

Dyslexia Guidance: Reporting

Implementation Requirements

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.

Reporting Requirements

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 each year they are screened. **This information needs to be finalized in CEDARS by June 30, 2023.**

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) <u>1</u> (dyslexia).



V07	Identification Assessment	<p>Indicate the initial screener used to determine eligibility for state assigned support (in this case, the early screening for indicators of dyslexia).</p> <p><u>Options include:</u> 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</p>
V08	Identification Assessment Date	<p>Indicate the date the screening process began for indicators of dyslexia. Include the month, day, and year in this format: <u>MM/DD/YYYY</u>.</p>
V09	Support Determination	<p>Indicate the outcome of the screening process based on the specific assessment vendor's criteria.</p> <p><u>Options include:</u> 1 – Screened, not at risk 2 – Screened, at risk 3 – Not screened, at risk 4 – Multilingual learner, risk unknown*</p>
*V10	Interventions Used	<p>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 <u>Appendix AH</u>, found in the <u>CEDARS Appendices</u> under School Year 2022-2023.</p>

**When is it appropriate to use code 4, "Multilingual learner, risk unknown," for element V09?*


All eligible multilingual/English learners must be included in literacy screening except during their first four months of U.S. schooling. Newcomers in their first four months of U.S. schooling, therefore, meet the criteria for risk unknown, as do most eligible multilingual learners who have an overall score below 2.0 on the WIDA Screener or WIDA ACCESS. Students who score between a 2.0 and 4.0 on a WIDA assessment may also be coded as risk unknown if English screening

data alone does not allow the team to accurately distinguish between language acquisition and reading difficulties. Teams should consider the student’s time in U.S. schools, oral language level, and rate of progress before making that determination. Multilingual learners may also be coded as “at risk” if the team has reasonable concerns based on these data and related factors.

Assessing Risk

WIDA Overall Score (Screener or ACCESS)	Considerations	Possible Risk Level
0-2.0	Newcomers exempt for first 4 months. May screen in home language for more info. Grade-level norms not applicable.	Multilingual Learner – Risk Unknown
2.1-3.9	Student should be screened (unless first 4 months – team can decide). May screen in home language (if needed). Look at progress over time.	Team should determine risk level based on: <ul style="list-style-type: none"> • Time in US schools • Oral language level* • Rate of progress
4.0-6.0	Student should be screened. May screen in home language (if helpful). Grade-level norms may apply but also consider progress over time.	Student should be coded as: <ul style="list-style-type: none"> • At risk • Not at risk

* If student scores 4+ in speaking and listening and lower in reading/writing, this may indicate risk and/or need for intervention.



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PUBLIC INSTRUCTION

Technical Assistance

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.