2018–19 Read to Achieve Data Collection

Per G.S. § 115C-83.1, "the goal of the State is to ensure that every student read at or above grade level by the end of third grade and continue to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success." The Read to Achieve Data Collection ensures the appropriate information is collected to report out on accountability measures as defined by G.S. § 115C-83.10.

The Read to Achieve Data Collection includes several steps:
1. Good Cause Exemption data collection process.
2. Read to Achieve Data Collection for EOY Reporting
   a. Accurate reporting of post-reading camp attendance and proficiency for Read to Achieve Grade 3 End-of-Year Results using the Read to Achieve Supplemental File, RTASUPP.
   b. Audit EOY Reporting, including Local Alternative Assessment information and post-reading camp information using the Read to Achieve Audit File, RTAAUDIT.
   c. Verification of Read to Achieve information for grade 3 using the Read to Achieve Summary File, RTASUM.
   d. Accurate reporting of post-reading camp attendance and proficiency for Read to Achieve Grades 1–2 End-of-Year Results using the First and Second Grade Supplemental File, FSRSUPP.
   e. Audit EOY Reporting for first and second grade, including post-reading camp information using the First and Second Grade Audit File, FSRAUDIT.
   f. Verification of Read to Achieve information for grades 1 and 2 using the First and Second Grade Summary File, FSRSUM.
3. Posting of the Read to Achieve Grade 3 End-of-Year Results website report *and* the Read to Achieve Grades 1 and 2 End-of-Year Results on the LEA/charter website prior to September 1, 2019.
4. LEAs (and applicable charters): Complete and submit required information to the SBE through the digital survey 2018–2019 Legislative Reporting for Read to Achieve via the link:
   https://tinyurl.com/2018-2019-RtA-Survey prior to September 1, 2019.

The following sections below outline the documentation for the Read to Achieve Data Collection steps listed above.

Section 1:   Good Cause Exemption Data Collection Process

Beginning with the 2018–19 school year, students who meet the Read to Achieve (RtA) legislation by good cause must be included in a data file indicating the Good Cause Exemptions (GCE) received throughout the year. This data collection requires detailed information about the GCEs, therefore all GCEs applying to each student must be included in this collection.

To assist local education agencies (LEAs) and other public school units with the completion of this information, the North Carolina Department of Public Instruction (NCDPI) will create a pre-populated file for each LEA (GCE###_PREPOP.TXT) with 3rd grade enrollment on April 1 and Beginning-of-Grade 3 (BOG3) proficiency information from PowerSchool. The purpose of the pre-populated file is to give an initial version of the GCE###.TXT file. In lieu of using the PREPOP file, LEAs and other public school units may choose to create their own file for submission with the EXACT same headers and name.

The LEAs/other public school units will retrieve the pre-populated file from the Accountability secure server at their discretion after April 1 and use it as the initial version of the official GCE###.TXT file. Once LEAs/other public school units download the pre-populated file and begin editing for submission as the GCE###.TXT file, they should NOT download another version of the pre-populated file as new students will not be added. All edits and additions should be made to the GCE###.TXT file.

It is the responsibility of local staff to make additions or edits to new 3rd grade student enrollments after April 1 and apply GCEs to all students. The status viewer will identify missing students after FDS is processed for inclusion to the GCE###.TXT file.

Process for Creating and Uploading the GCE Data File

1. Download the GCE###_PREPOP.TXT file from the Accountability secure server at the 2019→ COLLECTEOY.
2. Rename GCE###_PREPOP.TXT file to GCE###.TXT (where ### is the LEA code) and enter values for each student in accordance to the RtA policy for GCEs.
   a. **els column (English Learner)**: Enter a Y in this column if the student is an English Learner (EL) with less than two school years of instruction in an English as a Second Language (ESL) program
   b. **swd column (Student with Disabilities)**: Enter a Y in this column if a student has an Individualized Education Program (IEP) **AND**:
      i.   The IEP designates the use of the Grade 3 English Language Arts (ELA)/Reading NCEXTEND1 alternate assessment, or
      ii. The student has a two-school-year delay in educational performance as defined by the NCDPI Exceptional Children's Division, or
      iii. The student has received intensive reading interventions for at least two school years
   c. **prm column (previous retention – multiple years)**: Enter a Y in this column if the student received intervention and previously was retained more than once in kindergarten, first, second, or third grades.
   d. **rpf column (reading portfolio)**: Enter a Y in this column if the student has an NC Student Reading Portfolio that met the proficiency requirements BEFORE end-of-grade (EOG) testing began.
   e. **mcl column (mClass)**: Enter a Y in this column if the student attained proficiency on m-Class in accordance to guidelines found in the mClass TNN message dated Thursday, 23rd of August 2018. Contact your RAC if you do not have access to the message.
   f. **laa column (local alternative assessment)**: Enter a Y in this column if the student attained proficiency on an additional local alternative assessment approved by the State Board of Education.
   g. **laa_testcode column**: Enter the code from the table below that corresponds to the State Board of Education approved assessment which the student attained proficiency locally (only enter one test code per student).

Test Name	Code Entered for GCE Collection
Achieve3000	A
Case 21	C
Charter/Lab/ISD School Local Option*	O*
Edmentum – Exact Path Individualize Learning Solution	E
i-Ready	R
i-Station Benchmarks	B
Imagine Learning	L
Iowa Test of Basic Skills (ITBS)	I
Northwest Evaluation System (NWEA) – Measures of Academic Progress	N
Scholastic Reading Inventory	S
STAR Reading	T

*Charter/Lab/ISD Schools only, will not accept for LEA schools

3. Save the file as GCE###.TXT and upload it to the 2019→COLLECTEOY folder on the Accountability secure server.
4. Go to the 2019 Collection Status Viewer to check the status of the file at 2019-EOY-GCE
5. Check for missing or duplicate students on the Status Viewer after FDS.
6. It is strongly encouraged that the GCE Collection be submitted prior to FDS for all schools. NCDPI will monitor submissions after the school's FDS date. Repeat as necessary until July 5, 2019, the final day to submit accountability data for 2018–19. Changes after this date will require review and approval through the official data correction process.

