

BRANCHING MINDS
CUMULATIVE
IMPACT
REPORT
2022



BRANCHING
MINDS



Our Reach

As educators, we have seen a lot of programs come and go. We have been part of different initiatives. I can honestly say, in my 23 years, this has been the best program that I have taken on in a district because it really does improve students learning.

- Trent Benjamin,
Director of Elementary Teaching and Learning
Broken Bow Public Schools, NE

As of 2022:



More than
216,300 teachers



41,370 MTSS team leaders



2,860 district admins



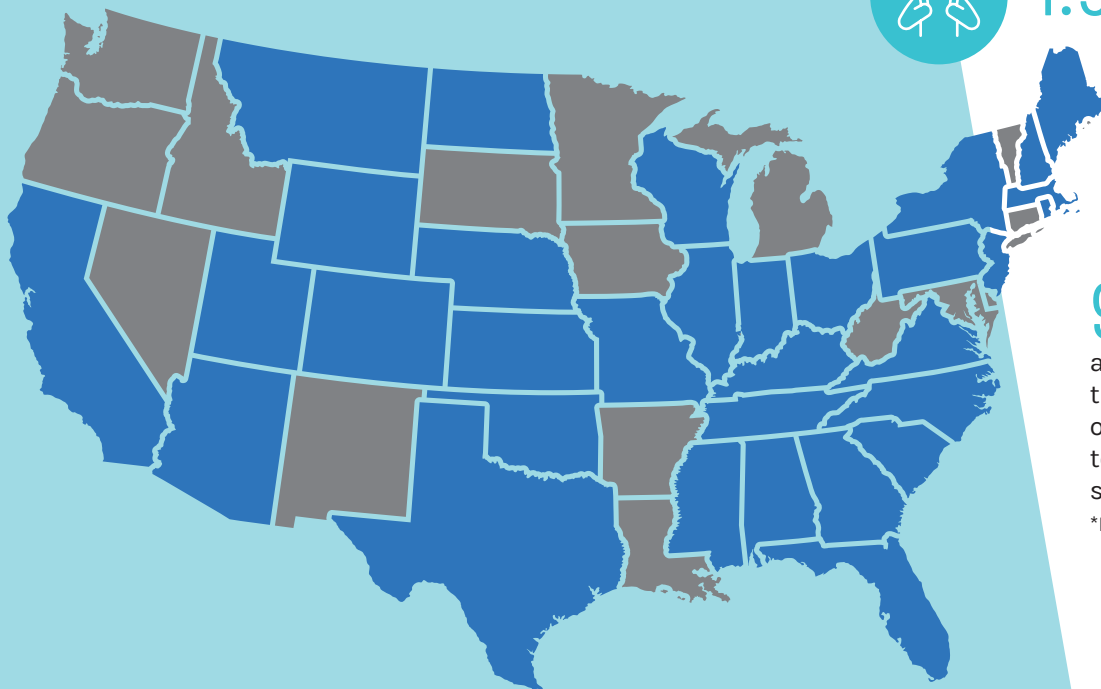
2,710 schools



220 districts across
32 states



1.5M+ students



97%* of district administrators believe that Branching Minds has/ or will improve their ability to support struggling students

*BRM feedback survey 2022

70+

team members

139

blogs published to date

4783

hours of PD delivered to date

1st

MTSS Summit

About Branching Minds

What we do



Branching Minds makes MTSS easy, efficient and effective by bringing together all of the components needed to effectively and collaboratively support students' holistic needs through a tiered system of support. Our platform solution guides educators through the best practices so they are actually practicable; allowing schools to improve students' outcomes across academics, behavior, and SEL – in equitable ways.

Who we are



We are a team of seasoned educators, learning scientists and technologists with a proven track record of supporting hundreds of K-12 school districts. We are uniquely positioned as a district/ school intervention management system to bring together all the aspects of MTSS to achieve fidelity, and make MTSS best practices practicable for both teachers and administrators.

How we work



We are more than a technology platform, we are true partners and trusted advisors to our districts. We honor the goals, priorities, and vision of every educational leader with whom we work, and we help them to hone, articulate, and make those visions a reality.

Our Mission

Empower all educators to effectively, efficiently and equitably support the holistic needs of their students; and to create a path to academic and personal success for every learner.



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 at CMS - from classroom teachers and support staff to school and district administrators.

– Dr. Frank Barnes Chief Accountability Officer at Charlotte-Mecklenburg Schools



Table of Contents

Letter from Our Co-Founder and CEO

Section 1: Improved Student Outcomes, SY 2021-2022

Section 2: Success in MTSS Implementation
and Academic Outcomes During the
Pandemic Years – 4 School District
Case Studies

Section 3: Evidence of Effectiveness

Section 4: How it Works

Section 5: Amplifying our Impact through Partnerships

Section 6: Certifications, Praise, and Recognition

Section 7: Building an MTSS Community

Section 8: What's Next

Letter from Our Co-Founder and CEO

It is with great pride that I share with you the Branching Minds Impact Report. Branching Minds exists because I was a classroom teacher who desperately wanted to support all of my students to be happy, healthy, curious learners ready to pursue their passions, overcome any barriers, and thrive within and in service of their community. I never intended to leave the classroom; teaching was what Joseph Cambell would call my “bliss.” But I struggled to make my dream of supporting all of my learners come true every single day, so I accidentally stumbled out of the classroom naively thinking I could build out the solutions I needed while on maternity leave and get back to my students three months later.

During those early days, I came to understand that the problems I experienced as a teacher were shared across the profession and that the solutions needed to resolve them were often systemic—meaning they would take more time, effort, and cross-sectional expertise than was available to me and my newborn in my living room. It also meant that the impact of those efforts would be significantly more powerful and far-reaching than I had ever imagined and, therefore, worth the gamble. I settled into the idea that Branching Minds would become my classroom, and the impact on the millions of students we could support would be my bliss.

The Branching Minds team has grown to include many other educators, former administrators, school psychologists, academic researchers, and learning scientists, who all share that same drive and show up to work every day with those same values and commitment to students. That’s what spurs us on to understand each of our partners’ needs, evolving problems of practice, and desired outcomes, as well as to iterate on solutions collaboratively with them until we achieve transformative outcomes.

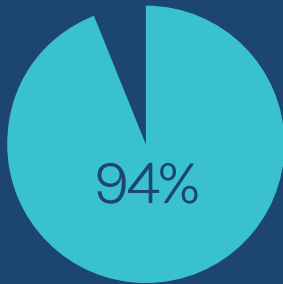
While I am deeply grateful for the opportunity to serve educators and humbled by the positive impact we already have accomplished, I am even more excited about the work we are doing now to drive stronger, more equitable outcomes for tomorrow.

Thank you for taking the time to learn about our work, and I look forward to the opportunity to walk this path with you in the future.

Yours in learning,

Maya Gat
CEO, Co-Founder
Branching Minds

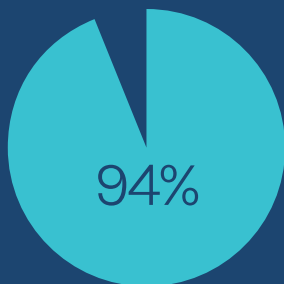
According to Administrators



94%

of school and district administrators agree

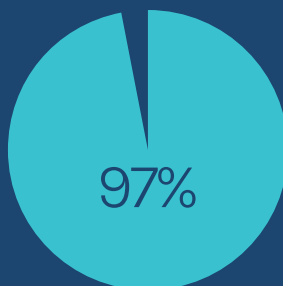
that the insight survey results have helped them better understand their students' academic learning and/or behavioral needs



94%

of school and district administrators agree

that Branching Minds has increased their communication and collaboration with other teachers and staff members around the work they are doing



97%

of district administrators believe

that Branching Minds has/or will improve their ability to support struggling students



We searched high and low, and after exploring a lot of options, Branching Minds was best aligned to our vision for where we wanted to go in the district.

