



BRANCHING
MINDS

IMPACT REPORT
2022-2023

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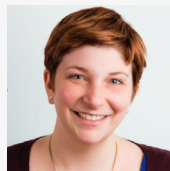
Letter from Our Co-Founder and CEO

I started Branching Minds over ten years ago as a teacher on maternity leave looking for a way to help *all* my students thrive in learning and in life. I knew that with my first baby at home I wouldn't be able to stay at school late each night, or bring the work home with me each day. I needed a way to make all of the best practices practicable, that was actually *sustainable*! As Branching Minds grew across those first years, and my maternity leave extended, we were consumed with careful and steady foundational work, steadfastly engineering solutions to the real and many problems of practice educators face every day. Following the pandemic that turned the educational world upside-down, the need for teacher-friendly Multi-Tiered System of Supports (MTSS) tools and professional learning became even more apparent. In large part because our work is so deeply rooted in what empowers educators to work smarter not harder, Branching Minds emerged on a national scale as the best-in-class MTSS solution for educators.

The desire to create a path for every learner remains the driving passion of Branching Minds and is shared by our district partners. We are honored to work closely with these incredible educators, from state-level leaders, to some of the largest city and county school systems in the nation, to small rural districts and everything in between. We seek to understand their needs, the needs of their students, and to continue the work of developing solutions together. I'm grateful for our growth, excited for our future work, and enlivened by the outcomes you will see in this report. Thank you for your interest in this work!

Yours in learning,

Maya Gat CEO, Co-Founder
Branching Minds



Our Reach, as of 2024 . . .

MORE THAN



294,166

Teachers



56,797

MTSS Team Leaders



5,468

District Admins



545

Districts in 38 States



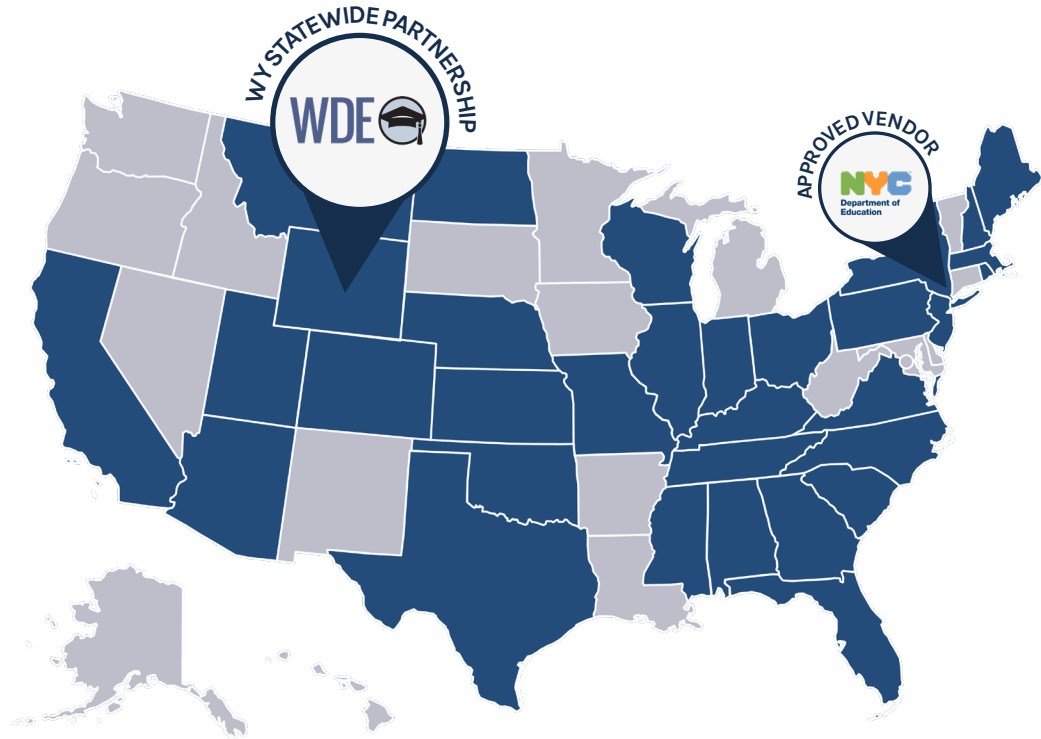
3,298

Schools



2.23M

Students



BRANCHING MINDS PLATFORM USAGE DATA

903,442

plans created

8,821,306

documented supports

388,456

logged incidents

802,664

family communications

105,404

logged meetings

6908

hours of PD
delivered
to date

211

blogs
published
to date

90+

“Branchers”
(Branching Minds
employees)

Impact and Success Stories

IMPROVED READING OUTCOMES AND SOCIAL-EMOTIONAL GROWTH IN CHICAGO PUBLIC SCHOOLS, IL



AT A GLANCE:

- ❑ **District Name:** Chicago Public Schools
- ❑ **District Location:** Chicago, IL
- ❑ **Locale Type and Size:** Large, urban school district
- ❑ **Total Number of Students:** 275,268
- ❑ **Schools:** 528
- ❑ **Total Number of Teachers:** 22,932
- ❑ **Student Race and Ethnicity:**
Hispanic/Latino 46.5%, Black or African American 35.8%, White 10.9%, Asian or Asian Pacific Islander 4.4%, Two or more races 1.9%, American Indian or Alaska Native 0.4%, Native Hawaiian or Other Pacific Islander 0.1%



INTRODUCTION

In 2021, Chicago Public Schools kicked off implementation of the Branching Minds platform along with professional training. They were looking for an MTSS solution that would help bring together the data and insights needed to guide problem-solving and improve collaboration for their staff. With a focus on improved literacy outcomes, they used Branching Minds to supercharge their high-dosage tutoring program with enhanced coordination across stakeholders. In addition, they began using a systematic screening process for student social-emotional competencies through Branching Minds. This data-driven approach has led to significant improvement in student outcomes.

