WISCONSIN DEPARTMENT OF Public Instruction

OEA Office of Educational Accountability

Report Card Guide

2024-25 School and District Report Cards

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INTRODUCTION

BACKGROUND

State statute (Wis. Stat. 115.385) requires the Department of Public Instruction (DPI) to annually publish school and district accountability report cards.

Report cards are produced for all public schools and districts in Wisconsin and for any private school accessing public school funding through the Choice Programs.

PURPOSE & AUDIENCE

School and District Report Cards are one measure to evaluate how well Wisconsin schools and districts are doing. This information helps parents, educators, and the public hold schools accountable for successfully educating and preparing all students. The overall goal of Wisconsin's accountability system is to help identify areas of strength to build upon and deepen, as well as to pinpoint areas needing improvement so that all students graduate from high school ready for their next step.

To learn more about the state accountability system, including the differences between state and federal ESSA accountability in Wisconsin, please visit: https://dpi.wi.gov/accountability.

The report cards are the face of our state accountability system that honors the complex work of schools and focuses on ensuring all Wisconsin students graduate ready for college and career. The report cards were designed with a two-fold purpose: 1) to publicly report how our schools and districts are performing and 2) to provide data to schools on specific areas of strength and areas in need of improvement. As such, the system is designed to be both informative and useful to multiple audiences.

OVERVIEW – REPORT CARD SYSTEM

The report cards summarize student performance and student engagement for each school and district and assign an accountability rating and score. The report cards aim to reflect a balanced view of performance by incorporating multiple student outcome measures. These measures are combined to produce the overall scores and ratings.

The report card includes four **priority areas**—*Achievement*, *Growth*, *Target Group Outcomes*, and *On-Track to Graduation*—each of which is scored on a 0 to 100 scale. These scores are combined using a weighting scheme that produces a weighted average Overall Score.

The resulting final overall score, rating, and stars are featured on the front page of the report card.

OVERVIEW – REPORT CARD DATA

The report cards contain data for each of the priority areas, shown on the front page, as well as multiple pages of supplemental information.

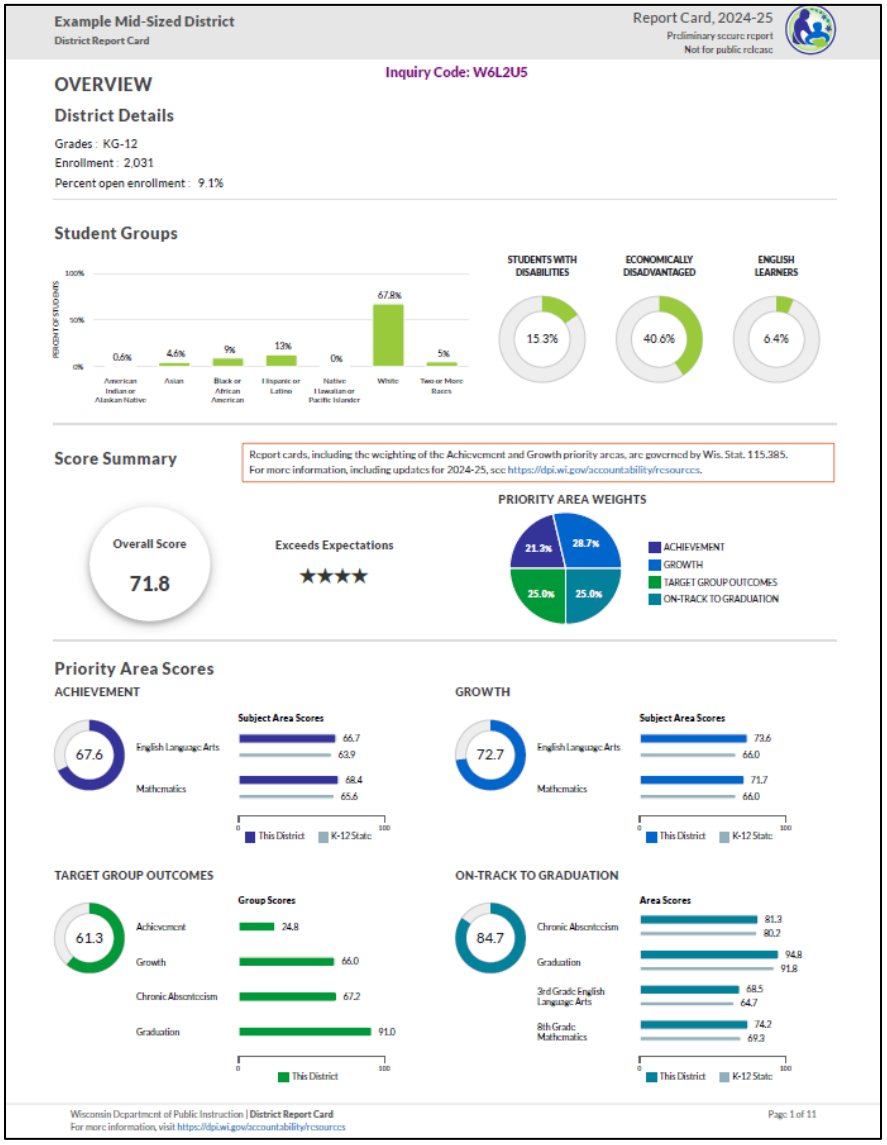
Data used in the scoring include assessment results, attendance, and high school completion data. Data included as supplemental information include enrollment, test participation, course completion and career education program data, 3rd grade reading, and certain state and local law violations.

