

Independent Evaluation Confirms

TWR Transforms Classrooms and Student Outcomes

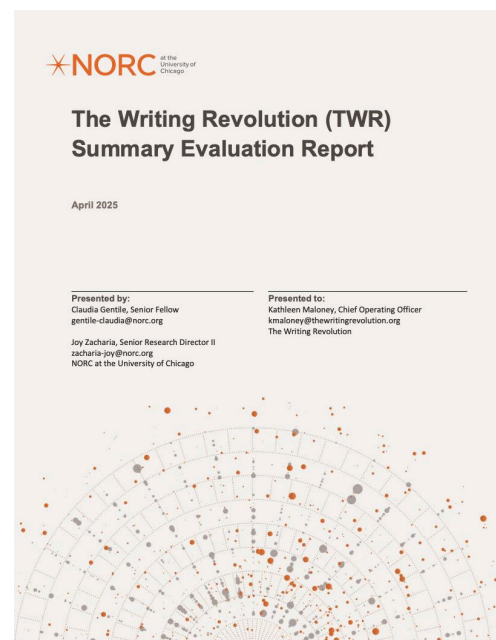
In 2025, NORC at the University of Chicago conducted an independent evaluation of The Writing Revolution's work in Monroe City Schools (MCS), where 395 teachers have been trained and 39 have become Revolutionary teachers, an educator responsible for embedding TWR strategies into the curriculum.

Purpose of the Study

- To gain a deeper understanding of the role of the Revolutionary teachers in schools implementing The Writing Revolution
- To measure the effects of having a Revolutionary teacher on students' writing performance

Key Findings

- Students in fully implementing schools demonstrated a **statistically significant increase in writing performance** (effect size = **0.25**, $p = 0.039$).
- In one school, **60% of 4th graders and 55% of 5th graders** scored Mastery or Advanced on the state ELA test—compared to just 10–13% in schools without structured implementation.
- Teachers integrated TWR strategies across **ELA, math, science, social studies**, and music, breaking down instructional silos and creating a shared language around literacy.
- Educators reported improved instructional practice, greater confidence in teaching writing, and new leadership opportunities.
- The program's impact is especially strong in schools serving historically underserved communities, **including those where 70% of students were economically disadvantaged and 62% identified as Black / African American.**



“Interviewed teachers reported that because of TWR training and support, their knowledge increased, their confidence improved, and their approach to how they teach writing became more effective.”

