

# Unprecedented Gains: A Small District's Leap from a C Rating to A in One Year

How one teacher in Sivells Bend ISD reached 100% Meets & Masters on STAAR

Focus Areas

Support Multi-Grade Classrooms

Close the Feedback Gap Significantly

Student Growth Across the Board

## A Small District with Big Results

Sivells Bend ISD sits in Gainesville, Texas, with just 74 students in grades PK–8. In a district this small, teachers and students know each other well—sometimes for years. It’s a close-knit community with limited resources and no curriculum director, where every teacher wears multiple hats.

For middle school ELAR and Social Studies teacher Eva Wolfenbarger, this environment is both rewarding and challenging. Mixed-age classrooms, deep personal connections, and a culture of accountability means feedback can be tricky.

“It was like grading my own child at times,” Eva explained. “You feel too harsh, or too generous, because you know what they’re trying to do.”

When Eva discovered Curipod midway through the 2024–25 school year, she saw an opportunity to close the feedback gap, make participation truly universal, and strengthen writing skills across her classes.



## Teaching Made Easier, Results Made Stronger

With Curipod reducing the workload, Eva could focus on what matters most: student success.

By the end of the 2024–25 school year, Eva’s results spoke for themselves. In **8th Grade Social Studies**, the percentage of students reaching Meets and Masters on the STAAR jumped from 75% to 100%. In **8th Grade ELAR**, every student achieved at least Approaches — up from 75% the previous year — and all but those already at Masters showed measurable growth. Adding to the impressive list of gains, Sivells Bend’s TEA school rating jumped from a C in 2024 to an A in 2025!

STAAR Results		2023-24 No Curipod	2024-25 With Curipod
8th Grade ELAR	Approaches or Higher	75%	100%
8th Grade Social Studies	Meets and Masters	75%	100%

## The Challenge

Before finding Curipod, feedback cycles often stretched too long. Students might wait days between submitting work and receiving feedback—losing the opportunity to make immediate, meaningful improvements. “You write something, and I give it back to you tomorrow,” Eva said. “Then you rewrite it, and I give it back to you another day later... That time between is so valuable.”

As John Hattie’s research shows, real-time feedback is one of the most effective ways to boost achievement. Eva wanted that immediacy without adding hours to her workload. She always knew what would make the biggest difference for her students—but **finding the time and tools to do it consistently was a challenge.**

## The Curipod Shift

With Curipod, instructional pacing stayed in her control and participation was non-negotiable. “With Curipod, students cannot hide,” she reflected. Plus, feedback was instant. Students wrote, reflected, and revised in one class period, and Eva could focus her energy on teaching, not chasing papers.

“It condenses [the feedback cycle] so that I can spend more time doing those things I need to do as a teacher, and Curipod’s catching what I can’t.”



## Breakthrough for a Struggling Student

Eva’s most powerful Curipod moment came from a student who had long struggled. She scored 2 out of 5 on the STAAR writing response—and one year, she didn’t complete the writing section at all.

As STAAR approached, Eva’s class used Curipod to practice. The student’s first try scored a 2. She received Curipod AI feedback, reflected, revised, and received another round of feedback. Eva recalls, “She just stared at her screen.” The student had earned a 5! Her confidence soared.

“Miss, Curipod gave me a five,” the student beamed. “I can pass the STAAR!” Come spring, she did pass—and her parents celebrated at parent night because she finally passed STAAR.

Eva has always known what makes the biggest difference for her students. With Curipod, she can deliver it every time—because the best thing to do is finally the easiest thing to do. **As she put it: “I do not understand why every single teacher is not using this... we just used it half a year and look how much progress we made.”**

In Sivells Bend, every student is meeting or exceeding expectations, and teachers are recognizing what’s possible when strong teaching meets the right tools.