File Layout

school_code	student_id	First_name	Last_name	bog	els	swd	prm	Rpf	mcl	laa	laa_testcode
XXXYYY	12345	Sample	Smith			Y		Y		Y	S

Reference the excerpt below for evidence of receipt of intensive reading interventions for at least two school years (under the **swd column**):

"The child has an IEP with two years of intensive reading intervention documented on the IEP or one year of intensive reading intervention through a problem-solving model [MTSS] and one year of intensive reading instruction as documented on an IEP. . . [Intensive Reading Intervention must] be research-based intervention done with fidelity, must be supplemental to the standard curriculum (meaning that it is skill based and is either reinforcing what is being taught and therefore is increasing both the frequency and intensity of the instruction or is developing base skills to access what is being taught within the standard curriculum) and is on the child's IEP or documented as a Tier III intervention." (*from October 1, 2014 William J. Hussey memo*)

Reference the excerpts below for examples of assessments that can be used to determine the two-year delay (under **swd column**) for math, reading, and/or social and emotional concerns *from June 27, 2014 William J. Hussey memo*.

Determination Guidelines: Reading and Math

To determine whether a student is performing two or more grade levels below expectations in reading and/or math, multiple sources of data should be carefully considered by an **appropriate team** of individuals designated by the LEA. Students often exhibit an uneven development of skills through the progressions of reading and math resulting in a wide range of performance that may be exhibited at a given point in time. It is the responsibility of the team to integrate results from multiple data sources (examples are described below) to determine if the overall academic functioning of the student is two years below grade level. The team should also consider present levels of performance on the IEP to determine if those levels are aligned with the decision of the team.

Examples of data sources include, but are not limited to:

Reading:

- Curriculum-Based Measurement (e.g., DIBELS, AIMSweb)
- Computer Adaptive Assessments (e.g., MAP, iReady, Star Reading, Scholastic Reading Inventory)
- Assessment that yields a reading level (e.g., TRC, Qualitative Reading Inventory, Running Record)
- Recent psycho-education evaluation results (if available) (e.g., Woodcock Johnson III, WIAT-III)
- Program-embedded assessment: (e.g., Language!, Reading Mastery)
- Diagnostic Assessments (e.g., CORE Phonics Survey, Quick Phonics Screener)

Math:

- Curriculum-Based Measurement (e.g., AIMSweb, Easy CBM, mCLASS Math)
- Computer Adaptive Assessments (e.g., MAP, iReady, Star Math, Scholastic Math Inventory)
- Recent psycho-educational evaluation results (if available) (e.g., Woodcock Johnson III, WIAT-III)
- Program-embedded assessment (e.g., Number Worlds, Connecting Math Concepts, Voyages)
- Diagnostic Assessment (e.g., TEAM, Number Knowledge Test, Key Math 3)

Determination Guidelines: Social/Emotional

To determine whether a student is performing two or more grade levels below expectations in social/emotional development, multiple sources of data should be carefully considered by an appropriate team of individuals designated by the LEA. It is the responsibility of the team to integrate results from multiple data sources (examples are described below) to determine if the overall social/emotional functioning of the student is two years below expectancies. The team should also consider present levels of social/emotional performance on the IEP to determine if those levels are aligned with the decision of the team.

Examples of data sources include, but are not limited to:

- Current and relevant formal assessment results of adaptive-behavioral functioning (e.g., *Vineland Adaptive Behavior Scales-Second Edition; Adaptive Behavior Assessment System, Second Edition*, etc.)
- Current and relevant formal assessment results of behavioral-emotional functioning (e.g., *Behavior Assessment System for Children-Second Edition; Conners Comprehensive Behavior Rating Scales*, etc.)
- Current and relevant formal assessment results of social behavioral functioning (e.g., *Childhood Autism Rating Scales-Second Edition; Gilliam Autism Rating Scale-Third Edition*, etc.)
- Progress monitoring data related to a student's individualized behavior intervention plan
- Progress monitoring data related to a student's behavioral and/or adaptive goals established within their Individualized Education Program

State Board of Education
Read to Achieve Local Alternative Assessments
2018–19

The following alternative assessments have been approved by the State Board of Education (SBE) for use by local education agencies (LEAs) at the LEAs' expense. Current third graders must use only the alternative assessments and achievement levels that were established by the SBE on September 6, 2018. Charter schools may elect to use an SBE-approved alternative assessment or to use an alternative assessment of reading comprehension that is not on the SBE-approved list at the charters' expense. LEAs/charters must submit documentation to Accountability Services by December 1 of each school year indicating which alternative assessments will be used with students. Please note that LEAs must administer Reading 3D (mClass), adopted by the SBE to meet the requirements of the Read to Achieve (RtA) program, to all students. Level Q is the achievement level for Reading 3D that satisfies the RtA promotion requirement.

Test Name	Lexile Level Provided	SBE-Approved for 2018–19	End-of-Grade 3 Achievement Level 2018–19
Northwest Evaluation System (NWEA) – Measures of Academic Progress	Yes	Yes	Lexile Level 725 or higher (207 scale score)
Scholastic Reading Inventory	Yes	Yes	Lexile Level 725 or higher
STAR Reading	Yes	Yes	Lexile Level 725 or higher (537 scale score)
Iowa Test of Basic Skills (ITBS)	Yes	Yes	Lexile Level 725 or higher (Level 9 Test at 71st Percentile)
i-Station Benchmarks	Yes	Yes	Lexile Level 725 or higher[1] (258 scale score)
i-Ready	Yes	Yes	Lexile Level 725 or higher (537 scale score)
Imagine Learning	Yes	Yes	Lexile Level 725 or higher
Achieve3000	Yes	Yes	Lexile Level 725 or higher
Case 21	Yes	Yes	Lexile Level 725 or higher[2]
Edmentum –*Exact Path Individualize Learning Solution*	Yes	Yes	Lexile Level 725 or higher

[1]Scale score 258 is equal to 720L, which is the closest scale score to 725L. The five-point difference between 720L and 725L is not considered significantly different in reading comprehension.

[2]Case 21 Assessments consist of two parts. Both parts of the assessment must be administered in order to receive a Lexile level. Fifteen items correct is equal to 710L, which is the closest scale score to 725L. The fifteen-point difference between 710L and 725L is not considered significantly different in reading comprehension.