RESULTS



LARGEST GAINS IN 3RD-8TH GRADE LITERACY OF ANY LARGE URBAN DISTRICT

CPS demonstrated the largest gains in 3rd-8th grade literacy outcomes of any large urban



“Branching Minds is a comprehensive MTSS intervention platform. It offers the scaffolding, thought partnership, tools, and resources we need to support all educators in CPS in meeting students’ individual needs.”

Sherly Chavarria, Former Chief of Teaching and Learning at Chicago Public Schools, IL.

district in 2023. CPS supported academic intervention with key strategies that have driven student achievement and pandemic recovery, including:

- Funding to support full-time academic interventionists
- High-dosage in-person small-group tutoring
- An MTSS platform, Branching Minds, to help create and track student reading plans, intervention delivery, and progress
- Customized professional development with Branching Minds on how to create effective support plans and use progress monitoring tools.

Building on this success, **the number of documented reading intervention plans for CPS students more than doubled in the 2023-2024 school year.** [Learn more](#)

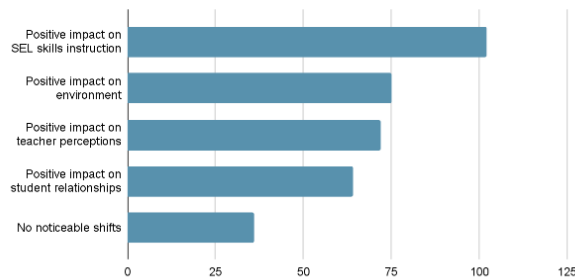
GROWTH AND BUY-IN FOR SOCIAL-EMOTIONAL COMPETENCIES

Believing that student wellness and connectedness are an integral part of a strong student experience, CPS embraces the Multi-Tiered System of Supports model to align support across academic and wellness needs.

During the 2021-2022 academic year, CPS administered the Social-Emotional Competency Assessment (SECA) to more than 7,000 students in grades 5 through 12 across 37 schools. This student-facing assessment, facilitated through the Branching Minds platform, allows students to self-assess on eight key areas of social-emotional skill.

- **CPS staff** used the detailed reports generated by Branching Minds to pinpoint precise needs for Tier 1 SEL programming and initiatives. Remarkably, from the fall to the spring survey period, notable growth was observed across all eight assessed areas of social-emotional competency, underscoring the effectiveness of the initiatives implemented.

What shifts did you observe in your school after using the SEL Skills Inventory data to inform decision-making?



Positive Teacher/Staff Perception of the SECA

- **CPS students** had an overwhelmingly positive response to the assessment process itself, with 91% finding it easy to respond to SECA questions, 92% affirming the importance of their school inquiring about SEL skills, and 87% expressing a desire for the continuation of the SECA administration.

POSITIVE STUDENT RECEPTION TO THE ADMINISTRATION OF THE SECA:

It was easy to complete the survey

91%
agree

It's important for schools to ask students about their SEL skills:

92%
agree

Recommended using the SECA again in the following year

87%
agree

This widespread acceptance and observed growth in social-emotional competencies highlight the value of SEL assessments and student voice in fostering a supportive and understanding school environment. CPS has continued to use Branching Minds to administer and review student SECA data, allowing them to adapt and improve their practices around universal and targeted SEL support.

”

“We were heartened to see that the data inspired renewed efforts by our schools and teachers to utilize their existing Tier 1 resources with more fidelity. We also noticed that a good number of respondents reported engaging their students in SEL planning and decision-making, and very few reported that their data reports offered little/ no value.”

CPS Staff Member



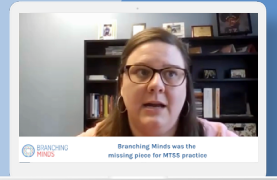
These findings were presented at the 2023 American Education Research Association (AERA) international conference.

STREAMLINING DATA ACCESS AND FOSTERING BUY-IN FOR MTSS WITH ORANGE COUNTY SCHOOLS, NC



AT A GLANCE:

- ❑ **District Name:** Orange County Schools, NC
- ❑ **District Location:** Hillsborough, NC
- ❑ **Locale Type and Size:** Medium, suburban
- ❑ **Student Race and Ethnicity:** White: 75%, Black or African American 9%, Hispanic/Latino 11%, Asian 2%
- ❑ **Total Number of Students:** 7,400
- ❑ **Schools:** 13
- ❑ **Total Number of Teachers:** 504
- ❑ **Evaluation period:** 2022-2023



WATCH THE FULL SUCCESS STORY HERE



INTRODUCTION

Orange County Schools in North Carolina faced significant challenges post-pandemic, including staffing shortages and disruptions that impacted both students and educators. They needed strategies that would simplify, rather than complicate, their educators' work. And, they recognized a critical gap in their MTSS implementation - the lack of an efficient system to compile and provide access to essential data for all stakeholders. The district embarked on a transformative journey to enhance student support through a robust implementation of MTSS, with help from Branching Minds.