Supplemental data reporting also includes breakdowns by student group and across years. These data are presented in the report cards to highlight trends and can be used to deepen analysis of group, school, and district performance. Supplemental data are not scored; they are presented to help provide meaningful context to readers.

FRONT PAGE

FRONT PAGE

The front page of the report cards is a summary that presents key school or district information alongside the overall outcomes and scores for each priority area. The figure to the right shows the layout of the front page using a fictional example district.



OVERALL SCORE

On the middle left, there is an overall score, associated rating, and number of stars (out of five). This score is based on a weighted average of priority area scores.

The report card rating category score ranges have been updated for the 2024-25 school year and beyond. The new score ranges are the result of a report card standard setting that occurred over the summer in which a representative group of more than two dozen education leaders provided recommendations on performance expectations for the state's school and district report card accountability system. You can find more information about this process on the DPI Report Card Standard Setting page.

PRIORITY AREA WEIGHTING

Next to the space for the overall score is a pie chart displaying the weighting used when calculating overall scores. The weighting for Achievement and Growth varies depending on the percent of economically disadvantaged (ECD) students in the school. In most cases, the weighting for Target Group Outcomes and On-Track to Graduation have equal weight (25%). Scores are not advantaged or disadvantaged by the presence or lack of a priority area or component.

In the example here, Growth has the most weight (28.7%), Achievement has the least weight (21.3%), and the Target Group Outcomes (25%) and On-Track (25%) priority areas are equally weighted.

For more information about weighting, please see the online weighting calculator.

PRIORITY AREA SCORES

On the bottom of the page, scores are provided for the four priority areas, along with bar charts showing priority area component scores compared to statewide average component scores. Each priority area has a score on a 0-100 scale; component scores are also on a 0-100 scale.

UNDERSTANDING STATE COMPARISONS

The priority area scores section on the front page includes gray state comparison bars alongside the component score bars. For schools, comparisons are based on one of six broad grade bands: K-5, K-8, K-12, 6-8, 6-12, and 9-12. Schools are assigned

to the most appropriate grade band for comparison. For districts, the comparison is a statewide group based on one of three grade bands: K-12, K-8, or 9-12.

In the example here, the district has grades KG-12, so the K-12 grade span is displayed in the state comparison bar. These state comparisons can be loosely thought of as averages for each type of school or district. These comparative data are shown only to provide context; they do not factor into scores or ratings.