Section 2:   Read to Achieve Data Collection for EOY Reporting

For Read to Achieve (RtA) end-of-year (EOY) reporting, the test coordinator in collaboration with appropriate K-3 leadership, must complete and submit required data collection files and review audit and summary files for accuracy by August 20, 2019.

Data Files used for EOY Reporting

Grade 3
a. **RtA Supplemental (RTASUPP)--**The student level collection file used to gather post-reading camp attendance and proficiency data for Read to Achieve Grade 3 End-of-Year Results.
b. **RtA Audit Report (RTAAUDIT)--**The student level data file used for auditing EOY Reporting, including Local Alternative Assessment information and post-reading camp information.
c. **RtA Summary (RTASUM)--**The summary file showing school and LEA results for local Read to Achieve Grade 3 End-of-Year reports. The information in this file is the same information required to be posted to the appropriate website by September 1 and information used in the School Report Card.

Grade 1 and 2
d. **First and Second Grade Supplemental (FSRSUPP)--**The student level collection file used to gather post-reading camp attendance and proficiency data for Read to Achieve Grade 1 and 2 End-of-Year Results.
e. **First and Second Grade Audit (FSRAUDIT)--** The student level data file for auditing of first and second grade reports, including post reading camp information.
f. **First and Second Grade Report Summary (FSRSUM)--** which computes school and LEA results for local Read to Achieve Grade 1 and 2 End-of-Year reports to be posted to the appropriate website by September 1

Processes for Grade 3 RTA Files

All districts and charter schools are required to complete and review RTA files.

Note: The RTASUPP###_PREPOP.TXT file is generated daily using the most current uploaded test data. This allows test coordinators the ability to choose the appropriate day to copy it down and use it as the initial version of the RTASUPP###.TXT file. Local staff can begin working on it right after scan files are submitted and processed.

1. Manually download the RTASUPP###_PREPOP.TXT file from the Accountability secure server at the 2019→COLLECTEOY folder to populate the files used to provide the required information listed below into the Read to Achieve Grade 3 End of Year Results Reports.

    a. The number of students with priority enrollment that attended the reading camps.
    b. The number of proficient students at the end of the reading camps. (Used to help determine number of students retained and for state level reporting of proficiency after reading camp.)
    c. The number of students not demonstrating reading proficiency not returning to the charter school in 2019–20. (Charter schools only.)

2. Rename RTASUPP###_PREPOP.TXT file to RTASUPP###.TXT (where ### is the 3-digit LEA or charter school code)

3. Open RTASUPP###.TXT to enter values for each student. Please see file format on Page 7 of this document.

    a. Column qrc
        i.   **Y** = Students who have priority enrollment to attend reading camp.
             Students with priority have not met proficiency on the BOG, EOG or EOG ELA Retest, did not receive a good cause exception (GCE) or did not meet the required standard on an alternative assessment.
        ii. **O** = Students who are eligible for and may be invited to reading camp.

Students did not met proficiency on the BOG, EOG or EOG ELA retest but did receive a GCE and/or did meet the required standard on an alternative assessment.

  b. Column arc: Did the student attend Reading Camp?
  c. Column prc: Did the student meet RtA proficiency requirements at the end of Reading Camp?
  d. Column dnr (charter schools ONLY): Does the non-proficient student plan to NOT return to the charter school for the 2019–20 school year?

Note: Column qrc is pre-populated. Changes to information in that column will not change official RTA audit files or status for these students. Students who are added after the file has been downloaded will not be added to the priority enrollment data based on information from column qrc in the RTASUPP file, rather the official data from the authoritative sources at NCDPI are used for priority enrollment data. All other columns in this file are authoritative as submitted.

4. Save the file and upload it to the folder 2019→COLLECTEOY on the Accountability secure server for processing.

5. Go to the 2019 Collection Status Viewer to check the status of the file at 2019-EOY-RTASUPP.

6. Review the RTA Audit and RTA Summary files to ensure all data has been applied as expected. Contact the Regional Accountability Coordinator with questions.

7. Access the 2019→RTA folder for the Read to Achieve Grade 3 End-of-Year Results html reports.

   Notes:
    Lines 1-3 of the Read to Achieve Grade 3 End-of-Year Results display the RtA results prior to the last day of school. Line 4 includes all students who had priority enrollment in reading camp. Line 5 shows all students who had priority enrollment and attended reading camp Line 6 includes any student who did not meet the RtA proficiency through any method at the time of the last RTASUPP file upload.

    The word "retained" in the Read to Achieve Grade 3 End of Year Results document(s) does not refer to grade placement. It refers to the reading retained label in PowerSchool that is applied to all 2018-19 grade 3 students who have not met RtA proficiency by any method.

8. Provide a copy of the html report(s) to your webmaster to post on the local website by September 1.

Read to Achieve Supplemental Data Collection File

The Read to Achieve supplemental data collection file is a district/charter level collection to gather post-reading camp data for student third–grade promotion/retention status in reading to satisfy Read to Achieve end-of-year reporting requirements.

Column Name	Description
school_code	Official DPI 6 character alphanumeric school code
student_id	PowerSchool student ID number
last_name	Student last name
first_name	Student first name
qrc	Invited to Reading Camp (Y, O) Y = meets guideline for priority enrollment in reading camps, O = student is invited to Reading Camp but did not meet guidelines for priority enrollment.
arc	Attended Reading Camp (Y, N) *Y if student attended one or more days*
prc	Proficient at end of Reading Camp (Y, N) *Y if student met RtA proficiency after reading camp*
dnr (Charter Schools only)	Did Not Return to the same CHARTER for 2019-20 (Y, Null) Y i*f a student is NOT returning to your school; otherwise leave blank*

Read to Achieve Student Level Audit File

The Read to Achieve student level audit file consolidates the data elements required for student third–grade promotion/retention status in reading to satisfy Read to Achieve end-of-year reporting requirements.