APPROACH

The initiative began by securing buy-in from principals, detailing the advantages of MTSS and the role of Branching Minds, and then progressively expanded to include school-level MTSS teams by employing a train-the-trainer model.

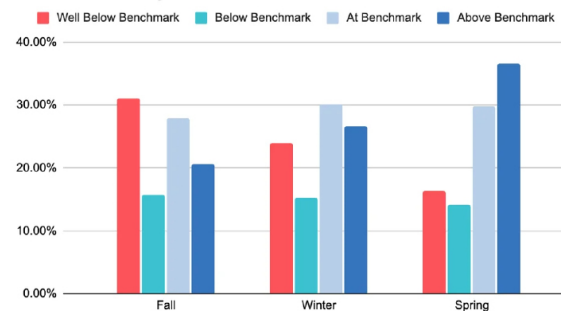
This strategic approach not only facilitated widespread acceptance but also laid the groundwork for long-term effectiveness, making it an integral and sustainable part of the way they educate their students.

RESULTS

■ Data-Driven Transformation:

The introduction of an MTSS platform enabled elementary schools to utilize data effectively, leading to significant improvements in reading performance as evidenced by DIBELS data.

DIBELS Reading Performance, SY 2022-23, Grades 1-4



■ **Enhanced Data Visualization and Action:** Branching Minds' Cohort Assessment Report allowed elementary PLC teams to identify and support students at all levels of achievement, focusing on growth for all students.

■ **Middle and High School Engagement:** Visibility into data transformed middle school intervention strategies and motivated high school levels to engage actively with MTSS, disproving misconceptions about the applicability of MTSS in higher grades.

CONCLUSION

Orange County Schools' strategic implementation of MTSS, supported by effective professional development and partnership with Branching Minds, has led to a transformation across elementary, middle, and high school levels. The district's approach created a culture of collaboration and continuous improvement, demonstrating the potential of MTSS to address diverse educational challenges and enhance student support across all levels of schooling.

USING INTERVENTION PLANS TO BUILD SOCIAL AND BEHAVIORAL SKILLS: FERGUSON-FLOISSANT SCHOOL DISTRICT, MO



AT A GLANCE:

- ❑ **District Name:** Ferguson-Florissant School District
- ❑ **District Location:** St. Louis Metropolitan Area, MO
- ❑ **Locale Type and Size:** Medium, urban
- ❑ **Student Race and Ethnicity:** Black or African American 83%, White 7.2%, Two or more races 5.2%, Hispanic/Latino 3.8%, Asian or Asian Pacific Islander 0.2%, American Indian or Alaska Native 0.1%, Native Hawaiian or Other Pacific Islander 0.1%
- ❑ **Total Number of Students:** 9,614
- ❑ **Schools:** 23
- ❑ **Total Number of Teachers:** 714 FTE



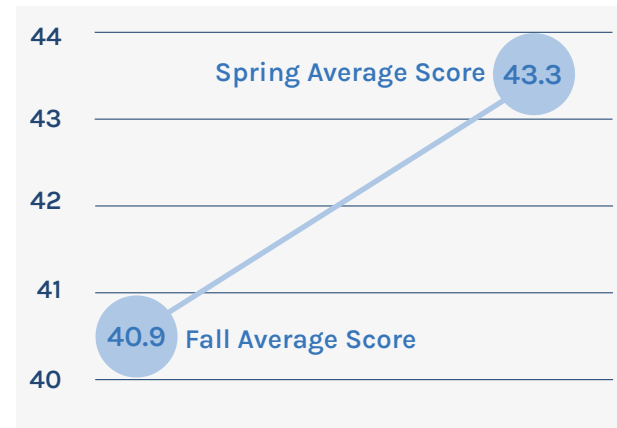
FERGUSON-FLOISSANT SCHOOL DISTRICT

Ferguson-Florissant School District is a mid-sized urban school district in the greater St. Louis area. Within ONE YEAR of best-practice implementation using Branching Minds and the DESSA-Mini social-emotional competency screener, Ferguson-Florissant showed significant growth in student skills. District-wide, their teachers:

- Assessed over 9,000 students from K-12 at three points across the 2022-2023 school year
- Created behavioral and social-emotional support plans through the Branching Minds platform for 385 students.

RESULTS

Students supported through a Branching Minds Behavior/SEL plan showed significant growth in DESSA-mini T-scores from Fall 2022 to Spring 2023.



Significant growth in DESSA-mini T-scores from fall to spring for students supported through a Branching Minds Behavior/SEL support plan.



“We are way down on Tier 3 and even improving on Tier 1. 6th grade is notably better and they were the most problematic group last year.”

*Dr. Colette Higgins, MTSS Coordinator,
Ferguson-Florissant SD, MO*

CLOSING LITERACY ACHIEVEMENT GAPS AND GROWING SOCIAL SKILLS AT A LARGE URBAN SCHOOL DISTRICT IN NORTH CAROLINA



AT A GLANCE:

- ❑ **District Location:** North Carolina
- ❑ **District Type and Size:** Large, urban
- ❑ **Student Race and Ethnicity:** Very diverse
- ❑ **Evaluation period:** 2022-2023



INTRODUCTION

This large urban school district partnered with Branching Minds in 2022 in order to improve collaboration and save teachers time and effort in meeting their students' needs. The district was looking for a platform and partnership that would deepen and institutionalize its work to accelerate the academic and behavioral improvement of students identified at risk of school failure. To date, our partnership has focused on the following priorities:

- Strengthening MTSS infrastructure by adopting a proactive, systems-focused approach, culminating in the creation of a comprehensive **MTSS Handbook** outlining protocols and practices for effective implementation.
- Engaging **thousands of stakeholders in professional learning** to achieve high-fidelity practice, and platform proficiency, and to enact changes aimed at achieving systemic transformation.