– Dawn Kulpa, MTSS & SEL/SEAD Director,
San Antonio ISD, TX





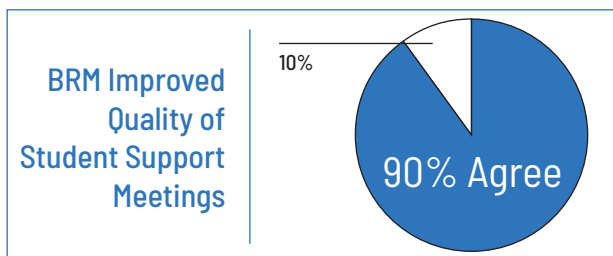
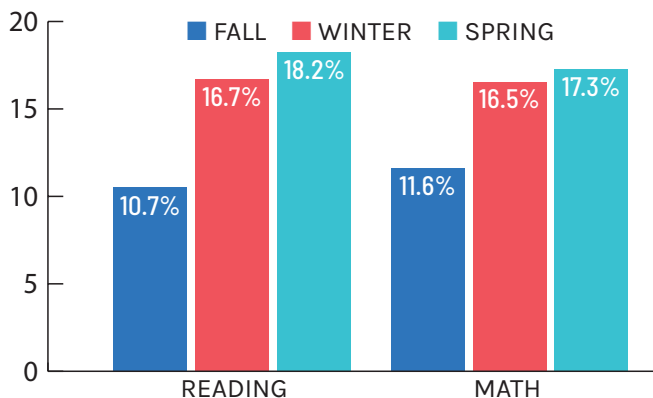
Improved Student
Outcomes, SY 2021-2022





Miamisburg City School District, OH

Miamisburg City School District serves approximately 5,000 students in Montgomery County, Ohio (21% of students are from minority backgrounds; 35% of students qualify for free or reduced priced lunch). The district began their partnership with Branching Minds in the 2019-2020 school year and have since used the BRM platform to support their elementary and middle school students in reading, math, and SEL & behavioral health. The BRM team has worked closely with Miamisburg to strengthen their MTSS approaches and streamline the development and implementation of their reading Improvement and Monitoring Plans. Data collected from the NWEA MAP reading and math universal screening assessments show that students who scored in the lowest 25th percentile for reading and math at the beginning of the 2021-2022 school year had significant improvements in their performance at both the winter and spring benchmarks.

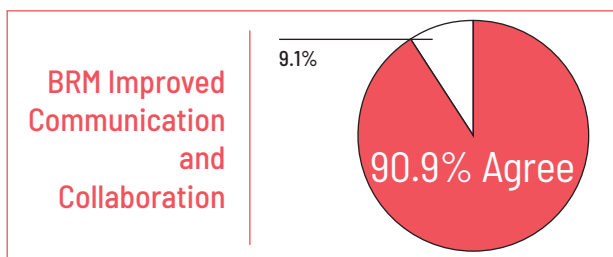
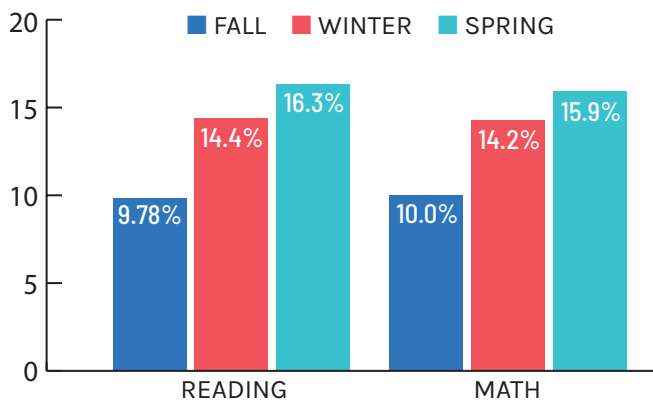


Branching Minds gives you the ability to share information, look at all aspects of a student, and stay focused on issues that need to be addressed.



East St Louis School District 189, IL

East St Louis School District 189 serves approximately 5,200 students in the communities of East St Louis and Washington Park, Illinois (98.5% of students from minority backgrounds; 100% of students qualify for free or reduced priced lunch). The district began their partnership with Branching Minds in the 2019-2020 school year and have since used the BRM platform to support their students in reading, math and SEL & behavioral health. The BRM team has worked closely with East St Louis to build and improve upon MTSS practices. Over the past three years, BRM has guided the development of a district-wide MTSS handbook and supported the district to improve academic plans for students in need of additional support or intervention. In the 2021-22 school year, East St Louis expanded their MTSS practice to include a greater focus on SEL and behavioral health supports for students. Data collected from the NWEA MAP reading and math universal screening assessments show that students who scored in the lowest 25th percentile for reading and math at the beginning of the 2021-2022 school year had significant improvements in their performance at both the winter and spring benchmarks.



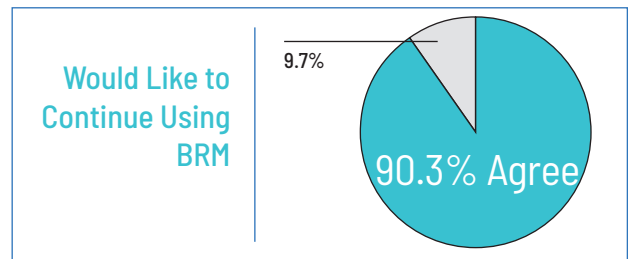
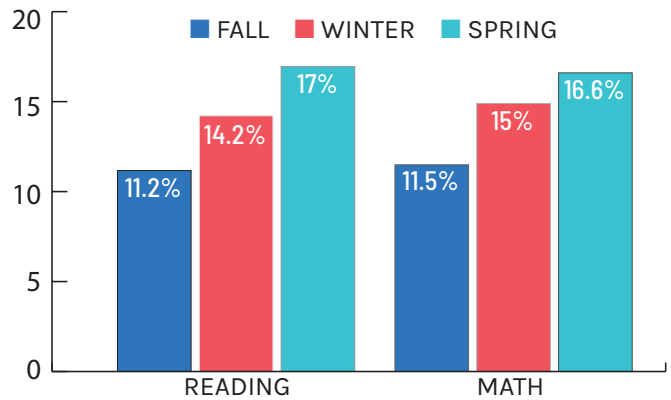
Branching Minds helps to keep all the student data organized and in one location. The support staff is very knowledgeable and helpful.





Bryan Independent School District, TX

Bryan ISD is a public school district located in Bryan, Texas. It serves 15,984 students (81% of students from minority backgrounds; 77% qualify for free or reduced price lunch) and a total of 27 schools. The district began their partnership with Branching Minds in 2019. Bryan ISD has heavily used Branching Minds to document support plans for at-risk students and all students needing accelerated instruction according to a recent bill passed in Texas, HB4545. District leaders at Bryan ISD have also worked with BRM as a thought partner to improve and release new features that can support the work of district and campus MTSS leaders. Data collected from the NWEA MAP reading and math universal screening assessments show that students who scored in the lowest 25th percentile for reading and math at the beginning of the 2021-2022 school year had significant improvements in their performance at both the winter and spring benchmarks.



The platform provides a well rounded, “one-stop shop” for student intervention and documentation needs. All facets of intervention are housed in one place: student data, questionnaires to determine students’ strengths and weaknesses, goal setting, intervention creation, intervention documentation, parent meeting documentation, and mail merged documents for parent communication.



A Foundational Year for MTSS

It is important to note that these are highlights from our district clients who were ready and able to provide academic data at the time of publication of this report.