Column Name	Description
reporting_year	YYYY (i.e. 2006 for the 2005/06 school year)
collection_code	1-4 character text collection code, i.e. 20D, FDF, MAR, etc.
lea_code	Official DPI 3 or 6 character alphanumeric LEA code
school_code	Official DPI 6 character alphanumeric school code
student_id	Primary Student ID (PUPIL_NUMBER), 9 digits, zero padded
last_name	last name
first_name	first name
bog	BOG (Y=Prof, N=NotProf, Null=NotTaken, S=Prof but secondary)
eog	EOG Reading (Y=Prof, N=NotProf, 1=ELS Exempt, G=Medical Exception, Null=NotTaken)
ret	EOG Reading Retest (Y=Prof, N=NotProf, Null=NotTaken, S=Prof but secondary)
rta	Read to Achieve Test (Y=Prof, N=NotProf, Null=NotTaken, S=Prof but secondary)
els	Good Cause: ELS less than 2 years ESL instruction (Y, Null, S=Secondary)
swd	Good Cause: SWD IEP indicates X1 and reading interventions (Y, Null, S=Secondary)
rpf	Good Cause: Reading Portfolio proficiency (Y, Null, S=Secondary)
prm	Good Cause: Previously Retained More than once (Y,Null, S=Secondary)
mcl	m-Class: (Y=Prof, Null=No Data, S=Secondary)
laa	Local Alt Assessment (Y=Prof, Null=No Data , S=Prof but secondary)
laa_testcode	Test code submitted in GCE data file to indicate proficiency on which local alternate assessment
pre_summer_status	Satisfies RtA pre-summer (Y=Promote, N=Qualifies for summer camp)
qrc	Invited to Reading Camp (Y, Null)
arc	Attended Reading Camp (Y, Null)
prc	Proficient at end of Reading Camp (Y=Prof, N=NotProf, Null=Did Not Attend, S=Prof but secondary)
dnr	Did Not Return for 2018-19 (Charters only) (Y, Null, S=Secondary)
post_summer_status	Satisfies RtA post-summer (Y=Promote, N=Retain)

Note: Since students may have multiple columns marked in the affirmative (e.g., have two good cause exemptions), any affirmative columns other than the primary column (the way a student will be counted for reporting purposes) will be marked with an 'S' for "Secondary" instead of a 'Y'. This should hopefully help in verifying the calculations in the reports. The order of precedence from greatest to least is: eog, bog, ret, rta, mcl, laa, rpf, els, swd, prm, prc, dnr.

Read to Achieve Summary File

The Read to Achieve summary file computes the final results for the local RtA Grade 3 EOY Report and School Report Card for student third-grade promotion/retention status in reading to satisfy Read to Achieve end-of-year reporting requirements.

Column Name	Description
reporting_year	YYYY (i.e. 2006 for the 2005/06 school year)
collection_code	1-4 character text collection code, i.e. 20D, FDF, MAR, etc.
lea_code	Official DPI 3 or 6 character alphanumeric LEA code
school_code	Official DPI 6 character alphanumeric school code
ga_item1_num	GA Item 1 Numerator: EOG Proficient as defined for RtA not school accountability (Gen. Assembly Report)
ga_item1_den	GA Item 1 Denominator: EOG Proficient as defined for RtA not school accountability
ga_item1_pct	GA Item 1 Percent: EOG Proficient as defined for RtA not school accountability
ga_item2_num	GA Item 2 Numerator: EOG Not Proficient as defined for RtA not school accountability
ga_item2_den	GA Item 2 Denominator: EOG Not Proficient as defined for RtA not school accountability
ga_item2_pct	GA Item 2 Percent: EOG Not Proficient as defined for RtA not school accountability
ga_item3a_num	GA Item 3a Numerator: Passed Alternative Assessment
ga_item3a_den	GA Item 3a Denominator: Passed Alternative Assessment
ga_item3a_pct	GA Item 3a Percent: Passed Alternative Assessment
ga_item3b_num	GA Item 3b Numerator: English Learner Good Cause Exemption
ga_item3b_den	GA Item 3b Denominator: English Learner Good Cause Exemption
ga_item3b_pct	GA Item 3b Percent: English Learner Good Cause Exemption
ga_item3c_num	GA Item 3c Numerator: Student with Disability Good Cause Exemption
ga_item3c_den	GA Item 3c Denominator: Student with Disability Good Cause Exemption
ga_item3c_pct	GA Item 3c Percent: Student with Disability Good Cause Exemption
ga_item3d_num	GA Item 3d Numerator: Previous Multiple Retentions Good Cause Exemption
ga_item3d_den	GA Item 3d Denominator: Previous Multiple Retentions Good Cause Exemption
ga_item3d_pct	GA Item 3d Percent: Previous Multiple Retentions Good Cause Exemption
ga_item3e_num	GA Item 3e Numerator: Reading Portfolio Good Cause Exemption
ga_item3e_den	GA Item 3e Denominator: Reading Portfolio Good Cause Exemption
ga_item3e_pct	GA Item 3e Percent: Reading Portfolio Good Cause Exemption
ga_item4_num	GA Item 4 Numerator: Students eligible for priority enrollment
ga_item4_den	GA Item 4 Denominator: Students eligible for priority enrollment
ga_item4_pct	GA Item 4 Percent: Students eligible for priority enrollment
ga_item5_num	GA Item 5 Numerator: Students eligible for priority enrollment who attended Reading Camp
ga_item5_den	GA Item 5 Denominator: Students eligible for priority enrollment who attended Reading Camp
ga_item5_pct	GA Item 5 Percent: Students eligible for priority enrollment who attended Reading Camp
ga_item6_num	GA Item 6 Numerator: Not Demonstrating Reading Proficiency
ga_item6_den	GA Item 6 Denominator: Not Demonstrating Reading Proficiency
ga_item6_pct	GA Item 6 Percent: Not Demonstrating Reading Proficiency
ga_item7_num	GA Item 7 Numerator: Did Not Return (Charter schools only)
ga_item7_den	GA Item 7 Denominator: Did Not Return (Charter schools only)
ga_item7_pct	GA Item 7 Percent: Did Not Return (Charter schools only)
ga_item8_num	GA Item 8 Numerator: Proficient after Summer Reading Camp (State level reporting, not part of template)
ga_item8_den	GA Item 8 Denominator: Proficient after Summer Reading Camp (State level reporting, not part of template)
ga_item8_pct	GA Item 8 Percent: Proficient after Summer Reading Camp (State level reporting, not part of template)
ga_count_laa_A	Count of students passing Achieve3000 to meet RtA Legislation
ga_count_laa_C	Count of students passing Case 21 to meet RtA Legislation
ga_count_laa_O	Count of students passing a charter school determined assessment to meet RtA Legislation