- Facilitating **implementation action planning** for district MTSS Specialists to manage change effectively and coordinate efforts to support students holistically through robust core instruction and targeted tiered support.
- **Centralizing all of the information** needed to be able to make effective data-based decisions at the systems and students level.
- Simplifying the identification of students needing support, enabling the creation, delivery, and monitoring of **79,307 effective reading and math intervention plans on the Branching Minds platform.**



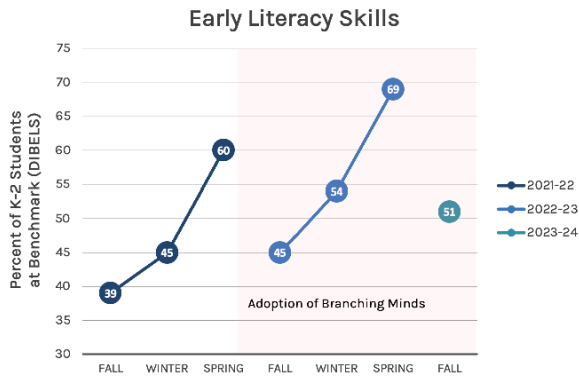
“With the Branching Minds partnership, we are gaining both a thought partner who will help us enhance all of our MTSS practices, structures and approach, and a platform that will help make the work easier and more efficient for all of our educators - from classroom teachers and support staff to school and district administrators,”

District Chief Accountability Officer

RESULTS

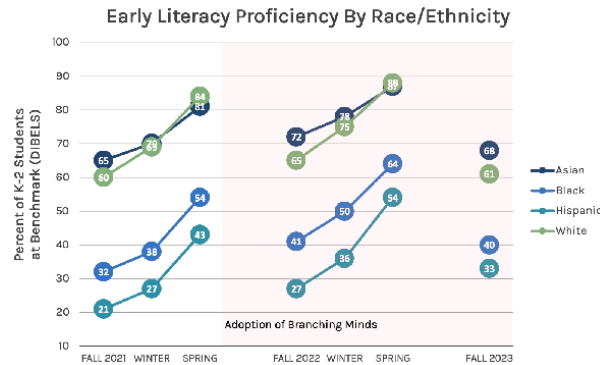
EARLY LITERACY GROWTH

In 2022-2023, the district saw a surge in the percentage of K-2 students meeting or exceeding early literacy benchmarks measured by DIBELS. Their work resulted in an **impressive increase to 69% of students at/above benchmark, which was 9 percentage points higher than the spring of the previous year (2021-22)**. Despite a decline in the percentage of students meeting or exceeding benchmarks in the fall of the 2023-24 school year - a typical occurrence attributed to the “summer slide” - it still stands 12 percentage points higher than the fall of the 2021-22 school year.



NARROWING THE ACHIEVEMENT GAP

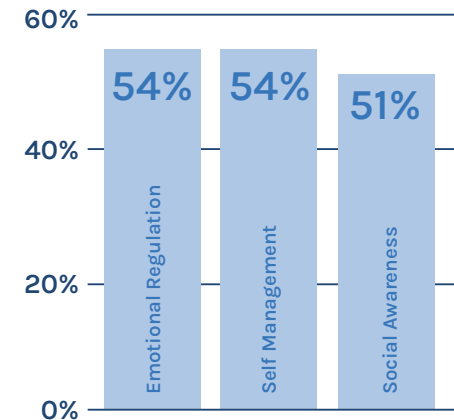
Since the implementation of Branching Minds, the district has made significant strides in reducing the achievement gap in K-2 students meeting or exceeding early literacy benchmarks across different race and ethnicity groups. In the 2022-23 school year, the gap decreased by 10 percentage points between the highest and lowest performing groups, a notable improvement compared to the 2021-22 school year, which only saw a 3 percentage point reduction. And, in the fall of the 2023-24 school year, the gap remained consistent compared to the previous spring. (In the fall of the 2022-23 school year, the gap had widened over the summer by 4 percentage



GROWTH IN SOCIAL-EMOTIONAL SKILLS

District staff used the Branching Minds platform across the 2022-2023 school year to identify and support students with specific social-emotional and behavioral needs. The Branching Minds Library of Supports scaffolds the creation of individual and group intervention plans by providing easy access to evidence-based programs, strategies, and practices.

As a result, the district observed a **dramatic increase in the number of students demonstrating a strength or high strength in social-emotional competencies**, such as emotional regulation, self-management, and social awareness.



Dramatic increase in number of students who are demonstrating a strength or high strength in social-emotional competencies.

**Panorama Student Survey Fall 2022 to Spring 2023*



“When deciding on which platform would be the best partner for our district, our team of teachers and administrators found Branching Minds to be best-in-class - the most user-friendly for teachers and the most powerful data-driven solution for administrators.”