Some of our district clients were not yet ready to suggest that MTSS influenced academic performance, due to the myriad of other changes that may have been taking place within their district alongside the start of MTSS, and the additional work entailed by the pandemic.

For many districts, including some of our larger district partners like Chicago Public Schools, IL or Charlotte-Mecklenburg Schools, NC, 2021-2022 was a foundational year. These districts worked with BRM at the beginning of the school year to build a common language and strategy for MTSS in their district and, throughout the year, launched their MTSS rollout and Branching Minds platform implementation and training. The “MTSS mindset” is just beginning to permeate within these districts, and new data practices are taking root.

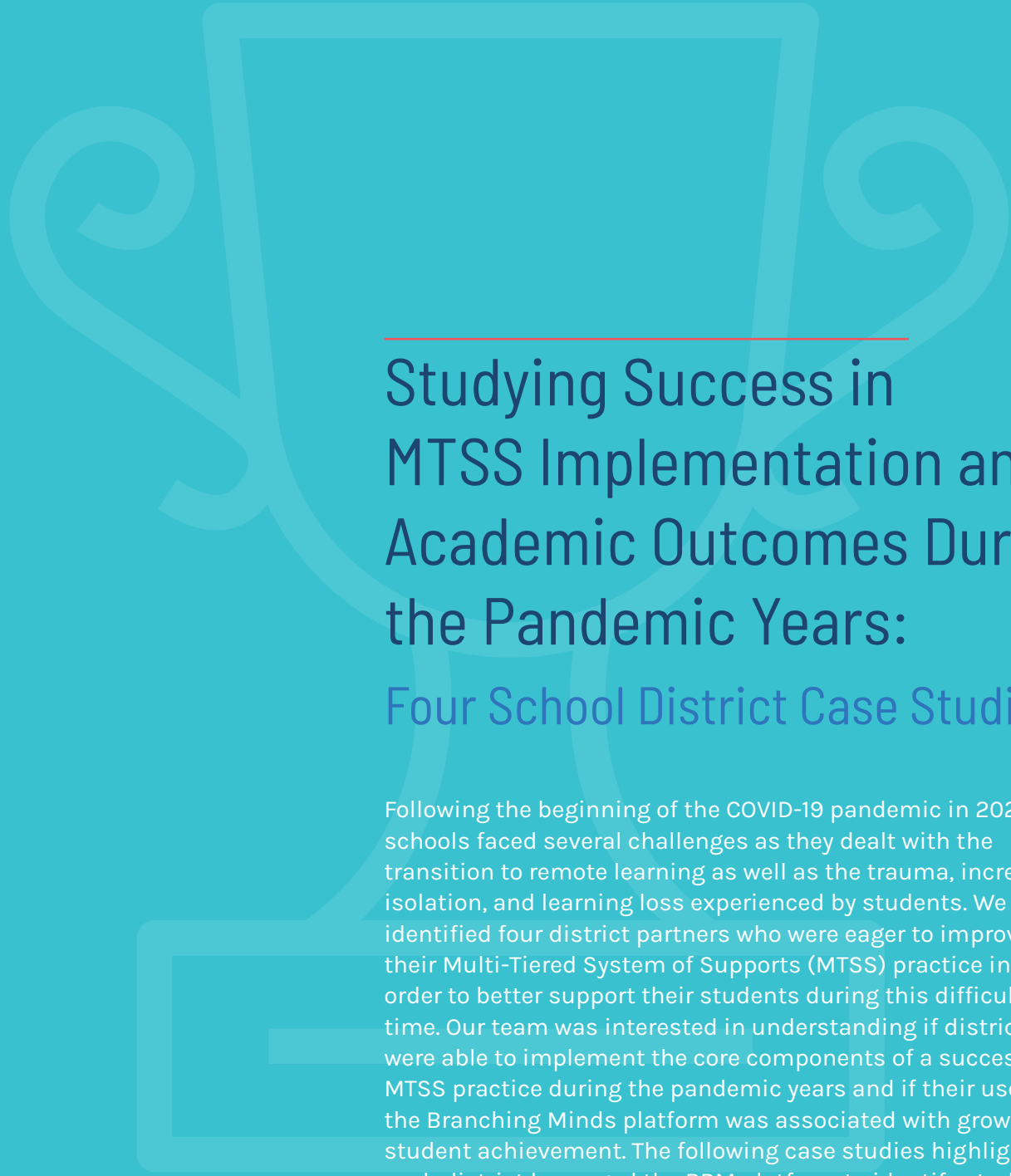
We’re excited to support these districts over the coming years, and to report back on their SEL and academic progress.



We needed a longitudinal system that could track students between multiple years so they didn't fall between the cracks. We also needed something that allowed for collaboration...Branching Minds rose above that pack.

– Donna Cross, MTSS Director,
Evanston-Skokie School District 65, IL





Studying Success in MTSS Implementation and Academic Outcomes During the Pandemic Years: Four School District Case Studies

Following the beginning of the COVID-19 pandemic in 2020, schools faced several challenges as they dealt with the transition to remote learning as well as the trauma, increased isolation, and learning loss experienced by students. We identified four district partners who were eager to improve their Multi-Tiered System of Supports (MTSS) practice in order to better support their students during this difficult time. Our team was interested in understanding if districts were able to implement the core components of a successful MTSS practice during the pandemic years and if their use of the Branching Minds platform was associated with growth in student achievement. The following case studies highlight how each district leveraged the BRM platform to identify students needing additional support, use data to guide decision-making and problem-solving, and develop targeted intervention plans using evidence-based interventions and supports. The results also show significant gains in reading and math performance for those students who were supported with intervention plans through the BRM platform. Each districts' successes and plans for further developing their MTSS practice are discussed.

CASE STUDY:



BROKEN BOW
PUBLIC SCHOOLS

Broken Bow Public Schools, NE

Using Student Data To Guide Planning and Practice at Broken Bow Public Schools, NE

AT A GLANCE

- **District Name:** Broken Bow Public Schools
- **District Location:** Broken Bow, Nebraska
- **Locale Type and Size:** Remote Town
- **Families Below Poverty Level:** 11.8%
- **Student Race and Ethnicity:** Caucasian 93%, Hispanic 3%, Asian 2%
- **Total Number of Students:** 892
- **Total Number of Teachers:** 114
- **Evaluation Period:** Spring 2021 - Winter 2022

Introduction and Implementation

Broken Bow Public Schools (BBPS) began their partnership with Branching Minds (BRM) in the spring of 2021. Before using BRM, Broken Bow did not have a strong Multi-Tiered System of Supports (MTSS) practice with no structure for implementation and very few interventions and fidelity checks implemented. The district was looking for a complete MTSS solution that combined student data with intervention planning. They also wanted to dig in deeper to the reports provided by BRM. Each school had a leadership meeting three times a year to look into the tier results across the district and analyze data from each school, grade level, and demographic subgroup. There was a focus at the district on understanding how they were doing with MTSS and tracking growth at the district and school levels.