The comparison scores given for a grade band treat all Wisconsin students within those grades as if they were one giant school; data for these statewide sets of students are used to calculate the comparison scores. This includes public school students and students participating in the Choice program. The statewide comparison score that applies to a particular grade band is shown for component scores of each priority area except the Target Group Outcomes priority area.

The Target Group Outcomes priority area does not have statewide comparison data because outcomes for the target group should be compared to the analogous priority area component scores for all students at the school or district. Target Group Outcomes is designed to help schools and districts see the "gaps" between the lowest-performing students and their student population as a whole.

TEST PARTICIPATION ON THE FRONT PAGE

Schools receiving Wisconsin public funds must participate in statewide testing as required by law. Test participation rates below 95% present an incomplete picture of school and district performance. Beginning with 2024-25 report cards, school and district participation rates below 95% are noted on the front page beneath the overall rating and associated stars.

WEIGHTING

UNDERSTANDING REPORT CARD WEIGHTING

Like the overall score, each of the four priority areas uses a 0- to 100-point scale. This provides a consistent and simple way to examine and compare priority area scores. Scores from the four individual priority areas are combined using a weighted average that takes into account data availability and percentage of economically disadvantaged students in a school or district.

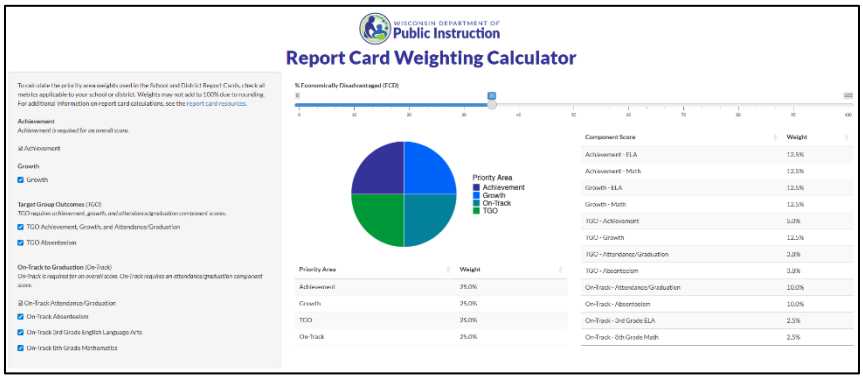
PRIORITY AREA WEIGHTING

State statute (Wis. Stat. 115.385) requires the Achievement and Growth priority area weights to be adjusted relative to each other based on the percentage of economically disadvantaged (low-income) students in the district or school. The higher the percentage of economically disadvantaged (ECD) students in a district or school, the greater the weight given to Growth and the lesser to Achievement (up to a predefined threshold). Similarly, the lower the percentage of economically disadvantaged students, the greater the weight given to Achievement and the lesser to Growth.

The only number on the report card itself that has variable weighting factored into it is the overall score. The individual priority area scores provided throughout the report card, including on the front page, are not separately impacted by variable weighting.

REPORT CARD TOOL

The weighting calculator shown here allows users to adjust the percent ECD and to select the priority areas and components available for a school or district to reveal the specific weights used in the report cards.



Please note that changes in reweighting due to priority area data availability may have significant impact on overall scores. Caution should be used when comparing report cards with different priority areas across years.

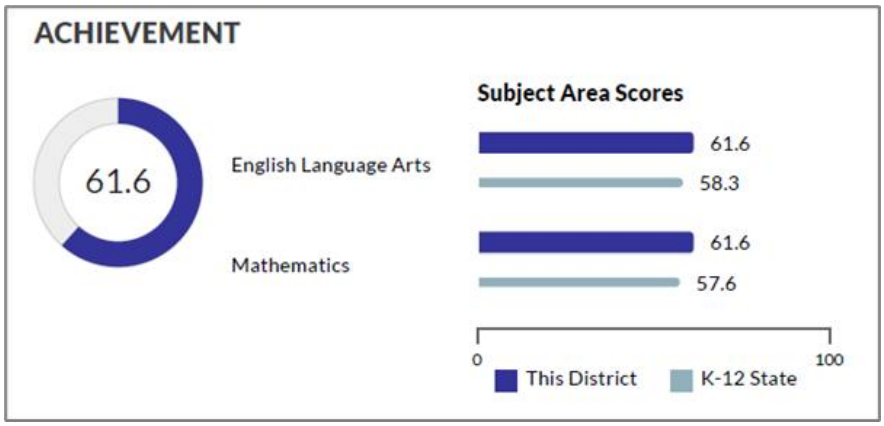
Available online: https://oea-dpi.shinyapps.io/report_card_weighting_calculator/