District Chief Accountability Officer

SPOTLIGHT ON A NORTH CAROLINA ELEMENTARY SCHOOL

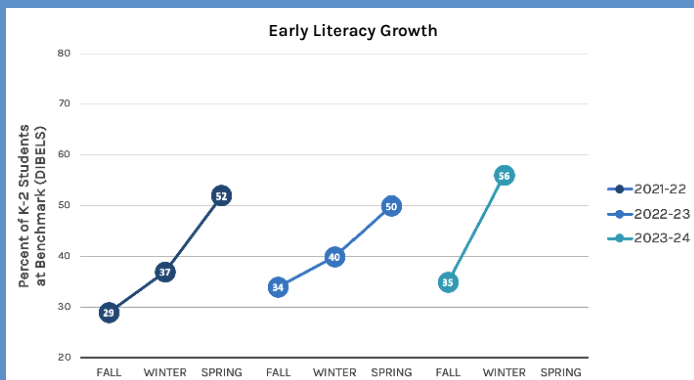


USING DATA TO DRIVE EARLY LITERACY RESULTS

A Title I school in North Carolina shared that the Branching Minds platform, along with their teachers' tireless commitment to providing strong core instruction and interventions, led to outstanding DIBELS growth so far in the 2023-2024 school year. They use the Branching Minds platform to:

- **Proactively and systematically review end-of-year scores** to identify who needs support and make sure that those students received interventions as early as possible
- **Review DIBELS progress monitoring data every other week**, ensuring that students are making progress toward their goals
- **Effectively track parent communications** to stress the importance of helping at home

Between fall and winter of the 23-24 school year, this elementary school showed an **increase of 21% of students meeting/exceeding benchmark**. This is a greater increase than they saw across the entire previous school year!



STATISTICALLY SIGNIFICANT POSITIVE EFFECT



ON STUDENT OUTCOMES

DISCOVER MORE BRANCHING MINDS SUCCESS STORIES



How Wyoming's Crook County Schools Built a Connected MTSS Practice, WY



How a Florida School Streamlined MTSS, FL



How Libby School District Refreshed Their MTSS Practice, MT



How a School Utilized MTSS to Build Trust & Positive Communication With Families, NE



How Waco ISD Transformed Their MTSS Practice & Saved Time While Supporting Students, TX



How Waverly School District Transformed Tier 2 Interventions, NE

Branching Minds in Practice

We have deep admiration for the work of our school partners. From successful onboarding and ongoing implementation, to professional learning, to in-the-moment problem-solving, we take great pride in the consistently excellent support we provide for our customers.

BEST IN CLASS PROFESSIONAL SERVICES

MTSS success - improved student outcomes - depends on an entire system of practice that involves staff at every level and aspect of running a district. MTSS involves teachers, interventionists, paraprofessionals, and campus administrators, along with central office staff that coordinate curriculum, technology, professional development, special education, student services, and more. Yes, technology tools enhance and streamline the work of intervention, but only if the educators using those tools have the mindset, the resources, and the skills they need to problem-solve around student-level, campus-level, and district-level needs, amidst the inevitable challenges they face.

Our professional services consultants have been there, literally. With an average of 15 years of classroom, administrative, and/or central office experience, our team collaborates closely with district/school partners to deliver professional learning and coaching that brings MTSS to life.

CUSTOMER SATISFACTION WITH BRANCHING MINDS PROFESSIONAL LEARNING:

94%

RELEVANT

We tailor our professional development delivery to address the specific goals and challenges of our partners, providing customized solutions that drive meaningful outcomes for students and educators alike. Additionally, our self-paced online courses through the MTSS Learning Hub provide partners with on-demand access to valuable resources, enhancing their MTSS and Branching Minds knowledge.



“You [Branching Minds] understood what we needed, you prepared, and you successfully delivered!”



“We all just love our Branching Minds Facilitators! Branching Minds itself is amazing and provides well-thought-out PD materials. Plus SOOOO many resources for continued learning!”

ENGAGING

We practice what we preach. The way that a district handles the implementation of MTSS and Branching Minds can set them up for success or lead to ongoing challenges with buy-in and implementation. In our work with educators, we model a collaborative, problem-solving mindset. Building on what they know, respecting their unique concerns, and using real-life examples of successful practice, we engage educators in a process that can transform the way they approach the work of education, from classroom instruction, to intervention, to the systems that make MTSS sustainable.



"I wish all of our professional development was like this. The expertise and friendliness of the presenters was exactly what we needed."

IMPACTFUL

In keeping with the ethos of Branching Minds, our Professional Services staff keep up with the latest research and best practices in the field, and then translate that understanding into practical steps with our partners. Our approach promotes scalability, expertise development, consistency and continuous improvement, resulting in quicker results for learners and reducing reliance on external training.



"The training is wonderful as is the support from your team when we need additional assistance. Every single person at Branching Minds is a wealth of knowledge and encouragement to get this tough work done!"



"Learning how to collaborate as a team gives me inspiration that we can move forward as district in a cohesive manner. Thank you for your expert facilitation!"

SNAPSHOT: 2023 PROFESSIONAL SERVICES INITIATIVES

INFRASTRUCTURE SERIES

With a laser focus on systematic development, deployment, and adoption of best-practice strategies, this program helped

25
districts

unlock their potential for improving student outcomes.

LAUNCH AND DEEPENING PRACTICE SERIES

Trusted by over

2,000
educators
across **190+**
school districts

this series supports educators in the adoption and implementation of MTSS and Branching Minds.

MTSS LEARNING HUB

A dynamic platform for asynchronous, on-demand professional development, the MTSS Learning Hub is a go-to resource for enhancing skills in MTSS and launching the Branching Minds platform. In just six months, the hub has rapidly expanded its reach, providing invaluable learning content to an astounding

25,000
educators

BEST IN CLASS CUSTOMER SUCCESS

What does it take to launch a comprehensive MTSS solution like Branching Minds? A partnership with a skilled Customer Success Manager, there to guide the implementation process step-by-step. From onboarding, launch, and ongoing adoption and expansion, our Customer Success team cultivates strong relationships with customers, providing insight, collaboration, and proactive support in addressing the challenges that arise along the way.