Preliminary Outcomes

Since starting with the platform in the spring of 2021, Broken Bow has achieved the following:

Developed intervention plans for
20%
of their student population, using a high proportion (87%) of evidence and research-based supports

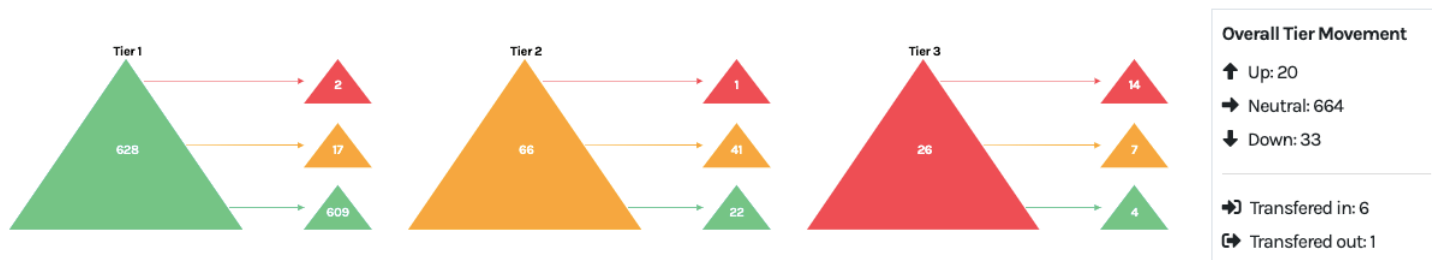
Identified levels of tiered support in reading and math for over
95%
of students



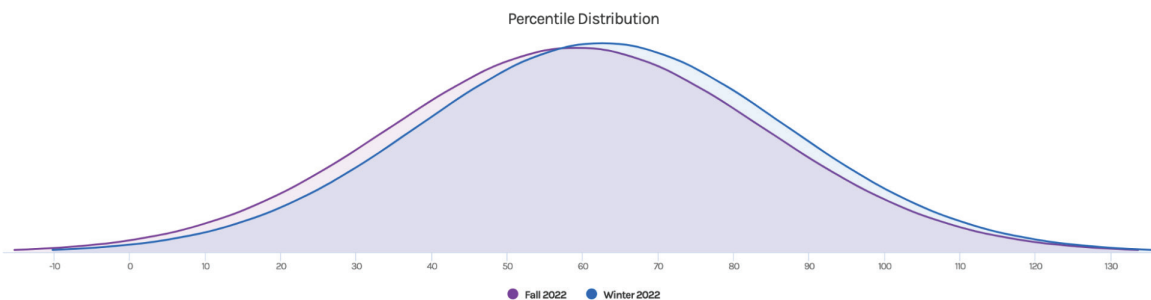
Have heavily utilized the BRM reporting features to identify tier movement and student growth in reading and math (see details below)

Identifying Student Growth in Reading and Math

The district used the **Tier Movement Report** to evaluate the fidelity of Tier 2 support for reading. After one semester, half of students who were previously identified as needing Tier 2 support showed improvement and were identified to need only Tier 1 support. This reinforces the effectiveness of the support being provided to students identified as needing Tier 2 interventions for reading at the beginning of the school year.



The district also used the **Benchmark Growth Report** to see how their students improved in their NWEA MAP assessments from fall to winter. There was overall growth in math percentiles across the fall semester. The reports were also used to identify specific trends and needs across campuses and grade levels. For example, the MTSS leadership team noticed that their 5th-grade students were not meeting grade level expectations for reading in the fall, and they were showing a downward trend from the previous year. In response to this need, the grade level team made sure that each student identified as needing Tier 2 or 3 support was assigned one of three high-quality, evidence-based interventions: REWARDS, Corrective Reading, and Reading Mastery. Those plans were developed and tracked using the BRM platform. One year later, 5th-grade students had shown growth overall in their assessment scores, and 80% of students were meeting grade-level expectations.



Conclusion and Next Steps

Broken Bow Public Schools showed many indicators of strong implementation during their first semester implementing the BRM platform. They used student data to identify students needing targeting and strategic support, which is a critical first step in any successful MTSS practice. The results from the reports provided on the platform are also promising signs of their work having a direct impact on student outcomes.

The district plans to continue using BRM to identify students needing support, build out intervention plans, and monitor progress and growth across campuses, grade levels, and individual students. They also plan to use one of BRM's newest features, the Early Warning Indicator Report, to help identify high school and middle school students who are at risk of not graduating, based on their attendance, suspensions, and course failures. Next year they will also be implementing the DESSA through BRM, which is an evidence-based social-emotional competency screening tool. Their goal is to use this data to incorporate SEL into their MTSS practice and develop a more holistic understanding of student success and well-being.

CASE STUDY:



Arlington Heights School District 25, IL

Improved MTSS Implementation and Fidelity and Growth in Mathematics Achievement at Arlington Heights, IL

AT A GLANCE

- **District Name:** Arlington Heights School District 25
- **District Location:** Arlington Heights, Illinois
- **Locale Type and Size:** Large Suburb
- **Families Below Poverty Level:** 0.6%
- **Student Race and Ethnicity:** 83% Caucasian / 1% Black / 5% Hispanic / 10% Asian
- **Student Grade Levels:** 2nd - 8th
- **Number of Students:** 5,337
- **Number of Teachers:** 508
- **Evaluation Period:** Fall 2020 - Winter 2022

Introduction and Initial Implementation

Arlington Heights School District 25 (SD25) started working with BRM in the fall of 2020 with the goal of developing a holistic MTSS approach that was focused on supporting students across different levels of need. The district wanted a platform that would give them insight into their practice district-wide as well as what was going on at the student level. They also wanted to invest in a solution that teachers were comfortable using and allow them to find research-backed supports. For the first year, platform implementation focused on specialists, interventionists, and other district and school leadership. To get everyone on board, they worked with BRM's professional services team to hold a launch session and instructional leader workshops. Schools completed the BRM Roots Report to get a better understanding of their current MTSS practice and which areas needed improvement.

Throughout the initial implementation year, the district saw the following indicators of success:

85%

of Managers (specialists, interventionists, and school administrators) engaged with the platform by entering or viewing student data



Progress monitoring data, that was collected through another platform by teachers, were synced with BRM, allowing teachers to see the data alongside intervention delivery

61%

of interventions and supports being used were evidence-based, including high-leverage strategies, such as Concrete-Representational-Abstract (CRA), Math Manipulatives, and Pre-teaching Concepts

The district used BRM to document

600+

MTSS student meetings and

60+

family communications

Results

In the fall of the 2021-2022 school year, SD25 began using the platform with increased fidelity. Scores on the NWEA MAP universal screening assessment, for reading and math, were used to identify tier levels of support for all elementary and middle school students. Intervention plans were developed on BRM for 176 students identified as needing support in reading, and 147 students identified as needing support in math. Preliminary data analyses from the fall semester showed a positive trend in student growth in their performance on the NWEA MAP math assessment for students who were assigned an intervention on BRM ($F(1) = 2.57, p = .11, \eta^2 = .01$). On average, students supported through the BRM platform for math had a growth percentile of 59, while students with similar Math needs who did not have an intervention assigned had an average growth percentile of 51.

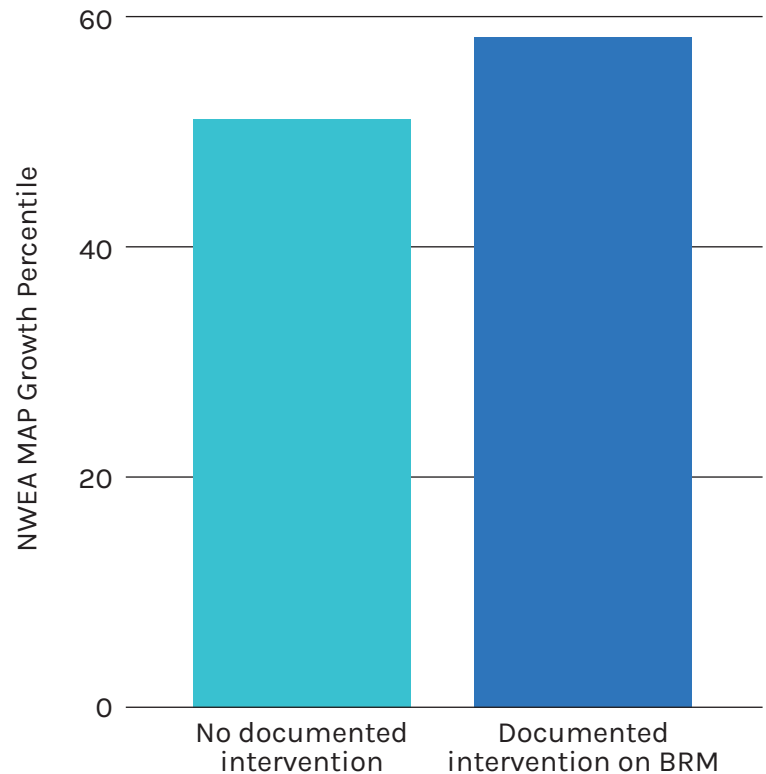


Figure 1. NWEA MAP Math Winter 2022 Growth Percentiles for Elementary Students Scoring Below Fall 2020 25th Percentile by BRM Intervention Status