ACHIEVEMENT

UNDERSTANDING THE ACHIEVEMENT PRIORITY AREA

The purpose of this priority area is to show how the knowledge and skills of students in the district or school compares to state academic standards.

This priority area summarizes English language arts (ELA) and mathematics performance for all students in grades 3 through 11. This includes students taking the Forward, Pre-ACT Secure, ACT with writing, and DLM exams in the Wisconsin Student Assessment System (WSAS). The score is based on how student outcomes distribute across the four WSAS performance levels (advanced, meeting, approaching, developing). On the 2024-25 report cards, it takes two years of test data into account.

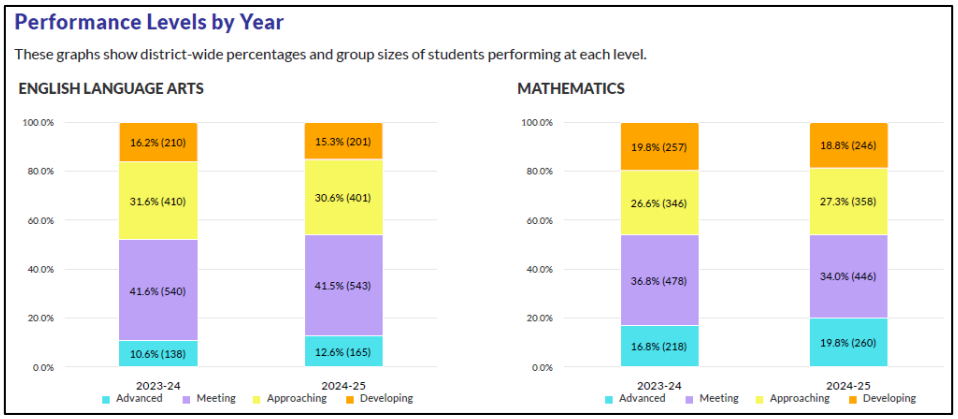


Where to find the data

The front page displays the priority area score and component scores for ELA and mathematics. Supplementary data charts and tables, which show results by student group and performance levels, are displayed starting on page 2 in the school report card and page 3 in the district report card.

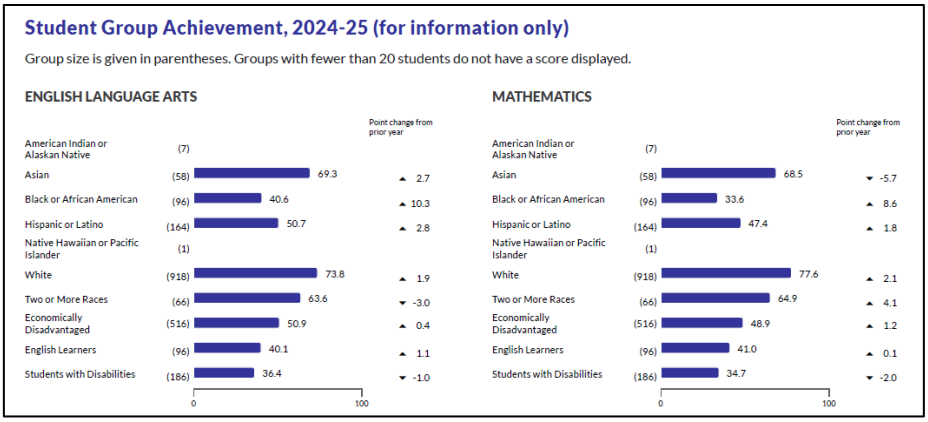
How the calculation works

Achievement calculations are based on student performance on the Forward Exam, Pre-ACT Secure, ACT with writing, and Dynamic Learning Maps (DLM).



