

Mukwonago High School: From Competitive Pilot to Embedded Teacher Workflow

District	Mukwonago District, Wisconsin
Case study contributor	Ryan Bice, Library Specialist
Deployment	Fall 2025
Seats	113
Primary use cases	Assessment creation, differentiation, standards unpacking, curriculum writing, ACT preparation, and rubrics

Teacher pilot + governed adoption + differentiation + local product feedback

The Challenge

Mukwonago High School was evaluating how AI could support teacher work while fitting existing instructional workflows and district expectations around student AI use. The school wanted a tool teachers could use quickly for assessment creation, differentiation, standards work, and curriculum development without requiring them to work directly in a general-purpose chatbot.

In early 2025, Mukwonago began a formal comparison of **QuestionWell, Brisk, MagicSchool, and general-purpose AI tools including Gemini and ChatGPT.**

Selected Through a Teacher Pilot and Vote

Beginning around January 2025, approximately 20 teachers piloted the competing platforms for three to four weeks. The group then reconvened and voted on which product best fit their needs.

The pilot experience itself helped differentiate the products. QuestionWell provided full access to paid functionality during the evaluation. Brisk also offered an inclusive pilot, while MagicSchool required payment for broader access, so Mukwonago evaluated its free version.

QuestionWell won the evaluation and was deployed building-wide in fall 2025. For Mukwonago, a Google school, **Google Workspace and Google Forms integrations were decisive features.**

Fast Onboarding, Then Different Levels of Adoption

Ryan Bice led the initial teacher-facing training. Maya facilitated a follow-up remote session with all staff in October to reinforce adoption after teachers had begun using the platform.

Most teachers did not want a technical explanation of how the AI worked. Ryan said only he and a few more technically curious colleagues wanted to understand the backend mechanics; most teachers preferred training that let them “hit the ground running.”

Usage then split between teachers who “jumped in with both feet” and a more reluctant periphery. The heaviest adopters were in **social studies, English, science, and business education.** Several top users logged hundreds of uses over the year, with the heaviest user exceeding 500.

World history teachers became especially regular users, generating reading-comprehension questions and adjusting materials to individual student reading levels. The business department uses QuestionWell for curriculum writing and standards unpacking.

AI Embedded in Recurring Instructional Work

Mukwonago uses common assessments across parallel classrooms, with the same assessment used in multiple classes. QuestionWell therefore fits into an existing shared assessment structure rather than only individual teacher workflows.

Teachers with prior ChatGPT experience found QuestionWell familiar and easy to adopt. Ryan also emphasized that Mukwonago uses QuestionWell as a **teacher-only backend tool**, consistent with the school board's approach to student AI use.

Differentiation as Teacher Learning

For Ryan, the value extends beyond time savings.

He gave an example from a co-taught U.S. history class serving both general-education and special-education students. Previously, he often relied on his co-teacher to help level materials for struggling readers. With QuestionWell, he can enter a passage, adjust its reading level, and see how the material changes for students with substantially different literacy skills.

That gives secondary teachers a more concrete frame of reference for what a student's reading level means instructionally. A high-school teacher may know that an eleventh grader reads at a first-grade level without having an intuitive sense of what that implies for text complexity, vocabulary, or question design.

As Ryan put it, the process “**makes teachers more aware of the students that are in their classroom.**”

Why QuestionWell Beat Brisk

During Mukwonago's pilot, Ryan reported that Brisk repeatedly generated identical questions when given identical passages. He saw this as an assessment-security concern because students could potentially use the same extension and surface the same questions.

By contrast, Ryan reported **more varied QuestionWell outputs across repeated generations**. This should be understood as his observed experience rather than a guarantee that outputs will always differ.

Combined with Mukwonago's teacher-only use of the platform, that gave the school greater confidence in using QuestionWell for assessment creation.

A Curated Interface for Ordinary Users

One of Mukwonago's most valued administrative features is the ability to control which QuestionWell tools are pinned most prominently for teachers.

Ryan can pin and unpin tools centrally based on observed usage. Mukwonago's current set includes:

- Standards unpacking into "I CAN" statements
- Exit-ticket generation
- Question differentiation
- Reading-level adjustment
- ACT-style question generation
- Rubric creation

Dozens of other tools remain available below the pinned set.

For Ryan, this creates a more curated entry point for teachers than interfaces that place a large number of options front and center.

Local Customization and an Ongoing Feedback Partnership

Mukwonago's implementation extended beyond standard configuration.

Because the ACT is Wisconsin's statewide high-school benchmark, Maya built a custom tool for Mukwonago that generates ACT-style Reading and English questions.

Ryan also participated in **ongoing product-feedback conversations throughout the year**. QuestionWell worked directly with the school's general and math-specific instructional coaches to incorporate feedback.

The school currently uses rubrics in QuestionWell and plans to upload course curriculum so generated assessments can connect more directly to local curricular expectations.

Commercial Fit

Mukwonago purchased **113 seats for just under \$5,000** under grandfathered legacy pricing. The building principal funded the purchase from the building budget. The cost also fell below the approximately \$5,000 single-purchase-order threshold Ryan described, reducing procurement friction.

Ryan identified competitive per-user pricing as one reason the school intends to renew.

Copyright and Curriculum Use

Mukwonago's required curricula include Savvas for world history, History Alive for U.S. history, and McGraw Hill for government.

The school does not upload textbook content into QuestionWell. Instead, teachers use the platform for supplemental materials and assessments built around curriculum standards. Ryan described himself as "pretty strict" about copyright.

Update: Stronger Math Formula Handling

Earlier in the implementation, Ryan identified mathematics as the clearest area for improvement. Formula output and mathematical structure did not yet meet the math department's expectations, and some teachers preferred ChatGPT for math tasks. QuestionWell had worked with the math chair on an update, but Ryan had not confirmed whether that iteration fully resolved the issue.

Update: Based on this feedback and continued product iteration, QuestionWell improved its math formula handling and now renders **LaTeX-style formulas in readings, questions, and other generated materials**.

What Mukwonago's First Year Shows

Mukwonago's experience illustrates several conditions that supported adoption:

Competitive validation. QuestionWell was selected through a multi-product teacher pilot and vote.

Meaningful adoption. Core users reached hundreds of interactions annually, with the strongest use in social studies, English, science, and business education.

Embedded differentiation. Teachers use reading-level adjustment both to adapt materials and to build a more concrete understanding of what different literacy levels imply instructionally.

Administrative governance. Centrally managed pinned tools let the school shape which workflows teachers encounter first.

Local adaptation. ACT-specific tooling and an ongoing feedback partnership allowed QuestionWell to respond to local instructional needs.

Assessment security. Ryan reported more varied outputs across repeated generations, while teacher-only use reduced concerns about students reproducing teacher-generated questions.

Commercial fit. A 113-seat purchase for just under \$5,000 fit within the building budget and supported the school's stated intent to renew.

The Broader Lesson

Mukwonago's experience suggests that school AI adoption depends on more than model capability.

- Teachers need a short path from instructional intention to usable material.
- Administrators need ways to curate and govern the teacher experience.
- Schools benefit when a product can respond to local curriculum, assessment, and policy contexts.

At Mukwonago, QuestionWell began as one option in a multi-tool pilot and developed into a recurring tool for assessment design, differentiation, standards work, and curriculum development, giving teachers a more concrete view of the learners for whom they are designing.