

2025-26 MTSS Universal Screening Data Reporting Guide

Overview

[Act 213](#) 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 30, 2026** using this [link](#).

The reports will be made of two distinct data submissions:

1. [PowerSchool](#): A single item 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 item on the SC Student Information page should be answered for all kindergarten and first grade students.**

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

Options:

- 0 - Not Screened
- 1 - Screened Identified
- 2 - Screened Not Identified

Instructional Setting	(blank) - Regular Ed - Full Yr	True Grade	(blank) - Select One	CEIS	☐
Universal Screener	1 - Screened Identified	Date Updated	10/04/2024		
504 Plan	0 - Not Screened	504 Eligible (Without a Plan)	☐		
Medicaid No	1 - Screened Identified	Medicaid Consent Date	MM/DD/YYYY	Medicaid Eligible Date	MM/DD/YYYY
	2 - Screened Not Identified				

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.
 - 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 used in your district.
 - a. Acadience Reading (previously called DIBELS Next) from Acadience;
 - b. aimswebPLUS from Pearson;
 - c. Amira, distributed by Amira Learning and its official distributor, HMH;
 - d. Classworks Universal Screener from Classworks;
 - e. DIBELS 6th/8th Editions from the University of Oregon Center for Teaching and Learning;
 - f. Imagine+ Early Literacy/Dyslexia Screener;
 - g. easyCBM from Riverside Insights;
 - h. Fastbridge from FastBridge;
 - i. iReady Diagnostic from Curriculum Associates, LLC;
 - j. iSTEEP from iSTEEP Learning;
 - k. MAP Reading Fluency from NWEA;
 - l. mCLASS with DIBELS 8th Edition from Amplify;
 - m. STAR CBM from Renaissance Learning; or
 - n. STAR Early Literacy if used with STAR CBM fluency tasks.

2. Provide an overview of your district’s MTSS Plan, with clear protocols for supporting students identified as at risk of having a reading difficulty. District MTSS Plans should also include instruction and intervention processes/protocols to support all students, progress monitoring expectations, and decision rules for when to intensify instruction/intervention. This overview may be submitted as a copy of your district’s MTSS Plan, 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, please email Charlene Gleaton at cgleaton@ed.sc.gov.
3. Provide information on PD opportunities that school/district MTSS Leadership Teams participated in to support the development and/or revisions of your district's MTSS Plan in 2025-26 school year (i.e. Gather & Grow Collaboratives, Academic Alliance of SC MTSS Summit Series, Behavioral Alliance of SC support, other). This can be a bulleted list.

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 item** (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 <u>identified as at risk of having a reading difficulty during ANY screening administration?</u>	How many students were <u>NOT identified as at risk of having a reading difficulty during ANY screening administration?</u>	How many students were <u>not screened using the universal screener?</u>	<u>Total number of students in the grade level</u>
K				
1				

Information Regarding Optional Screening:

1. Did your district screen second grade students for potential reading difficulties?
 - a. If yes, how many were screened?
 - b. If yes, how many total students are in second grade?
2. Did your district screen second grade students for potential reading difficulties?

3. If yes, how many were screened?
4. If yes, how many total students are in second grade?

Section 3: District MTSS Reflections

A few short reflection questions are included to better plan for state support and professional development.

1. What is working well with MTSS implementation in your district?
2. What actions have improved MTSS implementation in your district?
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 30, 2026: Deadline for submission of district reports to SCDE
- July 31, 2026: Deadline for SCDE to submit report compiling district data