Conclusion and Next Steps

The findings from this study demonstrate the successful preliminary outcomes associated with the implementation of the BRM platform. During the first year of implementation, Arlington Heights improved its MTSS practice by using student data to drive decision-making as well as high-quality assessments and interventions to support struggling students. During the second year, students who were supported through a documented intervention plan on the BRM platform had significant gains in their math performance, compared to students who did not have any documented support.

As the district moves forward with the platform, they are planning to get more teachers on board and use it more consistently. They have also begun using the DESSA assessment system to universally assess students' social-emotional competencies through the BRM platform. Their next step is to start building out SEL & behavioral health intervention plans on BRM in order to get an even more holistic perspective of students and their MTSS practice.

CASE STUDY:



Sidney City Schools, OH

Significant Growth in Reading Achievement for Early Elementary Students Supported with Intervention Plans at Sidney City Schools, OH

AT A GLANCE

- **District Name:** Sidney City Schools
- **District Location:** Sidney City, Ohio
- **Locale Type and Size:** Town Distant
- **Families Below Poverty Level:** 15.1%
- **Student Race and Ethnicity:** 89% Caucasian / 5% Black / 2% Hispanic / 2% Asian
- **Student Grade Levels:** 1st - 9th
- **Number of Students:** 3,246
- **Number of Teachers:** 188
- **Evaluation Period:** Fall 2020 - Spring 2021

Introduction and Initial Implementation

When Sidney City Schools started their partnership with Branching Minds (BRM) they were essentially starting at “ground zero” in terms of their Multi-Tiered System of Supports (MTSS) practice. Up until this point teachers had been using a large variation of intervention programs and strategies; some evidence-based and some not. Their short-term goals included rolling out the platform across all elementary schools and using it primarily to improve their process and practice for developing intervention plans for reading.

Across the 2020-2021 school year, the district saw the following implementation-based outcomes across all elementary schools:

Tier levels of support were identified for

95%

of elementary students, based on NWEA MAP assessment for reading and math assessments

91%

of staff members engaged with the platform; staff were using the platform to develop and log intervention plans, enter progress monitoring data, resolve goals, and log family communication

44%

of students had an active plan, including a goal, intervention, and progress monitoring assessment

90%+

activities on the platform were resolved, indicating a high fidelity of implementation

80%

of goals were progress monitored using EasyCBM, a nationally normed progress monitoring assessment

Results

To determine the impact of intervention planning on BRM on reading outcomes, student growth on the NWEA MAP reading assessment across the 2020-2021 school year was examined. The analyses included 276 elementary students who scored below the 25th percentile on the assessment at the beginning of the school year and who had subsequent scores at the winter and spring assessment windows. Students with a documented reading intervention plan on the BRM platform showed increased growth in their reading assessments, compared to students who did not have plans documented (Wilk's Lambda = .98, $F(2,276) = .10$, $\eta^2 = .02$; see Figure 1). This observed trend was strongest between the winter and spring assessment windows. Students who had a documented reading intervention plan during the second half of the school year had a significant increase in their NWEA MAP growth percentile scores ($t(277) = -2.06$, $p = .04$, $\eta^2 = .02$).

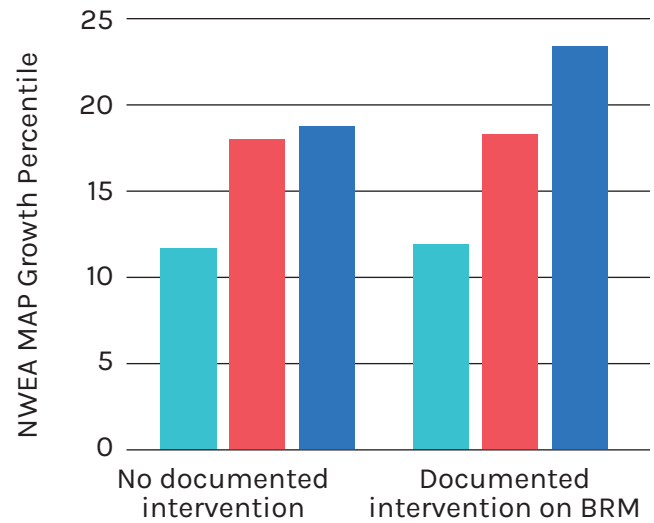


Figure 1. NWEA MAP Reading Percentile Scores Across Assessment Windows For Students Scoring Below Fall 2020 25th Percentile by BRM Intervention Status

Conclusion and Next Steps

The results show strong platform adoption for Sidney City Schools during their first school year partnering with BRM. For students struggling with reading at the beginning of the school year, having an active intervention plan was associated with improved reading performance across the school year. This was especially evident during the second half of the school year, from the winter to spring assessment windows. Many school districts were still working through the challenges associated with the COVID-19 pandemic across the 2020-2021 school year. In this case, the return to a more typical in-person learning during the second half of the school year could have contributed to the efficacy of documenting plans on the BRM platform.

Given the initial success with the platform, the district plans to expand implementation beyond the early elementary grade levels. They are interested in having more upper elementary and middle school staff receive additional training on how to use the BRM platform and improve their MTSS practice. Another goal is to find more assessment tools that easily integrate with the BRM platform, allowing a more holistic approach to MTSS and using multiple data points to drive decision-making.

CASE STUDY:



**GREENE COUNTY
SCHOOL SYSTEM**

Greene County School System, GA

Data-Based Decision-Making and Improved Academic Outcomes for Elementary Students at Greene County, GA

AT A GLANCE

- **District:** Greene County School System
- **District Location:** Greensboro, Georgia
- **Locale Type and Size:** Rural Distant
- **Families Below Poverty Level:** 30%
- **Student Race and Ethnicity:** 58% Caucasian / 35% Black / 6% Hispanic / 1% Asian
- **Student Grades:** K - 12th
- **Number of Students:** 2,590
- **Number of Teachers:** 216
- **Evaluation Period:** Fall 2020 - Spring 2021

Introduction and Implementation

Greene County Schools partnered with Branching Minds (BRM) with the goal to make it easier for educators to collaboratively document and review student data as part of their Multi-Tiered System of Supports (MTSS) practice. The district also needed a platform that was aligned with their state guidelines and requirements around data tracking and the identification of students needing support. Greene planned to use the BRM platform to create intervention plans for math and reading as well as some plans for behavior. They adopted a strong professional development plan and had coaching workshops with BRM for their MTSS leadership team as well as classroom teachers. These sessions included a deep dive into creating high-quality goals and best practices for analyzing progress monitoring data for individuals and groups of students.