The Achievement priority area includes only tested students who were enrolled for the full academic year (FAY) in the district or school. Non-tested students are not included in calculations nor are students with invalidated tests. Note

that in the Private School – Choice Students report card, the calculation only includes FAY students with a valid test score who were Choice program participants.

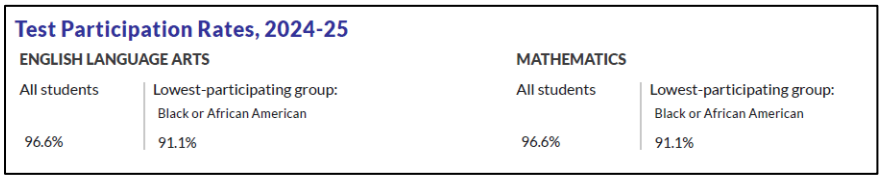


Scores for this priority area reflect how a district or school's students are distributed among the four performance levels of the WSAS. Having more students at the upper performance levels results in a higher score. Separate content area scores on a 0 to 100-point scale are calculated for ELA and mathematics achievement and are averaged to arrive at the priority area score. To reduce the impact of year-to-year fluctuations in test scores, multiple years of testing data are used and at least 2 years are required to receive a scored report card. This improves the reliability of scores. Each content area score is determined by assigning points to each of the district or school's students in each of the three measured years according to the student's performance level in that year. A student is assigned no points for being at the developing performance level, 0.5 points for being at the approaching level, 1 point for meeting, and 1.5 points for advanced.

For each year, students' scores are pooled to produce a district or school average. On the 2024-25 report cards, a two-year average is calculated from those yearly averages. When averaging across years, greater weight is given to more recent years' data and years with more tested students. The component score for each subject reflects this two-year average. See the Report Card Technical Guide on the report card resources page for complete scoring walkthroughs.

Test Participation

Test participation rates are displayed for all students and the lowest-participating student group for each school/district. These rates are included for informational purposes only (not scored). These rates include all students enrolled during the assessments and not just FAY students as the scored sections require.



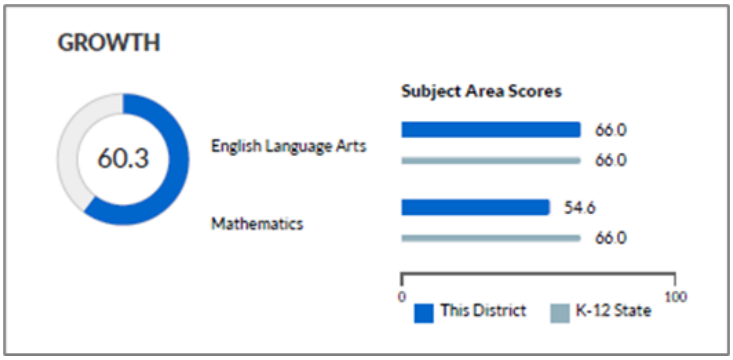
Beginning with 2024-25 report cards, school and district participation rates below 95% are noted on the front page beneath the overall rating and associated stars. Test participation rates below 95% present an incomplete picture of school and district performance.

GROWTH

UNDERSTANDING THE GROWTH PRIORITY AREA

The purpose of this priority area is to give schools and districts a single measure that summarizes how rapidly their students are gaining knowledge and skills from year to year. In contrast to Achievement, which is based on the levels of performance students attain in a given year, the Growth priority area measures changes in students' performance over time. In particular, this priority area focuses on the pace of improvement in students' performance in a school or district compared to the

growth of similar students across the state. This priority area rewards schools and districts for helping students improve performance, regardless of a student's prior achievement, by measuring student progress across assessments over time.