Column Name	Description
ga_count_laa_E	Count of students passing Edmentum to meet RtA Legislation
ga_count_laa_R	Count of students passing i-Ready to meet RtA Legislation
ga_count_laa_B	Count of students passing i-Station to meet RtA Legislation
ga_count_laa_L	Count of students passing Imagine to meet RtA Legislation
ga_count_laa_I	Count of students passing Iowa test of Basic Skills to meet RtA Legislation
ga_count_laa_N	Count of students passing NWEA to meet RtA Legislation
ga_count_laa_S	Count of students passing Scholastic Reading Inventory to meet RtA Legislation
ga_count_laa_T	Count of students passing STAR Reading to meet RtA Legislation
rc_passed_eog_num	RC Item 1A Numerator: Passed EOG/BOG/RET (Report Card Website)
rc_passed_eog_den	RC Item 1A Denominator: Passed EOG/BOG/RET
rc_passed_eog_pct	RC Item 1A Percent: Passed EOG/BOG/RET
rc_passed_rta_num	RC Item 2A Numerator: Passed RtA Assessment
rc_passed_rta_den	RC Item 2A Denominator: Passed RtA Assessment
rc_passed_rta_pct	RC Item 2A Percent: Passed RtA Assessment
rc_passed_mcl_num	Numerator for passed m-Class Assessment
rc_passed_mcl_den	Denominator for passed m-Class Assessment
rc_passed_mcl_pct	Percent for passed m-Class Assessment
rc_passed_laa_num	RC Item 2B Numerator: Passed Local Assessment
rc_passed_laa_den	RC Item 2B Denominator: Passed Local Assessment
rc_passed_laa_pct	RC Item 2B Percent: Passed Local Assessment
rc_gce_els_num	RC Item 2C Numerator: GCE Limited English Proficient
rc_gce_els_den	RC Item 2C Denominator: GCE Limited English Proficient
rc_gce_els_pct	RC Item 2C Percent: GCE Limited English Proficient
rc_gce_swd_num	RC Item 2D Numerator: GCE Students with Disabilities
rc_gce_swd_den	RC Item 2D Denominator: GCE Students with Disabilities
rc_gce_swd_pct	RC Item 2D Percent: GCE Students with Disabilities
rc_gce_rpf_num	RC Item 2E Numerator: GCE Reading Portfolio
rc_gce_rpf_den	RC Item 2E Denominator: GCE Reading Portfolio
rc_gce_rpf_pct	RC Item 2E Percent: GCE Reading Portfolio
rc_gce_prm_num	RC Item 2F Numerator: GCE Previously Retained
rc_gce_prm_den	RC Item 2F Denominator: GCE Previously Retained
rc_gce_prm_pct	RC Item 2F Percent: GCE Previously Retained
rc_gce_all_num	RC Item 2G Numerator: All Good Cause Exemptions
rc_gce_all_den	RC Item 2G Denominator: All Good Cause Exemptions
rc_gce_all_pct	RC Item 2G Percent: All Good Cause Exemptions
rc_promoted_num	RC Item 3A Numerator: Promoted
rc_promoted_den	RC Item 3A Denominator: Promoted
rc_promoted_pct	RC Item 3A Percent: Promoted
rc_retained_num	RC Item 3B Numerator: Retained
rc_retained_den	RC Item 3B Denominator: Retained
rc_retained_pct	RC Item 3B Percent: Retained

Process for First and Second Grade Read to Achieve (FSR) files

All districts are required to complete and review the FSR files.

Reporting of first and second grade Read to Achieve results is <u>optional</u> for charter schools, therefore, it is encouraged but not required that charter schools complete and review the FSR file. When a charter school completes this section all files and reports are generated and may be reviewed and posted, as determined by the charter school.

The FSRSUPP###_PREPOP.TXT file is generated twice using the EOY data received by Amplify.

Schools/districts that complete all assessments and upload to Amplify before May 30, will have their pre-pop files generated by June 15. At that time, those schools/districts can pull down the data files and begin the process of completing theFSRSUPP###.TXT file.

A second set of PREPOP files will be generated in July after the final Amplify data is received by the NCDPI. If schools/districts administer EOY after May 30, they should wait and pull down the second file to ensure all students are populated. Schools and districts who finish before May 30 can wait to pull down the second file after the final data is received by NCDPI if they choose to do so. The second file is expected in early to mid-July.

1. Manually download the FSRSUPP###_PREPOP.TXT file from the Accountability secure server at the 2019→COLLECTEOY folder to populate the files used to provide the required information listed below into the Read to Achieve Grade 1 and 2 End of Year Results Reports.

   a. The number of 1st grade students with priority enrollment that attended the reading camps.
   b. The number of 2nd grade students with priority enrollment that attended the reading camps.
   c. The number of proficient students at the end of the reading camps (for state reports only).

2. Rename FSRSUPP###_PREPOP.TXT file to FSRSUPP###.TXT (where ### is the 3-digit LEA or charter school code)

3. Open FSRSUPP###.TXT to enter values for each student. Please see file format on Page 12 of this document.

   a. Column qrc:
      i. **Y** = Students who have priority enrollment to attend reading camp.
         Students who have not met the required reading comprehension level on TRC **and** DIBELS composite score.
      ii. **O** = Students who are eligible for and may be invited to reading camp.
         Students who have not met both the reading comprehension level on TRC **or** DIBELS composite score.
   b. Column arc: Did the student attend Reading Camp?
   c. Column prc: Did the student meet reading comprehension requirements at the end of Reading Camp?

   Note: Columns trc, dibels and qrc are pre-populated. Changes to information in these columns will not change official FSR audit files or status for these students. Students who are added after the file has been downloaded will not be added to the priority enrollment data based on information from column qrc in the FSRSUPP file, rather the official data from the authoritative sources at NCDPI are used for priority enrollment data. All other columns in this file are authoritative as submitted.