Across the 2020-2021 school year, the district saw the following implementation-based outcomes:

22%

of all students had an active plan on BRM, including a goal, progress monitoring assessment, or intervention plan (MTSS best practice recommends at least 15% of students having an active plan)

Teachers had resolved

77%

of all planned activities (goals, progress monitors, and interventions), indicating a high fidelity of implementation



Elementary and middle schools had plans in place for the majority of their students identified as needing Tier 2 and 3 support

88%

of interventions and supports added to intervention plans were evidence-based

Method and Results

Student performance was measured using the NWEA MAP assessments for both math and reading across the 2020-2021 school year (fall, winter, and spring testing windows). Branching Minds was implemented across all grade levels but interventions were assigned to students more frequently in elementary school. To both protect individual student privacy and control for sample size reduction, the analyses in this case study only included the performance of students in grades K-5.

To determine the impact of BRM intervention planning on math outcomes, students' NWEA MAP growth percentile scores at both the winter and spring testing windows were examined. Analyses included 124 elementary students who scored below the 25th percentile on the assessment at the beginning of the 2020 fall semester and who had subsequent scores at the winter and spring assessment windows. Students who were assigned an intervention over the course of the year saw no statistical difference in growth from fall to winter but did see significant growth from winter to spring. The 70 students who were assigned an intervention over the course of the school year saw an average 35-point increase in their growth percentile for the spring semester compared to those who had not been assigned an intervention ($t(119.34) = -5.29, \eta^2 = .02$; See Figure 1).

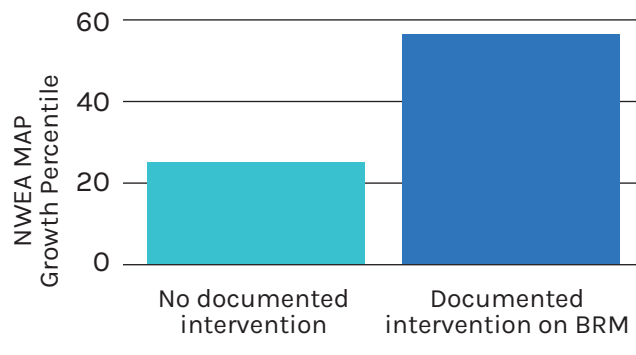


Figure 1. NWEA MAP Math Spring 2021 Growth Percentiles for Elementary Students Scoring Below Fall 2020 25th Percentile by BRM Intervention Status

Conclusion

The findings from this study show how students at Greene County Schools who were struggling at the beginning of the year in math and reading and had a documented intervention plan on BRM made significant gains in their academic performance by the end of the year. Greene also showed many indicators of strong platform adoption and implementation, as well as additional support from the BRM professional development to help improve their MTSS practice. The district has noted that BRM has provided visibility for administrators and school leaders into the work being done with students. As they continue implementing MTSS, the district hopes to develop and refine their approaches to helping students succeed and meet its goals while also meeting state and district requirements.



When deciding on which platform would be the best partner for CMS, 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.

– Dr. Frank Barnes Chief Accountability Officer at Charlotte-Mecklenburg Schools





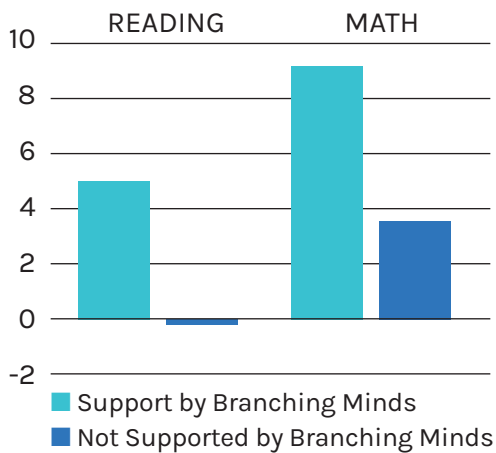
Evidence of Effectiveness



Evidence of Effectiveness

Branching Minds will be entering its 7th full year of partnering with school districts, and we have driven strong results. Our ability to improve the intervention system at the school and student level has been demonstrated in several key ways:

Branching Minds Promotes Positive Academic Outcomes in Both Reading and Math.



Students supported on Branching Minds made statistically significant gains in reading (an average increase of 5 percentile points) over similar students not supported on Branching Minds (an average decrease of 0.3 percentile points). Students supported on Branching Minds also made statistically significant gains in mathematics (an average increase of 9.3 percentile points) over similar students not supported on Branching Minds (an average increase of 3.7 percentile points). The results of this study were presented at the 2018 annual conference of the American Education Research Association and are available to share in a white paper.

[Reaching the Next Level in Intervention Management - White Paper](#)

- **Main finding:** Students who had a documented intervention plan on the BRM platform had significant improvements in their reading and mathematics performance on the NWEA MAP assessment
- **Study Summary:** Branching Minds was designed to reduce the burden of implementing MTSS by helping teachers and schools work together to understand student learning needs, find evidence-based interventions aligned to those needs, and seamlessly monitor and report on progress. The goal of this study was to evaluate the impact of using Branching Minds as a MTSS platform on students’ academic achievement. We reported 4 main findings:



As a technology-based platform, it is feasible to implement Branching Minds and expect strong teacher engagement.



Branching Minds shows potential to improve teachers’ perceptions of their own ability to support struggling students, though more data are needed.

Students supported on Branching Minds made statistically significant gains in reading

↑15pts avg

over similar students not supported on Branching Minds (an average decrease of .3 percentile points).

Students supported on Branching Minds made statistically significant gains in mathematics

↑19.3pts avg

over similar students not supported on Branching Minds (an average increase of 3.7 percentiles points).

Branching Minds Improves Efficiency of Problem-Solving Meetings.

During the 2017-18 school year, WestEd, a highly-respected, independent research organization, completed an evaluation of Branching Minds' impact on MTSS meetings across all district partners. They reported that using Branching Minds to support MTSS improved the efficiency of problem-solving meetings by decreasing the time teachers spend preparing and by better focusing the conversation. They also report that Branching Minds improved the quality of intervention meetings by helping teachers use data to drive the discussion and promote a positive, problem-solving climate during the meeting.

[WestEd Study](#)

- **Main finding:** Branching Minds improves efficiency of problem-solving meetings.
- **Study Summary:** During the 2017-18 school year, WestEd, a highly-respected, independent research organization, completed an evaluation of Branching Minds' impact on MTSS meetings across all district partners. They reported that using Branching Minds to support MTSS improved the efficiency of problem-solving meetings by decreasing the time teachers spend preparing and by focusing the conversation. They also report that Branching Minds improved the quality of intervention meetings by helping teachers use data to drive the discussion and promote a positive, problem-solving climate during the meeting.

Academic gains at San Antonio ISD



Throughout our partnership, **San Antonio ISD has gone from a D to a B rating from the Texas Education Agency**, with the Commissioner remarking that in 2019 the district made the most gains in student achievement of any large district in Texas. The district has also made significant progress in reducing the racial achievement gap. **The mean discrepancy in reading performance between Caucasian and African American students fell from 5 to 2 percentile points.**

Reduced suspensions and literacy gains at Waco ISD



Throughout our partnership, Waco ISD has reported that as a result of using BRM, **the overall suspension rate for the district has fallen, with a 60% reduction in suspensions across all elementary schools.** Additionally, they have seen phenomenal growth in literacy scores, with the average low-performing student **gaining 11.28 percentile points on the NWEA MAP assessment** over the course of the Fall 2019 semester.

More likely to meet goals at Clarke County Schools



An independent evaluation by a BRM district partner, Clarke County School District in Georgia, found that **students supported on BRM met their MTSS goals more frequently than students supported using Infinite Campus** to track MTSS plans and progress. These results held constant for all groups of students studied in both reading and math for Tier 2 and Tier 3. (2016 data)



As a large, urban, independent school district in Texas, San Antonio ISD strives to ensure that every child receives an equitable educational experience. Many contextual realities create complexities that require the focus of our faculty and staff, especially as we address issues of disproportionality across many student populations. Branching Minds—as both a platform and as a partnered, professional team of experts—has been a key stakeholder in helping us to positively intervene when our most vulnerable children are in need of strategically tailored support.