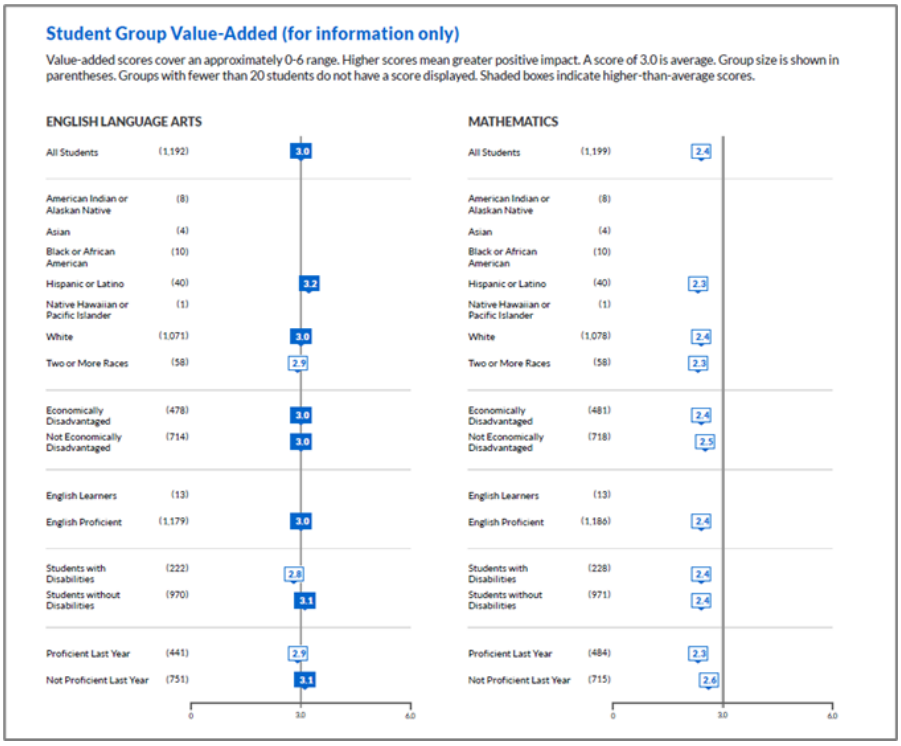


Where to find the data

While the front page displays the priority area score and ELA and mathematics component scores, the most valuable data for understanding student improvement are found in the supplementary data charts, which display growth results by student group. These student group data are displayed on page 4 of the school report card and page 5 of the district report card.

How to use the data

The Growth priority area is an important complement to Achievement in understanding district and school performance. How well students are learning is reflected by both their level of attainment and their rate of improvement. Performance on these two measures can be quite different. Such differences may point to areas of need. The report cards provide growth data for groups of students, allowing schools and districts to see how the growth of particular student groups impacts their overall growth performance. They can identify groups of students who are having trouble improving or who are improving rapidly. High growth scores may point to a successful program or improvement process.