4. Save the file and upload it to the folder 2019→COLLECTEOY on the Accountability secure server for processing.

5. Go to the 2019 Collection Status Viewer to check the status of the file at 2019-EOY-FSRSUPP.

6. Review the FSR Audit and FSR Summary files to ensure all data has been applied as expected. Contact the Regional Accountability Coordinator with questions.

7. Access the 2019→RTA folder for the Read to Achieve Grade 1st and 2nd grade End-of-Year Results html reports.

> **Note:** Lines 1--4 of the Read to Achieve Grade 1 and 2 End-of-Year Results display the RtA results prior to the last day of school. Line 5 and 6 includes all students who had priority enrollment in reading camp.

8. Provide a copy of the html report(s) to your webmaster to post on the local website by September 1.

First and Second Grade Supplemental Data Collection File

First and Second grade supplemental file data collection file is a district level collection to gather post-reading camp data for student first and second grade participation for Read to Achieve end-of-year reporting requirements.

Column Name	Description
school_code	Official DPI 6 character alphanumeric school code
student_id	PowerSchool student ID number
last_name	Student last name
first_name	Student first name
grade	Student grade in Amplify data
trc	Y = Met TRC level for associated grade N = Did not meet TRC level for associated grade
dibels	Y = Met DIBELS level for associated grade N = Did not meet DIBELS level for associated grade
qrc	Invited to Reading Camp (Y, O) Y = Student met requirements for priority enrollment in reading camp O = Student is invited to reading camp but did not meet guidelines for priority enrollment
arc	Attended Reading Camp (Y, N) Y = Student attended one or more days
prc	Proficient at end of Reading Camp (Y, N) Y = Student met reading comprehension after reading camp

First and Second Grade Report Student Level Audit File

The First and Second Grade Student Level Audit file consolidates the data elements required for local education agencies reporting requirements.

Column Name	Description
reporting_year	YYYY (i.e. 2006 for the 2005/06 school year)
collection_code	1-4 character text collection code, i.e. 20D, FDF, MAR, etc.
lea_code	Official DPI 3 or 6 character alphanumeric LEA code
school_code	Official DPI 6 character alphanumeric school code
student_id	Primary Student ID (PUPIL_NUMBER), 9 digits, zero padded
last_name	last name
first_name	first name
grade	Student's grade level at time of EOY assessment
trc_level	TRC level on EOY assessment as provided by Amplify
trc_prof	Proficient on TRC (Y, N)
dibels_level	DIBELS level on EOY assessment as provided by Amplify
dibels_prof	Proficient on DIBELS (Y, N)
pre_summer_status	Satisfies RtA pre-summer (Y=Promote, N=Qualifies for summer camp)
qrc	Invited to Reading Camp (Y, O, Null)
arc	Attended Reading Camp (Y, Null)

prc	Proficient at end of Reading Camp (Y=Prof, N=NotProf, Null=Did Not Attend, S=Prof but secondary)
post_summer_status	Satisfies RtA post-summer (Y=Promote, N=Retain)

First and Second Grade (FSR) Summary File

The Read to Achieve Summary file computes the results for the local template for students meeting the first and second grade reading comprehension requirements.

Column Name	Description
reporting_year	YYYY (i.e. 2006 for the 2005/06 school year)
collection_code	1-4 character text collection code, i.e. 20D, FDF, MAR, etc.
lea_code	Official DPI 3 or 6 character alphanumeric LEA code
school_code	Official DPI 6 character alphanumeric school code
ga_item1_num	GA Item 1 Numerator: 1st grade meeting reading comprehension
ga_item1_den	GA Item 1 Denominator: 1st grade meeting reading comprehension
ga_item1_pct	GA Item 1 Percent: 1st grade meeting reading comprehension
ga_item2_num	GA Item 2 Numerator: 1st grade not meeting reading comprehension
ga_item2_den	GA Item 2 Denominator: 1st grade not meeting reading comprehension
ga_item2_pct	GA Item 2 Percent: 1st grade not meeting reading comprehension
ga_item3_num	GA Item 3 Numerator: 2nd grade meeting reading comprehension
ga_item3_den	GA Item 3 Denominator: 2nd grade meeting reading comprehension
ga_item3_pct	GA Item 3 Percent: 2nd grade meeting reading comprehension
ga_item4_num	GA Item 4 Numerator: 2nd grade not meeting reading comprehension
ga_item4_den	GA Item 4 Denominator: 2nd grade not meeting reading comprehension
ga_item4_pct	GA Item 4 Percent: 2nd grade not meeting reading comprehension
ga_item5_num	GA Item 5 Numerator: 1st grade eligible for summer camp who attended
ga_item5_den	GA Item 5 Denominator: 1st grade eligible for summer camp who attended
ga_item5_pct	GA Item 5 Percent: 1st grade eligible for summer camp who attended
ga_item6_num	GA Item 6 Numerator: 2nd grade eligible for summer camp who attended
ga_item6_den	GA Item 6 Denominator: 2nd grade eligible for summer camp who attended
ga_item6_pct	GA Item 6 Percent: 2nd grade eligible for summer camp who attended
ga_item7_num	GA Item 7 Numerator: 1st grade proficient after Summer Reading Camp
ga_item7_den	GA Item 7 Denominator: 1st grade proficient after Summer Reading Camp
ga_item7_pct	GA Item 7 Percent: 1st grade proficient after Summer Reading Camp
ga_item8_num	GA Item 8 Numerator: 2nd grade proficient after Summer Reading Camp
ga_item8_den	GA Item 8 Denominator: 2nd grade proficient after Summer Reading Camp
ga_item8_pct	GA Item 8 Percent: 2nd grade proficient after Summer Reading Camp

Section 3:   Read to Achieve (RtA) End-of-Year Reporting Requirements

Read to Achieve **2018–19 Website and Written Report End-of-Year Reporting Requirements**

According to Read to Achieve (RtA) legislation, each local board of education and charter school must annually (1) publish on a website maintained by the local school administrative unit/charter school a RtA report and (2) submit this report in writing to the State Board of Education (SBE) by **September 1**. Individual schools within the district (excluding charter schools) are not required by the law to post their school-level report on their school website. The law requires only a district summary report to be posted on the district website; however, the district may include individual school reports on the district website or the district may require schools to post their school-level report on their school website.