BEST IN CLASS CUSTOMER SUPPORT

Educator time is *the most precious resource* in any school system. The Branching Minds on-demand customer support function demonstrates our commitment to helping teachers get the real work of serving students done in the real-world conditions of their classrooms. **Our first response time is maintained at under a minute**, allowing educators to instantly speak to a live person about their questions and receive immediate assistance. Through our tiered support approach, issues are escalated accordingly to the right team until a full resolution is reached.



Branching Minds is committed to helping teachers accomplish the real work of serving students in the real-world conditions of their classrooms.



“From the time that we started with Branching Minds in 2019 to now — we have regular monthly meetings and we email all the time. There is a little chat feature in Branching Minds. I can always get a hold of somebody if I have a question or a data call we need to get on. All of that has not let up in the past 4 years; I have been very pleased with [Branching Minds’] customer support.”

Laurel Dickson, Director of MTSS, Richardson ISD, TX



“With Branching Minds, the support never goes away. And sometimes I feel like I am the only client because whomever I’m reaching out to gets back to me like that. I know I’m not their only client, but I’m made to feel that way. And I know that in my district, everybody comes to me for answers and I’m not the expert, but I definitely know where to find the experts. And I know that my question is going to be addressed either that day or the very next morning if it’s late in the day. And that makes me feel good because that makes me feel like I can then support my team.”

*Leslie Wright, Coordinator of Instructional Supports and Enrichment,
Encinitas Union School District, CA*

2023 CUSTOMER SUPPORT STATISTICS:

Live chat
conversations:

13,984

Median
response time:

51
seconds

Median time to
full resolution
of customer
request:

1 hour

Customer
Satisfaction
Rating:

96%

Major New Partnerships and Integrations

MTSS works because it brings together so many components of K-12 education: from screening to intervention, academics to behavior, student data to staff practice. Branching Minds partners with many of the leading providers of evidence-based learning supports and assessments used across the nation:



NEW STUDENT INFORMATION SYSTEM (SIS) PARTNERSHIPS & INTEGRATIONS:



Platform Updates and New Releases

Branching Minds is different from other solutions because it is built from the ground up to help teachers implement MTSS, and when teachers talk about what they need to get the job done, **we listen**. Our best-in-class MTSS software continues to develop and improve, thanks to the educators who use the platform day-to-day and suggest little tweaks that make their work easier along with major features that help them serve all students and meet state requirements.

In addition, our Product Team works together with Customer Success, Learning Science, and Professional Services to examine healthy indicators of platform adoption and to design workflows that scaffold MTSS best practices that lead to real change in student outcomes.

WE ARE EXCITED TO SHARE SOME OF OUR MOST IMPACTFUL PLATFORM UPDATES IN 2022-2023:



ACCELERATED LEARNING REPORT

Texas educators expressed their need for help in meeting the new state requirements for student intervention services laid down in House Bill 4545 and the amended version, HB 1416. The MTSS framework supported by Branching Minds enabled districts across the Lone Star State to provide and document accelerated reading and math instruction for struggling students, along with the ability to take action directly from reports for group formation, enhanced family communication letter generation, and more.



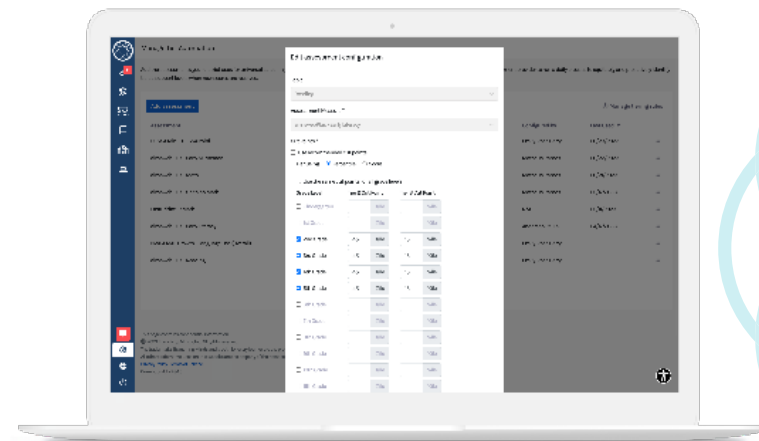
TIER AUTOMATION

This signature Branching Minds feature puts educators in a proactive, powerful role in relation to their universal screening data, applying customizable cut-point thresholds for Tier 2 and Tier 3 support at the click of a button. This leads to more systematic tier recommendations and equitable support for students who are falling behind.



“With Branching Minds, we’re more focused on research-based interventions and implementation of those, making sure that we are using progress monitoring tools that meet the guidelines to support what we’re doing with students. This will get better by just using the data that Branching Minds provides to us because it is so user-friendly, and it does have it all in one place to better implement the interventions that we’re doing and track the progress of students.”

