



MARBLE FALLS

Independent School District

Meeting Date:

Meeting Type:

LOVE & INSPIRE

Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.



BRANCHING MINDS

Branching Minds helps you save time, effort, and money

A comprehensive solution that brings together all the components of MTSS across academics and behavior to guide teachers and administrators through best practices that improve student outcomes, close gaps, and save everyone time and effort.

What does Branching Minds replace?

Branching Minds connects educators with the data, interventions, progress-monitoring, and collaboration tools they need to support students. When districts adopt Branching Minds, they align their MTSS practice across academic, social, and behavioral supports, eliminating the need for a wide variety of technologies they might previously have relied on.

Branching Minds helps your district replace:

- RTI/MTSS data warehousing
- Behavior incident tracking and reporting
- Social and Behavioral Screeners and Diagnostic Assessments
- Cumbersome progress monitoring and data tracking systems on spreadsheets and student information systems



Our platform empowers educators to:

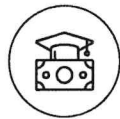
- ✓ Proactively identify struggling students and define their needs
- ✓ Select the right learning support from our robust library of evidence-based strategies, interventions and accommodations (across academics, behavior and K-12)
- ✓ Scaffold collaborative intervention plans guided by best practices
- ✓ Support flexible grouping and group plan creation
- ✓ Promote a whole child approach by connecting the dots across academic, social, and behavioral skills
- ✓ Streamline documentation of all aspects of MTSS
- ✓ Recommend tiered levels of support for students based on universal screener data
- ✓ Understand RTI/MTSS system-level health
- ✓ See all intervention tasks in a weekly To-Do List, making documentation quick and easy
- ✓ Generate reports and letters needed to communicate student needs with families

Sustainable sources of funding for MTSS



Title I Part A Funding

Title I Part A provides funding to schools with high populations of low-income students to ensure that all children have the opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. [Learn More](#)



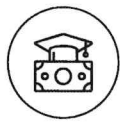
Title V Part B Funding

Title V, Part B of the Every Student Succeeds Act (2015) - also known as the Rural Education Initiative - provides funding directly to states and to rural school districts that "lack the personnel and resources needed to compete effectively for federal competitive grants, and receive formula funds in amounts too small to be effective in meeting their intended purposes." [Learn More](#)



Title II Part A

The purpose of Title II Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified. This includes teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, and retention. In addition, Title IIA funds may be used to improve the skills and knowledge of principals for effective school leadership. [Learn More](#)



IDEA Funding

IDEA PART B: Assistance for Education of All Children with Disabilities. Funds are used for salaries of special education teachers, speech therapists, psychologists, and other support personnel as well as other supports such as using technology in the classroom. [Learn More](#)



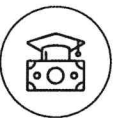
Title III Funding

The Title III grant program is known as the English Language Acquisition, Language Enhancement, and Academic Achievement Act. Title III provides funding to help districts supplement their English language instruction programs. [Learn More](#)



School Improvement Grants

The Office of School Turnaround provides School Improvement Grants (SIG) to support local education agencies that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools and district efforts to turn around the lowest-performing five percent of schools in each state. [Learn More](#)



Title IV Part B Funding

The 21st Century Learning Center part of Title I supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. [Learn More](#)



For more information on how these funding sources apply to Branching Minds, go to: branchingminds.com/federal-funding

Or contact us:

branchingminds.com/contact

How Branching Minds Can Help Teachers, School Admins and District Admins

Stakeholders often struggle to access and analyze diverse data points required for MTSS, as they are often scattered across multiple sources. However, a comprehensive software tool can bridge these gaps and enable everyone, from district leaders to teachers, to view critical data sets, including assessments, observations, communications, meetings, forms, services, and important concerns, all in one place. Let's take a look at how Branching Minds can help each of these stakeholders.