— Dr. Paul Riser, Coordinator, Learning & Compliance Support Services, San Antonio ISD TX





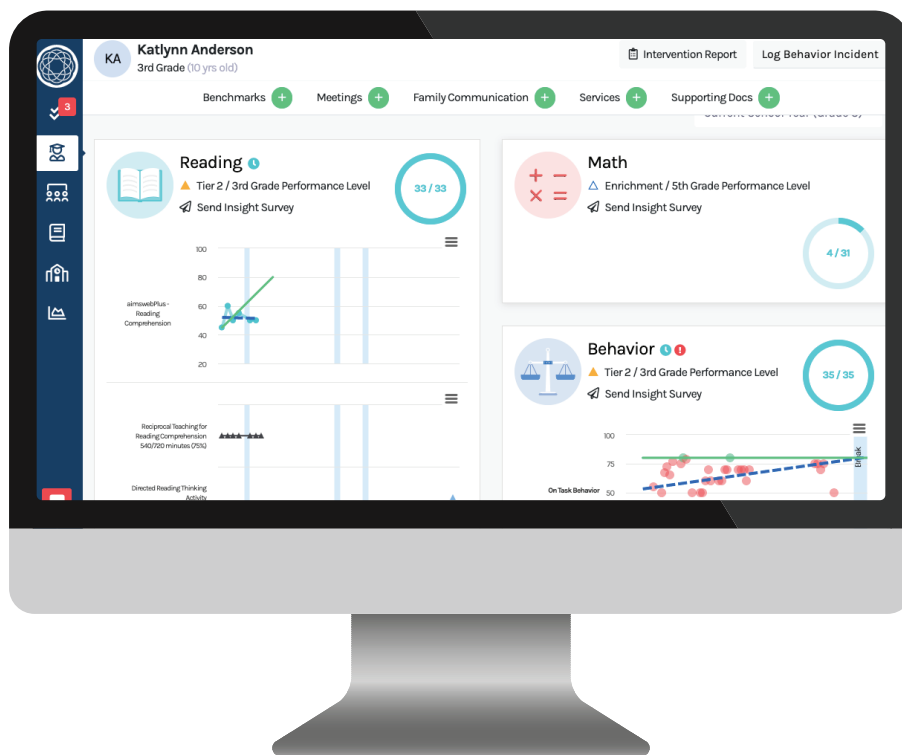
Our Platform

The Branching Minds platform is specifically designed to guide educators through the data-driven decision-making and plan generation process within MTSS to streamline and improve practice. The online platform leverages districts' screening assessment data to help educators identify which students need what level of support and understand why they need support based on a collection of qualitative teacher observations across academic, cognitive, social-emotional, and behavioral skills.

BRM then guides teachers through creating a support plan including all details necessary for effective evaluation of success and future problem-solving. This includes the creation of a SMART goal, progress monitoring schedule, and details of the support approach.

BRM provides recommendations for evidence-based learning supports, including strategies, activities, and intervention programs based on school availability and matched to students' needs that can easily be added to the support plan. Teachers are able to seamlessly collaborate as a team to effectively monitor and report on student progress, while efficiently managing the communication and collaboration across staff and family that this work demands.

Finally, Branching Minds guides administrators and educators through all of the various aspects of an effective MTSS practice, presenting clear data visualizations and leveraging all of the best practices to make them actually practicable at the district, school, grade, class, group, and individual learner level. Our approach helps streamline the work, so it can be done efficiently and develops teacher capacity so they can do the work equitably and effectively.



More than Technology

Professional Learning Team:

The Professional Learning team at Branching Minds is responsible for providing both virtual and in-person training and coaching support on any components of MTSS and the utility of Branching Minds to achieve an effective and efficient MTSS practice. Each facilitator or coach is an educator with hands-on classroom, administrative, and/or central office experience. Consultants have extensive experience leading MTSS and practice a “results” coaching model.

With a team of approximately 25 trainers, Branching Minds has the current capacity to deliver up to 15 concurrent sessions - either in person or virtually. We are continuing to grow our Professional Learning team over the next several months to meet the needs of our customers for the 2022-2023 school year.

Online and Face-To-Face Training:

BRM offers a variety of professional learning opportunities, all of which are flexibly designed to be delivered either in-person or remotely, for states, districts, and schools to ensure instructional leaders, specialists, coaches, and teachers can implement MTSS and the BRM platform with fidelity and maximizes educators’ efforts to accelerate learning for all students

As educators are asked to change their current process or practice, they will need technical learning and cultural and mindset shifting—as some will have difficulty adapting a new program into their daily lives. These challenges are most successfully tackled through collaborative professional learning. We believe that providing a variety of support throughout the year aids in accelerating a successful change in practice that results in the desired student outcomes. All professional learning will be customized to meet the specific needs of districts. A proposed training and coaching plan, along with associated costs, are included below. BRM offers a variety of Professional Learning opportunities for districts and school administrators to ensure instructional leaders, specialists, coaches, and teachers are able to implement MTSS and the BRM Platform with fidelity while maximizing educators’ efforts to accelerate learning for all students.

Examples of common workshops included in district supports plans:

INITIAL IMPLEMENTATION SERIES:

- INSTRUCTIONAL LEADERSHIP LAUNCH WORKSHOPS
- SUPPORT TEAM IMPLEMENTATION LAUNCH WORKSHOPS
- TEACHER ORIENTATION WORKSHOPS

DEEPENING PRACTICE:

- DISTRICT COORDINATOR DATA WORKSHOPS
- INSTRUCTIONAL LEADERSHIP DATA WORKSHOP
- SUPPORT TEAM DATA WORKSHOPS

ADDITIONAL OPPORTUNITIES

- PROFESSIONAL LEARNING COMMUNITY MEMBERSHIP
- OTHER PROFESSIONAL LEARNING OPTIONS



Branching Mind’s mission is very similar to aimswebPlus’ mission, and connecting assessment with interventions is critical for educators. This is the first curriculum and intervention integration for aimswebPlus and we are excited to be working with Branching Minds. Together with our seamless data integration, we will enable data-driven decisions and empower teachers to support students every step of the way.

– Lorri Jensen, Senior Product Manager
at Pearson





Amplifying our Impact through
Partnerships



MTSS sits at the nexus of a variety of components of K12 education: from assessments to intervention, academics to SEL, student data, and technology to professional development. In ensuring an effective MTSS implementation, Branching Minds has developed strong partnerships with some of the leading providers of evidence-based learning supports and assessments used by schools and districts for MTSS.

Connecting with Assessment Providers

In order to make MTSS as efficient as possible, Branching Minds works to break down the silos of districts' assessment systems by ingesting the data they need and presenting it back to them in the way they need it.



Also Branching Minds ingests data from over 80 commonly used assessment tools, Learn more [here](#).

SEL & Behavioral Health Learning Supports

Branching Minds partners with leading providers of research-based learning supports in SEL and behavioral health to ensure educators have access to the highest quality resources to support their students' social, emotional, and behavioral needs.



The Jed Foundation

Technology Integration Providers

Branching Minds works with the most trusted and respected K12 technology integration providers to ensure that schools and districts are easily able to roster students and ingest data from education software providers seamlessly and with security as the highest priority.



Azure Active Directory





Our MTSS solution is made for teachers by teachers. We believe that evidence-based instructional practices, learner variability, and data interoperability are essential components for teachers to deliver an equitable MTSS practice that improves outcomes for all learners. We have always prioritized meeting the needs assessed by these standards because they are what's in the best interest of educators and students.

– Maya Gat, Co-Founder and CEO at
Branching Minds.