Directions

Local boards and charter schools should use the template provided by the NC Division of Accountability Services. Accountability Services has populated the data for each district's and school's template. The reports will be available in July on the Accountability Services secure shell in each LEA or charter's 2019→RtA directory. These reports can be downloaded and used to satisfy the September website and written report requirements. Any data changes made will automatically reflect in these reports. Local boards/charters should follow the end-of-year auditing process. For questions, contact your Regional Accountability Coordinator (RAC). All required reports must be submitted together in one e-mail by close of business on September 1 to Tara Galloway at Tara.Galloway@dpi.nc.gov. Note: *For charter schools the 2018–19 Read to Achieve Grade 3 End-of-Year Results report is required and the Grades 1–2 End-of-Year Results report is optional.*

2018–19 Read to Achieve Grade 3 End-of-Year Results Website/Written Report Template

The denominator for calculating the required percentages for rows 1–2 is all students in membership at grade 3 (according to PowerSchool) for the first day of spring testing.

1. The number and percentage of third-grade students who demonstrated reading proficiency on one of the State-approved standardized tests of reading comprehension administered to third-grade students.
    - This includes those students proficient on the Beginning-of-Grade 3 [BOG3] English Language Arts [ELA]/Reading Test, the End-of-Grade [EOG] ELA/Reading Test, or the EOG ELA/Reading Retest.
    - Reading proficiency is demonstrated by scoring an Achievement Level 3 or higher.

2. The number and percentage of third-grade students who did not demonstrate reading proficiency on any of the State-approved standardized tests of reading comprehension administered to third-grade students.
    - This includes those students not proficient on the BOG3 ELA/Reading Test, the EOG ELA/Reading Test, or the EOG ELA/Reading Retest.

The denominator for each category in row 3 is the number of students in row 2.

3. The number and percentage of students exempt from mandatory retention in third grade for good cause. Students may be counted in only one of these categories:
    a. **Alternative Assessment** – This includes students who took and passed an alternative assessment approved by the SBE (i.e., mClass/Text Reading and Comprehension [TRC], Read to Achieve Test, or locally determined SBE-approved alternative assessment).
    b. **English Learners** – This includes English Learner students with less than two (2) school years of instruction in an English as a Second Language [ESL] program.
    c. **Students with Disabilities** – This includes students with disabilities whose current Individualized Education Program [IEP] indicates the use of the NCEXTEND1 alternative assessment, have at least a two (2) school-year delay in educational performance, or have received intensive reading interventions for at least two (2) school years.
    d. **Students Previously Retained** – This includes students who have been previously retained more than once in kindergarten, first, second, or third grades.
    e. **Demonstrated Reading through Portfolios** – This includes students who demonstrated reading proficiency appropriate for third-grade students through a reading portfolio.

The denominator for row 4 is all students in membership at grade 3 for the first day of spring.

4. The number and percentage of students eligible for priority enrollment in Reading Camp. This number equals the number of students in row 2 minus the total of rows 3a through 3e.

The denominator for row 5 is the number of students eligible for priority enrollment in reading camp from row 4.

5. The total number and percentage of students in third grade who are eligible for priority enrollment who attended reading camp.

The denominator for row 6 is all students in membership at grade 3 for the first day of spring.

6. The total number and percentage of third grade students retained for not demonstrating reading proficiency on third-grade standards. The students will be either: [1] retained in a third-grade class, [2] placed in a 3/4 transitional class with a retained label, or [3] placed in a fourth-grade accelerated class with a retained reading label. Students demonstrating reading proficiency by the conclusion of reading camp must be excluded from the counts in item number 6. Therefore, it is important that the "proficient reading camp" tags are completed in the RTASUPP collection prior to publishing this report on September 1.

Number 7 is to be completed by <u>charter schools</u> only. The denominator for row 7 is the number of retained students recorded in row 6.

7. Charter schools must report the number and percentage of retained students who do not return to the charter school for the upcoming school year (2019–20). If the number is less than 10 students, an asterisk is noted in the column.

The Local Alternative Assessment table found on page 3 of the *2018–19 Read to Achieve Grade 3 End-of-Year Results* (page 19 of this document), is a count of all students in the school that passed a local alternative assessment for the purpose of meeting Read to Achieve legislation. Students will only be counted as meeting proficiency for one of the listed alternative assessments.

2018–19 Read to Achieve Grades 1–2 End-of-Year Results Website/Written Report Template

The denominator for rows 1–4 is all students in membership at grades 1 and 2 for end-of-year mClass®: Reading 3D™ Text Reading and Comprehension (TRC) assessments.

1. The number and percentage of **first-grade** students demonstrating reading comprehension at grade level (TRC Level I and above and/or DIBELS Composite score 155 and above).

2. The number and percentage of **first-grade** students <u>not</u> demonstrating reading comprehension at grade level (TRC Level H and below and DIBELS Composite score 154 and below).

3. The number and percentage of **second-grade** students demonstrating reading comprehension at grade level (TRC Level L and above and/or DIBELS Composite score 238 and above).

4. The number and percentage of **second-grade** students <u>not</u> demonstrating reading comprehension at grade level (TRC Level K and below and DIBELS Composite score 237 and below).

<u>Note:</u> The number of students reported in rows 2 and 4 have priority enrollment eligibility for reading camp.

The denominator for row 5 is the number of students eligible for priority enrollment in reading camp from row 2.

5. The number and percentage of **first-grade** students with priority enrollment who attended reading camp.

The denominator for row 6 is the number of students eligible for priority enrollment in reading camp from row 4.

6. The number and percentage of **second-grade** students with priority enrollment who attended reading camp.

Each local board of education is required to complete and submit this survey to NCDPI by the close of business on September 1 of each year in order to report RtA data for grades 1–3 to the SBE. This survey is a requirement for charter schools participating in 3rd Grade Reading Camps for the 2018–2019 school year (1st and 2nd grades reporting for charter schools is optional).

1. A description of all reading interventions provided to students who have been reading-retained under G.S. 115C-837(a) (i.e. students retained in third-grade, students in a 3/4 transitional class, or students in a fourth-grade accelerated class).

