

Three Schools. Three Problems. One Platform.

Outcome-focused case studies for principals and curriculum directors

About these case studies

The following case studies describe composite scenarios based on common challenges in K-12 schools. They illustrate how Wipeboard Education addresses structural problems in classroom management, parent communication, and student accountability. All names are illustrative.

CASE STUDY 1 · ELEMENTARY SCHOOL

Riverside Elementary: eliminating the parent communication bottleneck

The school

Riverside Elementary is a public school with 420 students in grades K-5. The school serves a diverse community with a significant percentage of families where English is not the primary language at home. Parent engagement had been identified as a priority by the principal, but survey data showed that many parents felt uninformed about their child's daily academic work.

The problem

The school's parent communication relied primarily on weekly newsletters, monthly report cards, and teacher-initiated contact when problems arose. For parents who were not fluent English readers or who worked multiple jobs, this model created an information gap. Problems that were visible to teachers for weeks before report cards were often a surprise to parents.

Teachers were also spending significant time on parent communication — averaging 3.5 hours per week according to a staff survey — and reporting that much of that time was spent on reactive communication rather than proactive partnership.

The approach

Six 3rd and 4th grade teachers piloted Wipeboard Education for one semester. Each teacher created weekly assignment boards with individual student task assignments. At the start of the semester, every family received their child's parent link — a single URL that required no login and showed their child's assignment completion in real time.

The school's family liaison translated the parent link instructions into the top four languages spoken in the school community.

What happened

- Inbound parent email to pilot teachers dropped 58% in the first four weeks
- Teacher-reported time spent on parent communication dropped from 3.5 hours to 1.4 hours per week
- 34% increase in families reporting they felt 'well informed' about their child's daily academic work
- Three teachers reported identifying struggling students earlier than they typically would
- No significant technology barrier — the parent link worked on basic smartphones with no app download

We had tried parent portals before. They require logins, passwords, app downloads. Families don't use them. The Wipeboard parent link is one URL that always works. That simplicity turned out to be the whole product. — Elementary school principal

Key insight for administrators

The most significant outcome was not efficiency — it was equity. Families who had previously been structurally excluded from real-time information about their child's academic work were brought into the same visibility as the most engaged parents.

Jefferson Middle School: building student accountability in project-based learning

The school

Jefferson Middle School serves grades 6-8 with 680 students. The school had invested significantly in project-based learning (PBL) as a core instructional approach — multiple units per year across disciplines require students to manage extended multi-week projects with significant independent work time.

The problem

The accountability gap in project-based learning is structural: when learning happens over multiple weeks with significant student autonomy, traditional monitoring tools — homework completion, daily grades — don't apply. Teachers reported spending disproportionate time managing the final 20% of the project timeline when catching up was most difficult and least effective.

The approach

The 7th grade team implemented Wipeboard Education across all four core subjects for their primary project units. Each unit had a dedicated board with tasks broken into weekly milestones. Tasks were assigned to individual students within project groups, creating individual accountability within collaborative work.

A brief intervention protocol was established: any student at less than 50% of the week's expected tasks received a same-day check-in from the teacher.

What happened

- Last-minute incomplete project submissions decreased by 62% in the first semester
- Students receiving intervention before the final project week increased from 23% to 71%
- Teacher-reported confidence in PBL implementation increased significantly
- Grade distribution became more consistent across the cohort
- Student self-reporting of project progress became more accurate

We had the pedagogy right. We had the professional development. What we were missing was visibility. You can't intervene in something you can't see. Wipeboard gave us the visibility that made PBL actually work the way it's supposed to. — Middle school curriculum director

Key insight for administrators

The shift from 23% to 71% of struggling students receiving support before the final week is not marginal — it represents a fundamental change in when and how the school can help students who are falling

behind.

Lincoln High School: teacher time reclaimed for instruction

The school

Lincoln High School serves 1,100 students in grades 9-12. A comprehensive teacher workload survey found that teachers were spending an average of 5.2 hours per week on administrative tasks. The survey identified this as a primary contributor to teacher burnout.

The problem

The administrative overhead of tracking student progress is invisible in discussions of teacher workload. Professional development, lesson planning, and grading are visible. But the time spent sending parent emails, manually checking who submitted what, and maintaining mental models of 150 students' progress doesn't appear anywhere. It lives in the margins of the teaching day and accumulates into hours.

The approach

The English department piloted Wipeboard Education across all 9th and 10th grade English classes — six teachers, approximately 180 students. The pilot ran for one full semester. Teachers tracked time spent on parent communication and progress tracking before and during the pilot using a simple daily log.

What happened

- Time spent on parent communication and tracking dropped from 5.2 to 2.1 hours per week
- 3.1 hours per teacher per week redirected to conferences, planning, and feedback
- Student writing quality scores improved 18% from fall to spring semester
- Teacher satisfaction scores increased 22% among pilot teachers
- Zero additional training time required — operational within one class period

We gained three hours a week per teacher. That's not a small number. That's the difference between a teacher who has time to read student drafts and one who doesn't. The students felt it. — High school English department chair

Key insight for administrators

For a school considering the Classroom Plan at \$12 per teacher per month, with conservative assumptions the return is approximately 6:1 on teacher time alone — before any student outcome improvements are considered.

Talk to us

Email edu@wipeboard.io to discuss adoption for your school or district. We provide countersigned DPAs, IT director documentation, and FERPA compliance materials on request.

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