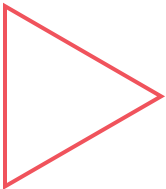


Certifications, Praise, and Recognition

The BRM team and program have been recognized and profiled as leaders in the education and MTSS space, including the following:



- Featured: 2019 Bill Gates' Learning Session on K12 Innovations within Executive Function
- Featured: 2019 Evanston Roundtable: "[D65 Implementing New MTSS Tool to Address Needs of Striving Learners](#)"
- Featured: [2018 Stanford Social Innovation Review](#)
- Featured: [PBS In America documentary featuring Dr. Todd Rose](#)



- Research Presenter: 2018 American Education Research Association Meeting
- Keynote Speech: [Learning innovation, Tencent WE Summit Beijing](#)
- Research Presenter: 2015 Society for Neuroscience Meeting, international neuroscience gathering
- Member: Digital Promise, Learner Variability Project Advisory Board



- Winner: [NewSchools Venture Fund Special Education Ignite Challenge](#)
- Silver medalist: Learning Assessment category, 2016 Reimagine Education Awards
- Honorable Mention: Mindful Data (2015 Digital Innovation in Learning Award - EdSurge/Digital Promise)
- Global Digital Innovation Award: 2015 Netexplo Forum, Paris, France
- Winner: 2014 Penn-Milken Business Plan Competition for Education Companies
- Winner: 2014 4.0 Schools Audience Choice Award (audience of teachers and administrators)
- Winner: 2013 EdTech Idea Challenge
- Product Certification: 2022 Digital Promise Research-Based Design Product Certification
- Product Certification: 2022 Digital Promise Learner Variability Product Certification
- Product Certification: 2022 Project Unicorn Tier 4 Interoperability Certification Badge

Certified



A recent analysis published in August 2022 by [Technology Magazine](#) named Branching Minds as the top ranked K-12 educational technology B-Corporation (B Corp), and fourth highest ranked across the entire technology industry.

Recent Certifications

Branching Minds has received product validations and certifications from some of the most trusted third-party organizations ensuring that schools and districts have the information they need when exploring and vetting new tools. These validations demonstrate that the Branching Minds platform meets high-quality industry standards signaling its reliability as a district partner in the important work to support student success. These validations and certifications include, but are not limited to:

- **The Research-Based Design Product Certification from Digital Promise.** To earn the certification, Branching Minds submitted evidence confirming the link between the learning science behind how students learn and the platform’s design.
- **The Learner Variability Product Certification from Digital Promise.** To earn the certification, Branching Minds submitted evidence demonstrating the platform’s ability to support learners’ diverse needs and confirm the company’s commitment to continuing to design with learner variability in mind. This Product Certification serves as a rigorous and credible signal for district and school leaders, educators, and families looking for evidence of educational technology products that support learner variability.
- **Project Unicorn’s Highest Standard Of Achievement.** A Tier 4 Interoperability Certification badge. This badge signifies that seamless, secure, and controlled exchange of usable data between applications is key to this product.

With data security being top of mind for school district leaders and families, this certification lets school systems know they are investing in products that prioritize data modernization and security while ensuring that their systems “talk to each other.”

Proudly Certified



Research-Based
Design Product
Certification by
Digital Promise



Learner Variability
Certification by
Digital Promise



Privacy Rating by
Common Sense:
Pass



Interoperability
Rating by
Project Unicorn:
Tier 4



EDTECH
CERTIFIED

Data Privacy
Certification by
IMS Global





It was wonderful to see that Branching Minds continues to grow and you get to share and spread your thoughts, ideas and ways to support students - something they need now more than ever. Good job all and thank you for all the speakers for sharing their time, knowledge and expertise. Can't wait to share with my admin team all I learned today.

– Tracy Holtz





Building a Community

Our school and district leaders are doing amazing work. They are bold, determined risk-takers. They see opportunities where others see roadblocks and they relentlessly pursue what's best for their students, and lift mountains in pursuit of their mission. That's why we are so passionate about helping them connect with like-minded leaders, learn with them, and from them, and share their stories with the larger public.



MTSS Summit 2021

Branching Forward: Setting Intentions for MTSS in the New Year

KEYNOTE SPEAKERS



Amanda VanDerHeyden, Ph.D
Author and speaker,
Founder of Spring Math



George M. Batsche, Ph.D.
Professor and Co-Director of the
Institute for School Reform at
the University of South Florida



Mark R. Shinn, Ph.D.
Professor of School Psychology
and Program Coordinator at
National Louis University

www.BranchingMinds.com/MTSS-Summit

The Experience: 3 Learning Pathways

- Data-Driven Decision-Making in MTSS
- Achieving Equity and Addressing Disproportionality
- SEL and Behavioral Health

1,840
registrants

1,205
school and district
leaders

42
states and
2 foreign countries

526
affiliations/
organizations and
school districts

1,110
live
community
messages

15
breakout and
general sessions

854
live attendance

92%
rated it as a great
experience



Thank you so much for putting together the MTSS Summit. My team learned so much from all of the wonderful presenters - in fact our high school MTSS Leads are meeting next week to digest all the information that we took in, reflect on this past semester and plan for next semester using the knowledge that we gained.

– Audrey McBride
MTSS Lead Teacher, Eastern Alamance High School, NC



I wouldn't expect anything less from Branching Minds, but that was far and away the best MTSS summit I could imagine. So well done. I hope you get a nice long vacation now! Gratefully,

– Trudy Bender,
Coordinator, District Behavior Intervention
Waco ISD



POLL RESULTS



Average rating: 4.6

Pathfinders

At Branching Minds, we approach each school partner with the mindset that while we trust the power of our solution and are proud of its proven results, we must continuously seek input and feedback from educators to address their particular and evolving needs. We honor the goals, priorities, and vision of every educational leader with whom we work, and we help them to hone, articulate, and make those visions a reality. We support districts to simplify their biggest instructional and behavioral challenges through MTSS practice and we measure our success by the success of the districts we serve.

That's why, we created the Pathfinders community! The Pathfinders are invited to influence the development of the Branching Minds platform and services as part of our Pathfinders Council.

Empathy being at the heart of our core values as a company, and we try to live it every day in every aspect of our work, so we collect insights from our Pathfinders community members.

The Pathfinders Community was also created to bring together the best and brightest in the MTSS space. We are excited to bring together a community of change-makers driven to transform K-12 education through a lens of equity while growing themselves and creating a path for every learner.

Check-out our Pathfinders Community [here](#).

What's Next?

Our product development process at Branching Minds is guided by the principles of design thinking, which allows us to better fulfill the needs of our customers, improve the quality of our product, prove or disprove our hypotheses, and ensure we are building a powerful solution for the most pressing problems facing K-12 educators today. Having gathered and organized product feedback on an ongoing basis, we combine this information with the best practice expertise of our Learning Science experts. We prioritize the work that we believe will both improve the experiences of administrators and teachers using our platform, and positively impact student outcomes.

As we look back on the years of the pandemic, we are proud of what we've accomplished with our district partners and are grateful to the extraordinary educators who have trusted us in this work. The success of Branching Minds hinges on the feedback and engagement of our community of partners, many of whom have given time and expertise to advance our product roadmap over the past year. We are excited by the innovation opportunities we receive from having this kind of relationship with our partners, and we look forward to the next school year and continuing to help school districts close the equity gap.



About the Branching Minds solution:

Branching Minds is an MTSS system-level education platform that brings together innovative, easy to use technology with the latest insights from the learning sciences to help drive student and school success, while making teachers and administrators work easier and more effective. Branching Minds connects data, systems, interventions, and stakeholders so that educators, administrators, and families can work better together to support students' holistic needs.

Branching Minds Helps Educators

Understand school health and wellness across the district

Target approach to strengthen all student intervention/support practice

Avoid overidentification or underreferral of student subgroups