Teachers

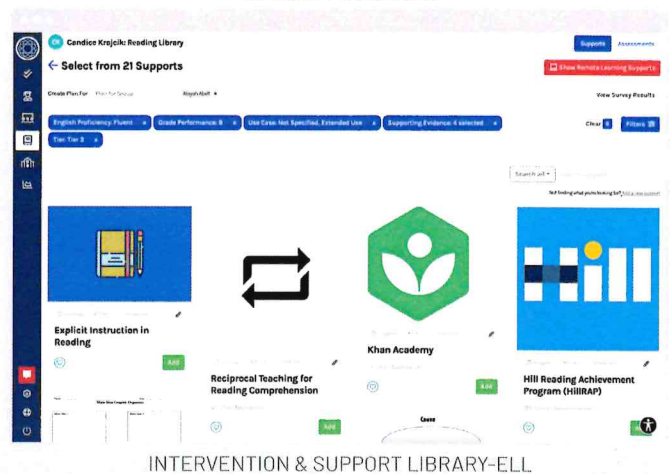
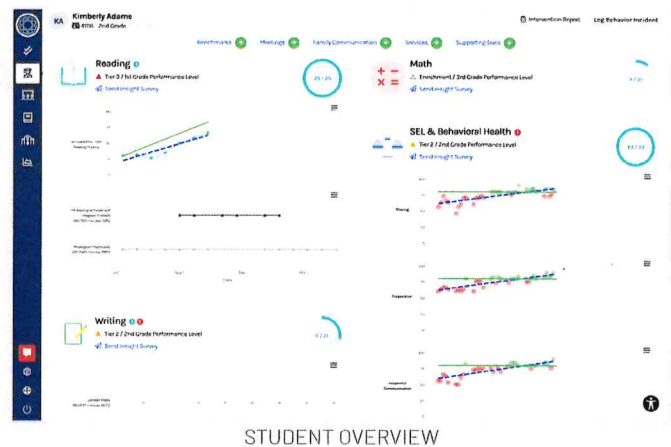
Access all student information, family communication, interventions, observations, assessments, and more, in one convenient location with just one click.

Save valuable time and effort by simplifying goal setting, progress monitoring, and intervention planning. Benefit from a comprehensive library of curated, high-quality interventions, including evidence-based programs and learning supports, eliminating the need for time-consuming searches and implementation struggles. With automated to-do lists, documentation tasks become streamlined, allowing teachers to focus on teaching, fostering better collaboration and efficiency.

With the BRM platform, teachers can:

- Save time
- Make data-informed decisions
- Scaffold work
- Increase efficiency
- Improve collaboration

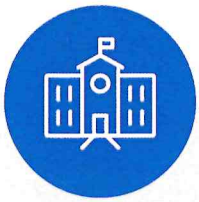
Benefits for Stakeholders



Branching Minds has provided a really nice framework for our school district to make the gains it needs to in helping each individual learner, I believe it's been a real win for Park City Schools.

— Dr. Jill Gildea, Superintendent, Park City Schools (Utah)





School Administrators

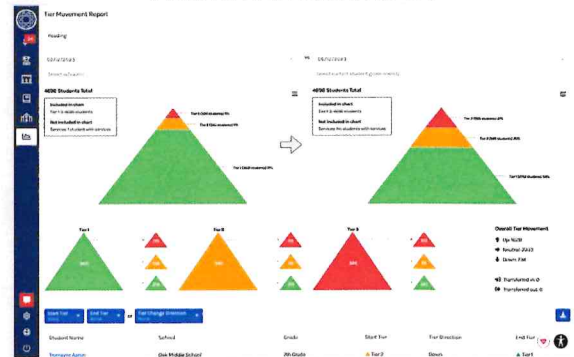
Be proactive and facilitate student-level work while enabling systems-level problem-solving. Use actionable insights from centralized data to pinpoint areas requiring support or resources. Improve productivity and efficiency, allowing teachers to focus their time and effort on students. By centralizing information and enhancing collaboration, principals can improve productivity and support their educators more efficiently.

With the BRM platform, school admins can:

- Gain actionable insights
- Increase accountability
- Boost productivity
- Improve meetings
- Centralize information for distribution



INTERVENTION USAGE REPORT



TIER MOVEMENT REPORT

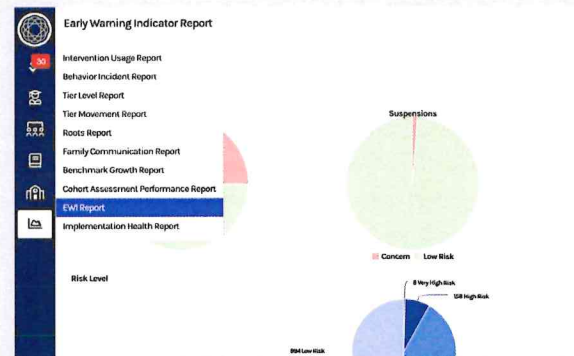


District Administrators

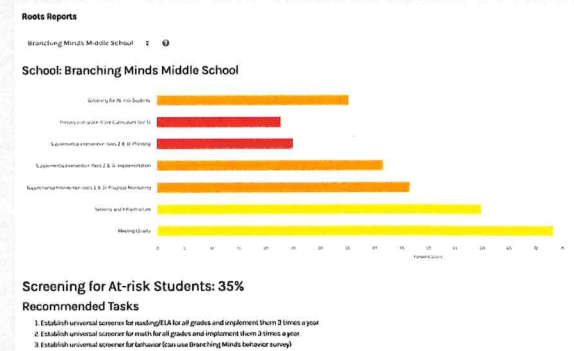
Gain insights into student data, identify performance gaps, and allocate resources effectively. Branching Minds simplifies documentation, minimizes redundant meetings, and fosters transparent communication. Through scaffolded tools and data-driven decision-making, save time and effort while promoting equity and accountability, ultimately improving student outcomes.

