

# Reading Camp Attendance and Performance

08/13/2025 3:36 pm EDT

Districts are required to document daily attendance for all students enrolled in Reading Camp on a digital spreadsheet. We have provided a link to a sample template (https://docs.google.com/spreadsheets/d/1WAhdtYMLebeRXzuT9ju-VM8l8adHtpZOV-nRWnsL3bk/copy#gid=0) for use if your district does not have anything in place. This sample template is a forced copy so it can be edited as needed to fit the needs of your district. It is essential that daily attendance is collected accurately for each student to be shared with Reading Camp Administrators at the end of Reading Camp.

At the end of Reading Camp, site administrators will enter each student's data into an the RtA program within the NCSIS including the total number of days attended for each student.

If a student is identified as eligible for RtA Summer Reading Camp at the end of the school year, but does not already have an IRP designation in the RtA Program, follow the program entry steps in the program entry section for IRPs above and record "RC: RtA Summer Reading Camp" as a support.

## **Reading Camp Attendance**

Use the instructions below to capture the reading camp attendance for site administrators below:

#### Navigation: Menu > Student Information > State Programs > Read to Achieve

**Select a Student:** If a student is not selected, click Open Student Search tool to search by the student's name. Search for student's using advanced searches or Ad Hoc Filters as needed. Select the student's name to open Read to Achieve Program tool. If a student was already selected, the Read to Achieve Program tool will open automatically.

- Click **View** on the Individual Read to Achieve Program record to open the program information.
- Scroll to the State Defined Elements section.
- Select Y: Yes under Attended Summer Reading Camp.
- For 3<sup>rd</sup> grade students, check "Proficient at End of Reading Camp" if the student met grade level performance during RtA

Reading Camp.

- Enter the Total Number of Days Present.
- Click Save.

Attended	Summer Reading	g Camp: 🔺		
Y: Yes				
GCE Asse Maximum	ssment Used: 150 characters			
Proficient	at End of Readir	ng Camp: 🖌	-	 
Proficient	at End of Readir	ng Camp: 🖌	-	 
Proficient	at End of Readir Not Returning:	ng Camp: 🖌	-	 
Proficient Proficent Retained Total Num	at End of Readir Not Returning: uber of Days Pres	ng Camp: 🖌	-	
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### **Reading Camp Proficiency**

If a 3rd grade student met grade level performance during RtA Reading Camp, record the student's pathway using the following steps:

#### Navigation: Menu > Student Information > State Programs > Read to Achieve

**Select a Student:** If a student is not selected, click Open Student Search tool to search by the student's name. Search for student's using advanced searches or Ad Hoc Filters as needed. Select the student's name to open Read to Achieve Program tool. If a student was already selected, the Read to Achieve Program tool will open automatically.

- Click **View** on the Individual Read to Achieve Program record to open the program information.
- Enter the End Date in MM/DD/YYY format or click the calendar icon to select the date.
- Select "GCE: Promoted to 4th grade" under the Program Exit Status.
- Select one (1) Good Cause Exemption (GCE) category under Exit Status Reason.
- Charter, lab, and restart schools, select the assessment used under "Alternate Assessment (Charter, Lab, Restart)"

State De	fined Elements
Alt. Assess.	(Charter/Lab/Restart):
A: Achieve	e3000
A: Achieve	≥3000
B: AIMSw	eb
C: Instruct	ure-CASE Benchmark Assessment
D: Acadier	nce Reading
E: Edment	um-Exact Path Individualize Learning Solution
F' FastBri	dae-EastBridge aReading

- Enter comments (optional).
- Click **Save** to end the program.

Start Date: (Required)		End Date:	K		
09/25/2024		06/26/20	25		
School Year: (Required)		Grade: (Requ	ired)		
24-25		O3: Third			•
Program Entry Status: (Required)					
IRP: Individual Reading Plan		•			
Program Exit Status:		Exit Status R	hason:		
GCE: Promoted to 4th Grade		GCE2: Sta	te FDRA - 725L		•
Intervention Area(s): Select all that apply		Support: Select all that	apply		
FL: Fluency 🕲 COMP: Co	mprehension 🕲	× SUPP: Su	pplemental (Tier 2) 🕲 🛛 RC: RtA Summer Reading Ca	amp 🕲	×
ram Description	that every student reads at or above grade leve	I by the end of third grade and co	ntinue to progress in reading proficiency so that	t he or she can read, comp	prehend, integrate
ram Description	that every student reads at or above grade leve y education and career success.	H by the end of third grade and co	ntinue to progress in reading proficiency so that	t he or she can read, comp	prehend, integrate
ram Description al of Read to Achieve is to ensure complex texts needed for seconds art Date:	that every student reads at or above grade leve y education and career success. Filter by End Date:	I by the end of third grade and co Filter by Sch	ntinue to progress in reading proficiency so that	t he or she can read, comp	prehend, integrate
ram Description al of Read to Achieve is to ensure monplex texts needed for seconda wt Date: isy/year	that every student reads at or above grade leve y education and career success. Filter by End Date: month/day/year	I by the end of third grade and co Filter by Sch	ntinue to progress in reading proficiency so that	t he or she can read, comp	prehend, integrate
ram Description al of Read to Achieve is to ensure complex texts needed for seconda art Date: tay/year tag: 09/25/2024 te: 09/25/2025	that every student reads at or above grade leve ry education and career success. Filter by End Date: month/day/year School Year: 24-25 Grade: Third Program Entry Sta	I by the end of third grade and co Filter by Sch 5 5 tus: Individual Reading Plan	ntinue to progress in reading proficiency so that sol Year Program Exit Status: Promoted Exit Status Reason: State FDR	the or she can read, comp Apply d to 4th Grade A - 725L	prehend, integrate

**Retained Not Returning (Charters only):** Check the box under "Retained Not Returning (Charters only)" if a 3 <sup>rd</sup> grade student who was retained did not return to the same charter school the following school year.



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