*Tina Inghram, District Wide MTSS Coordinator,
Crook County Schools, WY*



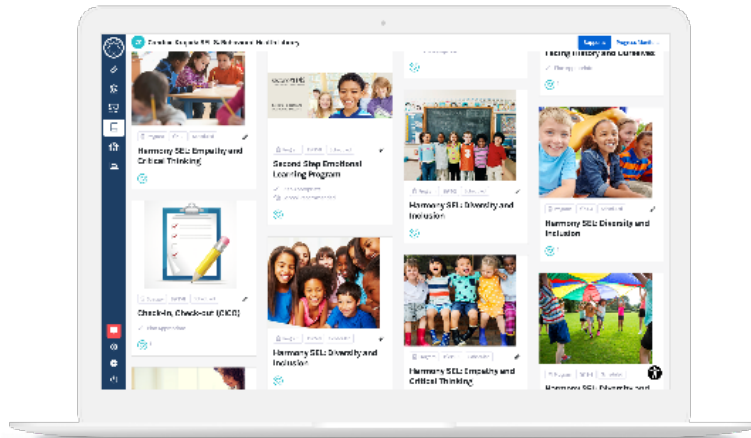
Tier Automation



NEW INTERVENTIONS

Branching Minds partners with leading providers of research-based learning supports in academics, SEL, and behavioral health to ensure educators have access to the highest quality resources to support their students. Our Learning Science Team oversees the Intervention Library and continues to incorporate the latest and best intervention options available, including:

- Science of Reading supports
- [JED Foundation](#) lessons for high school students
- Behavior supports from [NCMPI](#)
- [Florida Center for Reading Research](#)
- Khan Academy Kids
- English Language Learner supports
- Duolingo
- And many more!



Branching Minds Intervention & Support Library



PBIS DATA INGESTION

Behavioral data can be challenging to compile and interpret, especially when multiple software applications are involved. We rolled out the ability to ingest behavior incident data from [PBIS Rewards](#), a popular behavior management system used by many of our district partners. The best part? No data transformations needed from strapped IT teams!



“Branching Minds is the most user-friendly for teachers. Branching Minds has made it a simple process, it’s not cumbersome. They use it with ease, and they love it. I can’t imagine, honestly, life without it right now. There’s just enough hard, so it’s nice to have a platform that teachers enjoy using.”

Pennie Graeber, RTI Coordinator, Waco ISD, TX



Badges, Awards and Recognition

AWARDS EARNED IN 2023

Branching Minds is making an impact across the country. We are proud to have earned numerous awards over the past year recognizing our work to support educators with user-friendly, data-secure, learning-science-driven MTSS software and support.



WINNER

Best Customer Experience in EdTech

Best Personalized Learning Solution



Tech & Learning Awards of Excellence Winner: Best of 2023



Tech & Learning Awards of Excellence Winner: Back to School



Best Evidence Management Solution - Finalist



Best Collaborative Solution for Teachers - Finalist



Branching Minds' CEO, Maya Gat, recognized as top 50 Women Leaders

CERTIFICATIONS AND BADGES EARNED IN 2023



VPAT Certification

Branching Minds is VPAT certified, showcasing our commitment to accessibility for all users, including those with disabilities.



ClassLink Certified Partner

Branching Minds, as a ClassLink Certified Partner, ensures seamless integration and accessibility of our educational tools within the ClassLink ecosystem, enhancing the learning experience through simplified access and management.



SOC 2 Type 2 Certification

Branching Minds' SOC 2 Type 2 certification underscores our commitment to the highest standards of security, availability, and confidentiality, ensuring that users' data is managed with integrity and protection.



Certified B Corporation, Impact Score: 130

Branching Minds' B Corp certification, with a 130 impact score, signifies our exceptional commitment to social and environmental performance, accountability, and transparency, positioning our company as a leader in positive impact and sustainable business practices.



Statistically Significant Positive Effect on Student Outcomes

ESSA Level 3 recognition demonstrates that Branching Minds has a statistically significant positive effect on student outcomes, highlighting our effectiveness in enhancing educational achievements based on rigorous research.

Expanding Our Community

MTSS SUMMIT

Branching Minds hosted our second and third annual MTSS Summits, bringing together thousands of educators from across the world for multiple days of professional learning, with keynotes from leading MTSS experts and researchers, dozens of breakout sessions presented by districts across the country, and opportunities for attendees to expand their MTSS networks. Check out the highlights below!

AT A GLANCE:

8

KEYNOTES

2,100+

REGISTRANTS

1,600+

LIVE ATTENDEES

48^{states}

REPRESENTED

8,200

MESSAGES EXCHANGED

8.8/10

ATTENDEE SCORE

59

NPS SCORE

8^{countries}

REPRESENTED

80+

CONCURRENT SESSIONS,
including a live podcast recording

80+

NETWORKING
MEETINGS TOOK PLACE

ATTENDEE FEEDBACK

- “This was absolutely fantastic. One of the best virtual learning opportunities I have ever attended.” *Coordinated Early Intervention Specialist, Special School District (MI)*
- “Every session provided information that will be helpful to my school.” *MTSS Facilitator, Freeport Public Schools (IL)*
- “Great format, great speakers, great sessions.” *Director of Student Services, Lakota Local Schools (OH)*
- “The variety of speakers and topics made this a valuable resource for those at any stage of implementing MTSS.” *MTSS Coach, Bullitt County Public Schools (KY)*