With the BRM platform, district admins can:

- Gain visibility
- Improve equity
- Increase accountability
- Go beyond compliance
- Save time



REPORT DROP DOWN



ROOTS REPORT

Let's take the next step together! Request a demo



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BRANCHING MINDS

How Does MTSS Support SPED?

Fast Facts on How MTSS Can Support Your SPED Program

Special Education (SPED) is an extensive framework of support, laws, services, and staff designed to support the education of millions of students with disabilities. The inclusion of a robust Multi-Tiered System of Supports (MTSS) framework within a school setting can aid in a district's endeavor to provide an equitable education for all students, including students with disabilities. This system is based upon supports, ranging from evidence-based interventions, instructional tools/strategies, MTSS staff, and data-collection tools. Built upon a problem-solving process, MTSS provides a learning environment that prioritizes inclusion, and systematic data analysis to prevent failure through ongoing levels of support and intervention.



All students are general education students first! Studies show that the implementation of MTSS leads to better academic performance, reduced behavior problems, reduction in inappropriate SPED referrals, and improved graduation rates.

(Source: American Institutes of Research)



MTSS proactively and equitably identifies all students in need of support and provides early intervention, often preventing the need for more intensive and expensive intervention later on.



When a disability is suspected, a robust MTSS provides a rich source of data that helps inform the special education evaluation and planning process.

How MTSS Builds a Collaborative Structure for General Education and SPED



Positive and inclusive school culture



Differentiated core instruction



A "whole child approach" across academic, behavioral, and social-emotional needs



Ongoing data collection and analysis



Coordination and communication among all stakeholders

Four Common Misconceptions About SPED and MTSS

COMMON MISCONCEPTION #1

**MTSS
replaces SPED**

Rather than replace SPED, MTSS provides a proactive system to help all students at the earliest sign of need, along with ready access to assessment and progress-monitoring data. These data are used to improve the effectiveness of core instruction and provide insight into when and how to adjust academic and behavioral interventions. However, this does not eliminate the need for specially-designed instruction for students with disabilities! When a student meets eligibility guidelines for a disability category, the SPED team develops an IEP detailing the special education and related services the student will receive, and that student will continue to have access to the academic and behavioral interventions available to all students as needed.

COMMON MISCONCEPTION #2

MTSS channels students into SPED

When students receive appropriate, timely intervention through MTSS, it decreases the likelihood of unnecessary SPED referrals, SPED placements, and disciplinary actions. This is why Comprehensive Coordinated Early Intervention Services (CCEIS) are mandated for districts with significant disproportionality in SPED. Many students with learning or behavior challenges are able to be successful in the general education population with the support provided through an MTSS. If a SPED referral is indicated, the tiered intervention history provides insight into the evaluation and planning process.

COMMON MISCONCEPTION #3

SPED students don't benefit from MTSS

MTSS is a framework that provides a continuum of supports to all students, including those with and without disabilities. All students benefit from good core instruction and universal behavior supports such as clearly taught behavior guidelines. All students benefit from proactive intervention and careful monitoring. In addition, a continuum of effective supports can prevent the need for more intensive and expensive intervention, reserving SPED resources for students who truly need specialized instruction.

COMMON MISCONCEPTION #4

MTSS and SPED are unrelated

MTSS and SPED provide distinct but complementary support for students based on need and eligibility status. With MTSS, a student does not need to be referred for SPED services before receiving evidence-based interventions. Interventions occur immediately once a need has been identified through assessment data. This allows for equity in scenarios where a student has academic, SEL, or behavior needs but does not have an IEP or 504 plan.

How does an MTSS Solution complement a SPED Solution?

An MTSS management platform and special education/IEP management platform each serve a distinct purpose and complement each other in the work of supporting all students.

MTSS Management Platform

An MTSS management platform like Branching Minds helps districts proactively identify needs across academics, behavior, and social-emotional development, guide the creation of support plans, and monitor the impact of those supports across the entire student population.

Special Education Management Platform

A special education management platform helps districts manage the complex processes and reporting requirements for students enrolled in special education services, such as the referral and evaluation process and the development of an IEP.