2. The license area(s) of each teacher providing instruction at a reading camp.

3. The number of years of teaching experience of each teacher providing instruction at a reading camp.

4. The grade level assignment and any other specific subject area assignments of each teacher providing instruction at a reading camp.

5. The number and percentage of teachers providing instruction at a reading camp who were paid a reading performance bonus during the school year immediately preceding the reading camp.

6. The grade level on which the bonus was based.

Local boards of education and applicable charter schools should complete and submit this information to the SBE through the digital survey 2018–2019 Legislative Reporting for Read to Achieve via the following link:

https://tinyurl.com/2018-2019-RtA-Survey

All questions regarding this process should be directed to Tara Galloway, K-3 Literacy Director via email at tara.galloway@dpi.nc.gov.

		Number of Students	**Percentage of Students**
School Name **2018–19** **Read to Achieve Grade 3 End-of-Year (EOY) Results**	G.S. §115C-83.10 requires "each local board of education to publish annually on a website maintained by that local school administrative unit and report in writing to the State Board of Education (SBE) by **September 1** of each year the following information on the prior school year:"		

		Number of Students	**Percentage of Students**
The denominator for calculating the required percentages for rows 1–2 is all students in membership at grade 3 for the first day of spring testing. The denominator for this school is ###.			
1	Demonstrated reading proficiency on the Beginning-of-Grade 3 (BOG3) English Language Arts (ELA)/Reading Test, the End-of-Grade (EOG) ELA/Reading Test, or the EOG ELA/Reading Retest (i.e., scored Level 3 or higher).		
2	Did not demonstrate reading proficiency on the BOG3 ELA/Reading Test, the EOG ELA/Reading Test, or the EOG ELA/Reading Retest		
The number and percentage of students exempt from mandatory retention in third grade by category of good cause. Students may be counted in only one of these categories. Denominator for each category in row 3 is row 2.			
3	a. Students who took and passed an alternative assessment approved by the SBE (i.e., mClass/Text Reading and Comprehension [TRC], Read to Achieve Test, or locally determined SBE-approved alternative assessment).		
	b. English Learner students with less than two (2) school years of instruction in an English as a Second Language [ESL] program.		
	c. Students with disabilities whose current Individualized Education Program (IEP) indicates the use of the NCEXTEND1 alternative assessment, have at least a two (2) school-year delay in educational performance, or have received intensive reading interventions for at least two (2) school years.		
	d. Students who have been previously retained more than once in kindergarten, first, second, or third grades.		
	e. Students who demonstrated reading proficiency appropriate for third-grade students through a reading portfolio.		

		Number of Students	Percentage of Students
School Name **2018–19** **Read to Achieve Grade 3 End-of-Year (EOY) Results**	G.S. §115C-83.10 requires "each local board of education to publish annually on a website maintained by that local school administrative unit and report in writing to the State Board of Education (SBE) by **September 1** of each year the following information on the prior school year:"		
The denominator for calculating the required percentages for rows 4 and 6 are all students in membership at grade 3 for the first day of spring testing. The denominator for this school is ###.			
4	The number and percent of students eligible for priority enrollment in Reading Camp. This number equals row 2 minus the total of rows 3a through 3e.		
The denominator for row 5 is the number of students eligible for priority enrollment in reading camp from row 4.			
5	The number and percentage of students eligible for priority enrollment who attended Reading Camp.		
6	Total number and percentage of students retained for not demonstrating reading proficiency on third-grade standards (students deemed proficient after reading camp are subtracted from this number). Students who are not proficient will be either: [1] retained in a third-grade class, [2] placed in a 3/4 transitional class with a retained label, or [3] placed in a fourth-grade accelerated class with a retained reading label.		
7	**Charter Schools Only**: Charter schools must indicate the number and percentage of retained students recorded in number 6 who do not return to the charter school for the upcoming school year.		

State Board of Education-Approved Alternative Assessments		Number of Students Who Passed the Alternative Assessment[1]
1	Achieve3000	
2	Case 21	
3	Edmentum—*Exact Path Individualize Learning Solution*	
4	Imagine Learning	
5	Iowa Test of Basic Skills (ITBS)	
6	i-Ready	
7	i-Station Benchmarks	
8	Northwest Evaluation System (NWEA) —Measures of Academic Progress	
9	Scholastic Reading Inventory	
10	STAR Reading	
11	Other (Charter Schools *Only*)	

[1]The number of students who passed each alternative assessment is denoted in this column. If the approved alternative assessment was not used, N/A is shown. If the number of students who passed the alternative assessment is fewer than 10 students, an asterisk (*) is shown.

Note: Privacy policies dictate that for less than 10 students, the specific number and percentage should not be given. An * indicates that the student population number and percentage is too small to report the value. The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).

LEA Name 2018–19 Read to Achieve Grades 1–2 End-of-Year (EOY) Results	G.S. §115C-83.10 requires "each local board of education to publish annually on a website maintained by that local school administrative unit and report in writing to the State Board of Education (SBE) by **September 1** of each year the following information on the prior school year:"		
	Total Number of Students in EOY mCLASS: Reading 3D (denominator)	**Number of Students**	**Percentage of Students**
The denominator for calculating the required percentages for rows 1–4 is all students in membership at grades 1–2 for EOY mCLASS: Reading 3D.			
1	The number and percentage of **first-grade** students demonstrating reading comprehension at grade level.		
2	The number and percentage of **first-grade** students <u>not</u> demonstrating reading comprehension at grade level and eligible for priority enrollment in reading camp.		
3	The number and percentage of **second-grade** students demonstrating reading comprehension at grade level.		
4	The number and percentage of **second-grade** students <u>not</u> demonstrating reading comprehension at grade level and eligible for priority enrollment in reading camp.		
The denominator for row 5 is the number of students eligible for priority enrollment in reading camp from row 2.			
5	The number and percentage of **first-grade** students eligible for priority enrollment who attended reading camp.		
The denominator for row 6 is the number of students eligible for priority enrollment in reading camp from row 4.			
6	The number and percentage of **second-grade** students eligible for priority enrollment who attended reading camp.		

<u>Note</u>: Privacy policies dictate that any group with less than 10 students, the specific number and percentage should not be given. An * indicates that the student population number and percentage is too small to report the value. The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).