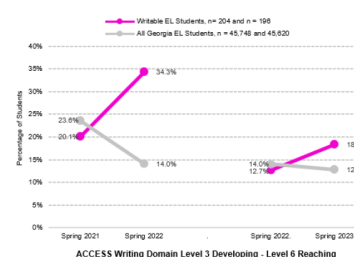


Figure 1. HCSD *Writable* EL students (n=280) and Georgia state EL students (n=45,748), Grades 6-12, ACCESS writing domain proficiency level, 2021-2023

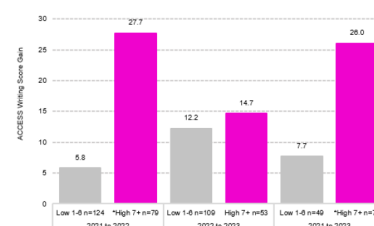


Figure Note: *statistically significant difference at $p < .05$.

Figure 2. HCSD *Writable* EL students (n=280) Grades 6-12, Average ACCESS writing score gain by software usage, 2021-2023

To learn more about *Writable* research, visit hmhco.com/writableresearch

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