# MTSS Universal Screening Data Reporting Guide for the 2024-25 School Year

# Overview

[Act 213](https://www.scstatehouse.gov/sess122_2017-2018/bills/4434.htm) requires all districts and charter schools to report data on the implementation of MTSS and universal screening procedures. Districts should collect data for this report from all schools in the district with K–2 students, **including district-sponsored charter schools**. The South Carolina Department of Education (SCDE) will combine this data to present to the State Board and General Assembly. **These district reports are due to the SCDE by June 27, 2025** using this [link](https://scde.formstack.com/forms/form_1__mtss_universal_screening_data_reporting_202324).

The reports will be made of two distinct data submissions:

1. PowerSchool: A single question has been added to the Student Information page indicating whether students were identified as having a reading difficulty based on the universal screening process.
2. Survey tool: This form includes district-level questions about the universal screening tool(s) used and overall results, district MTSS process, and professional development (PD) information.

## Part 1: PowerSchool

By law, all students in kindergarten and first grade must be screened three times a year. **This PowerSchool question on the SC Student Information page should be answered for all kindergarten and first grade students.**

Question: “Was this student identified as at risk of having a reading difficulty based on the universal screening process?”

Options:

1) Not Screened

2) Screened Identified

3) Screened Not Identified

Screenshot of two universal screening fields in powerschool

A few notes on this PowerSchool data entry:

* Districts should use the universal screening **vendor cutoff points** to determine whether a student is at risk of having a reading difficulty, not district-set cutoff points.
* If a student is identified as at risk of having a reading difficulty **during any of the screenings**, select screened, identified as at risk of having a reading difficulty[[1]](#footnote-1).
  + Example 1: If a student is screened in the fall and not identified as at risk of having a reading difficulty, but is screened again in the winter and identified as at risk, they should be coded as Screened, Identified.
  + Example 2: If the screening in the fall indicates a student is at risk of having a reading difficulty but a second screening in the winter indicates they are not at risk, they should still be coded as Screened, Identified.
* This field in PowerSchool will be initialized for the following year, meaning that the field value will be erased at the end of the summer/beginning of the school year.

## Part 2: Survey Tool (Formstack)

### The link to this year’s Formstack will be included in the spring MTSS memo; these questions are included below to preview the survey and assist with planning your responses.

### Section 1: District MTSS Information

1. Select the universal screening tool[[2]](#footnote-2) used in your district:

* Acadience Reading (previously called DIBELS Next) from Acadience;
* aimswebPLUS from Pearson;
* Amira from Houghton Mifflin Harcourt;
* Classworks Universal Screener from Classworks;
* DIBELS 6th/8th Editions from the University of Oregon Center for Teaching and Learning;
* Imagine+ Early Literacy/Dyslexia Screener;
* easyCBM from Riverside Insights;
* FAST from FastBridge;
* iReady Diagnostic from Curriculum Associates, LLC;
* iSTEEP from iSTEEP Learning;
* MAP Reading Fluency from NWEA;
* mCLASS with DIBELS 8th Edition from Amplify;
* STAR CBM from Renaissance Learning; or
* STAR Early Literacy if used with STAR CBM fluency tasks.

1. Districts are encouraged to reassess their MTSS process annually. Provide an overview of your district’s MTSS intervention process/protocol for students, including those identified as at risk of having a reading difficulty. This overview may be submitted as a your district’s MTSS Manual, a flowchart, or a narrative. If you would like to view your submission from last school year or see other district examples as you reassess your district’s process, you may review previous submissions (2023-24) [via this folder](https://drive.google.com/drive/folders/18ySb-T-FYTxzD7nxxWRQGiE4ydxGT4K9?usp=drive_link).
2. Provide information on PD opportunities related to reading difficulties provided to teachers in the districts during the 2024–25 school year. Districts are asked to submit a narrative/overview of their district’s PD opportunities related to literacy and reading difficulties.

### Section 2: District Screening Data

To reduce confusion in data reporting, districts are asked to report this year on the ANNUAL total of students identified as at risk of a reading difficulty. **This count should match the information entered into PowerSchool for the Universal Screening question** (Part 1 of this guide).

*District-Level Table:*

*Total Number of Students Screened and Identified as* ***At Risk*** *of Having a Reading Difficulty*

| **Grade Level** | How many students were **identified** as *at risk of having a reading difficulty* during ANY screening administration? | How many students were **NOT identified** as at risk of having a reading difficulty during ANY screening administration? | How many students were not **screened** using the universal screener? | **Total** number of students in the grade level |
| --- | --- | --- | --- | --- |
| **K** |  |  |  |  |
| **1** |  |  |  |  |

*Information Regarding Optional Screening:*

1. Did your district screen second grade students for potential reading difficulties?
   1. If yes, how many were screened?
   2. If yes, how many total students are in second grade?
2. Did your district utilize a behavioral screening tool? If so, which tool(s) were used and which grade levels did your district screen?
3. Did your district utilize a numeracy screening tool? If so, which tool(s) were used and which grade levels did your district screen?

### Section 3: District MTSS Reflections

This year, we have included a few short reflection questions to better plan for state support and professional development.

1. What is working well with MTSS implementation in your district?
2. Are there changes over the last few years that have improved implementation?
3. What challenges are you facing with MTSS implementation in your district?
4. Where does your district need additional support, resources, or professional development for MTSS?
5. Do you have a school doing a remarkable job implementing MTSS? Please let us know about them so we can spotlight their success to help others grow!

## Data Collection and Submission Timeline

* June 27, 2025: Deadline for submission of district reports to SCDE
* July 31, 2025: Deadline for SCDE to report district data to State Board and General Assembly

1. This designation is based on feedback from the SCDE data office and legal office, and ensures that districts reduce their risk of not identifying students at risk of a reading difficulty simply because that status changes mid-year. [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)