Reporting Guidance for Early Literacy Screening & Intervention

Expectations of the Law

In accordance with RCW 28A.320.260, LEAs must use Multi-Tiered System of Supports (MTSS) to:

- Screen students in grades K-2 for indications of below-grade level literacy development, including indications of / or areas of weakness associated with dyslexia.

- Provide evidence-based multisensory structured literacy interventions to students in grades K-2 who display indications of below-grade level literacy development, including indications of / or areas of weakness associated with dyslexia.

- Communicate and collaborate with parents and families about their student's screening results, intervention plan, and literacy progress.

LEAs *may* use the tools and resources recommended by the Dyslexia Advisory Council to meet the expectations in the law. LEAs *must* use the recommended screening tools if they wish to use a portion of LAP base funds to purchase screening tools and related professional development.

Expectations for Reporting

LEAs will capture information regarding the students screened and interventions provided in their student information system (e.g., Skyward, Power School, etc.). This information is included in the district's submissions to CEDARS and is populated in CEDARS Student Supports File V. Students reported in this file must also be reported in District Student File (B) and School Student File (C). Students are reported in this file in the year they are screened, starting with the 2021-2022 school year. **This information needs to be finalized in CEDARS by June 30, 2022.**

Student Supports File (V), Elements V01-V10, CEDARS

CEDARS Elements	Description	Notes
V01	School Year	
V02	Serving County District Code	
V03	District Student ID	
V04	State Student ID (SSID)	
V05	Location ID	
V06	Support Code	Indicate the support category that a student was screened for and/or identified as at-risk. For this specific screening requirement, use option (valid value) 1 (dyslexia).

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V07	Identification Assessment	Indicate the initial screener used to determine eligibility for state assigned support (in this case, the early screening for indicators of dyslexia). Options include: 4 – Illuminate – PALS 5 – I-Station 8 – University of Oregon – DIBELS 8th edition 9 – Other Assessment 10 – Acadience – Reading K-6 11 – aimswebPlus 12 – Amira 13 – Fastbridge Learning 14 – Gander 15 – i-Ready 16 – MAP Reading 17 – mCLASS 18 – Renaissance 19 – Not screened with an assessment
V08	Identification Assessment Date	Indicate the date the screening process began for indicators of dyslexia. Include the month, day, and year in this format: MM/DD/YYYY.
V09	Support Determination	Indicate the outcome of the screening process based on the specific assessment vendor's criteria. Options include: 1 – Screened, not at risk 2 – Screened, at risk 3 – Not screened, at risk
V10	Interventions Used	Indicate all the interventions provided to the student if they are determined to be at risk. Please refer to the table of options (valid values) in Appendix AH, found in the CEDARS Appendices under School Year 2021-2022.

Questions?

Please reach out to dyslexia@k12.wa.us for questions about implementation and reporting requirements.

Please reach out to AskSI@k12.wa.us if you experience technical issues related to reporting.