The Branching Minds platform provides visibility into how to support all students, whether they have mandated learning plans, need targeted or intensive interventions, enrichment, Tier 1 differentiation, or any combination of these. This visibility facilitates communication, collaboration, and ownership among all stakeholders.



For more information
about MTSS and how the
Branching Minds' platform
can support your district,
visit or request a demo at
www.branchingminds.com.

Return on Investment

The Impact of MTSS Management with Branching Minds



HOBSON & COMPANY

An independent research study by Hobson & Company, a leading research firm, found that Branching Minds addresses common MTSS roadblocks while delivering compelling Return on Investment (ROI).

Benefits of MTSS Management with Branching Minds

Measurable Time Savings



Allow educators to focus their time on what matters most through:

- ✓ Reduced documentation time
- ✓ Simplified support plan creation
- ✓ Centralized data and insights

50% Reduction
in time spent
on intervention
planning

“The streamlined workflows, intuitive menus, and ability to select interventions and assign tasks simplifies the creation of support plans, ensuring educators can efficiently tailor strategies.”

Dr. Laura Blessing, Superintendent
Miamisburg City Schools, OH

Improved Student Outcomes



Increase student achievement through:

- ✓ Early identification of student needs
- ✓ More effective interventions
- ✓ Standardized processes to reduce disproportionality

76% of Districts
report more
students meeting
and exceeding
academic goals

“We went from 49% to 73% meeting state standards ('24 vs '19). 80% of K-3 students are hitting benchmarks and 90% of Kindergartners. The district no longer has disproportionality or a poor rating.”

Angie Plugge, Director of Learning
Waverly School District, NE

Higher Teacher Satisfaction



Teachers with Branching Minds are less stressed and feel confident in their roles with:

- ✓ Comfort with MTSS practices, processes, and tools
- ✓ Aligned documentation
- ✓ Coordinated communication

“Branching Minds is the communication tool we were missing for teachers and staff to communicate effortlessly about students with fidelity.”

Dr. Christine Baldwin, Director of Curriculum
Indian Springs School District, IL

Large Cost Savings



426% ROI

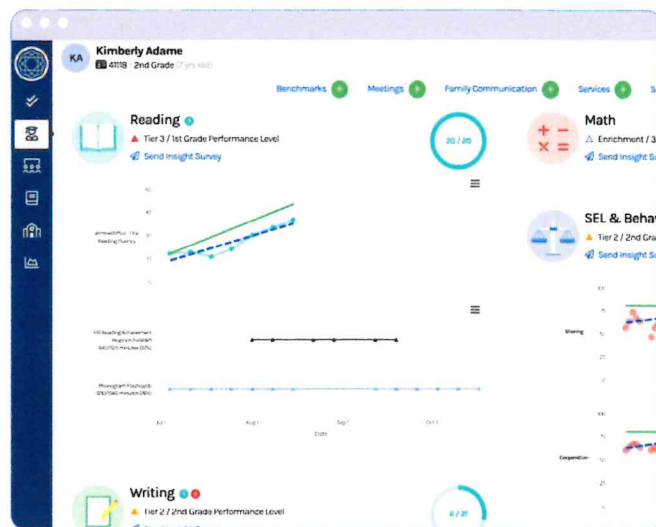
A representative school district with 12,000 students enrolled across 12 schools could pay back the cost of Branching Minds in 3.4 months and generate an ROI up to 426% in three years.

Key Findings in Districts Implementing MTSS with Branching Minds

8 Proven Ways Branching Minds Helps Districts

The study found that districts using Branching Minds streamlined their MTSS practice and strengthened student outcomes.

- 1 Reduce time spent creating and collaborating around quality intervention plans by 50%
- 2 Reduce time spent documenting, monitoring, tracking and communicating student progress by 40%
- 3 Reduce time spent preparing for, conducting, and participating in student review meetings by 40%
- 4 Reduce time spent gathering and interpreting data and creating reports by 40%
- 5 Improve student success rates to secure and protect funding
- 6 Reduce the impact of disproportionality to avoid IDEA Part B fund reserve/reallocation by 15%
- 7 Reduce unnecessary SPED referrals by 10%
- 8 Empower teachers with confidence and clarity to boost retention and student success



“ We want to show positive improvements to keep getting our Title 1 money and other federal grants. The collection and centralization of data helps us show that what we’re doing is working.

Dr. Julie Thompson, Superintendent
Roanoke Rapids Graded School District, NC

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Learn how Branching Minds can deliver a high ROI for your district.



LEARN MORE