FEATURED SPEAKERS

- **Dr. Tessie Rose Bailey**, Principal Technical Assistance Consultant, American Institutes for Research
- **Dr. George Batsche**, Professor of School Psychology and Director Emeritus of the Institute for School Reform, University of South Florida
- **Dr. Sheldon Berman**, Educational Leader and Author
- **Dr. José Castillo**, Associate Professor and Director, Institute for School Reform, University of South Florida
- **AJ Crabill**, Conservator, DeSoto ISD; Director of Governance, Council of the Great City Schools
- **Dr. Alan Coulter**, Organizational Development Consultant, Directions & Resources Group; Licensed Psychologist
- **Kelly Justice**, MEd, Learning and Development Facilitator, University of South Florida
- **Dr. Judy Elliott**, Education Consultant, EduLead, LLC
- **Dr. Paul LeMahieu**, Senior Advisor to the President, Carnegie Foundation for the Advancement of Teaching
- **Dr. Claudia Rinaldi**, The Joan Weiler Arnow '49 Professor of Education & Program Chair of Education, Lasell University



In our commitment to delivering more than just an MTSS platform, we created an online space for partners to build meaningful connections with each other and extend their MTSS knowledge through specific groups based on their interests. 5,392 customers have found a home in the Branching Minds Community, driven by a collective passion that “all means all.” With an average of 13% monthly active members in 2023, this dynamic community of partners, from teachers to psychologists, principals, MTSS coordinators, and more, continues to delve deeper into MTSS practice, exchanging insights with peers, and accessing an abundance of MTSS resources and avenues for collaboration.

PATHFINDERS COMMUNITY

Pathfinders brings together some of the best and brightest Branching Minds partner educators, creating a community of change-makers who are driven to transform K-12 education. These leaders approach the work of MTSS with a desire for personal growth and for making an impact on the students in their own sphere of influence and beyond. Learn more about our Pathfinders [here](#).

”

“I am so thankful for all of our minds coming together to help and encourage each other. I am new to the community and was overwhelmed at first. You have all been so kind and reading your posts has helped me gain direction. Hopefully, I will be helping others in the group as well. Keep asking questions and sharing your ideas. I need them all. (((HUGS)))”

High School ESL Teacher, OH



SCHOOLIN' AROUND PODCAST

[Schoolin' Around](#) is our weekly podcast featuring perspectives on current challenges and hot topics in K-12 education. We interview educational experts and thought leaders along with phenomenal district partners that bring fresh ideas to the work of MTSS. The Branching Minds podcast can be found on iTunes, Spotify, and YouTube.

14,000+

DOWNLOADS

557

SUBSCRIBERS

43 and counting

EPISODES

Branching Minds and District Partners in the News

The Washington Post

CHICAGO SCHOOLS TAPPED HUNDREDS OF ACADEMIC INTERVENTIONISTS TO CATCH STUDENTS UP AFTER COVID. IS IT WORKING?

Chalkbeat

This article, co-published by Chalkbeat and The Washington Post, highlights the significant progress that has been made in Chicago since implementing Branching Minds to provide the data and insights they need to track and monitor student progress. **“Districtwide in the early grades, there were double-digit increases in students scoring at grade level. Overall, Chicago Public Schools’ scores were in line or better than other urban districts”.**

<https://www.chalkbeat.org/chicago/2023/5/25/23729023/chicago-public-schools-academic-interventionist-covid-learning-recovery/>



SUPPORTING MIGRANT CHILDREN IN CHICAGO PUBLIC SCHOOLS: A MODEL FOR INCLUSION

Published by Harvard University's Data-Smart City Solutions, this article highlights the approach that Chicago Public Schools has taken to support the over 7,000 migrant children that have arrived from Venezuela over the past year and half. To address the complex needs of these students - including language barriers, emotional trauma, and material challenges. **The district utilizes data-driven tools such as Branching Minds to monitor interventions and ensure the long-term success of migrant children in the education system.**

<https://datasmart.hks.harvard.edu/supporting-migrant-children-chicago-public-schools>

DATA-SMART CITY SOLUTIONS



7 QUESTIONS ABOUT BRANCHING MINDS MTSS PLATFORM WITH CEO MAYA GAT

Branching Minds co-founder Maya Gat was interviewed by The Journal and explained how MTSS empowers educators to support students effectively, efficiently, and equitably.

<https://thejournal.com/Articles/2022/11/14/7-Questions-About-Branching-Minds-MTSS-Platform>

WHAT NEW RESEARCH SHOWS ABOUT THE LINK BETWEEN ACHIEVEMENT AND SEL

This article, published by EdWeek, discusses a study by Branching Minds' Learning Science team, which found that students' social emotional skills were positively correlated with academic performance in both reading and math. The study, which analyzed student screening assessments for social-emotional skills and reading and math performance of nearly 4,000 K-8 students in the 2021-22 school year, also found that social-emotional skills may act as "a protective factor" for some students performing below academic standards, meaning that students' social-emotional strengths could be used to boost their academic achievement.

<https://www.edweek.org/leadership/what-new-research-shows-about-the-link-between-achievement-and-sel/2023/07>

IDENTIFYING EQUITABLE INTERVENTION FOR MLLS


Dr. Essie Sutton, Director of Learning Science at Branching Minds, outlined a well-supported research base of best practices in distinguishing between learning acquisition and language-based learning disabilities, and how a properly implemented MTSS framework can help educators to identify whether the primary challenge is language acquisition or an underlying learning disability so that students can receive appropriate interventions. Dr. Sutton also discusses the particular challenges that educators face in properly identifying the learning needs of multilingual learners, and the importance of a robust platform to support both identification and intervention delivery for these students to avoid disproportionality and overidentification of multilingual learners for special education.

<https://www.languagemagazine.com/2022/11/30/identifying-equitable-intervention/>



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