UNDERSTANDING THE VALUE-ADDED GROWTH MODEL

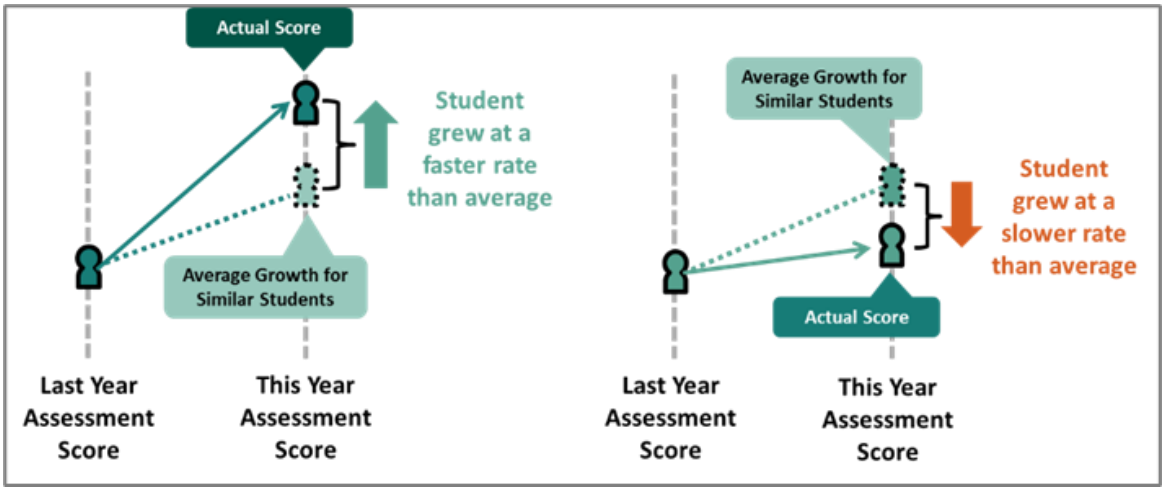
At the foundation of the Growth score is a statistical technique known as value-added, which is meant to facilitate "apples to apples" comparisons of student improvement between schools/districts, even if they serve very different student populations. Value-added quantifies how much growth students make over time after taking into account factors that are generally beyond a school's control, but which may be related to student growth.

While the calculations behind value-added are complex, the concept is straightforward. Value-added compares the growth of students at a given school to the growth of similar students across the state of Wisconsin. In addition to prior

achievement, the value-added model used in the school and district report cards considers students' economic status, disability type, English Language proficiency level, gender, migrant status, and race/ethnicity.

For information about how the value-added model results in a Growth priority area score, please refer to the 2024-25 Report Card Technical Guide.

For more information on the value-added model, please see the Value-Added Growth Guide and Value-Added Technical Report located on the Report Card Resources page.

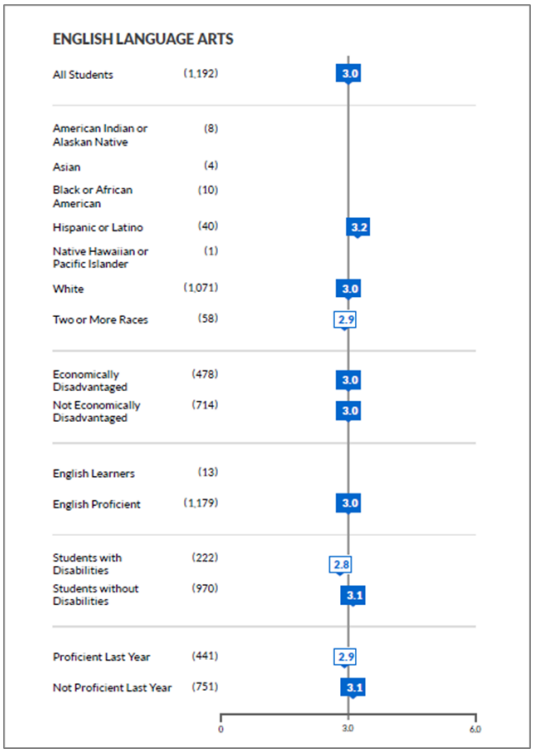


How the calculation works

The Growth priority area provides a single score that characterizes the growth of a district or school's students, regardless of their starting performance levels and student attributes. It takes into account decline as well as improvement in student performance on the Forward Exam, Pre-ACT Secure, and ACT with writing assessments. If a student's score is higher than the scores of similar students, this is called "high value-added."

The value-added scores are reported on a 0 to 6 scale. The statewide average is always set to 3.0, representing typical growth for schools in the state. Up to three years of value-added results are used, when available, in calculating weighted average value-added scores. As in other parts of the report card, the current year data is weighted more heavily than prior years' data. Value-added scores are then converted to a Growth score from 0 to 100, like the other priority areas.

Growth consists of two components, ELA and mathematics. Separate value-added scores are calculated for each and then combined to produce the Growth score.



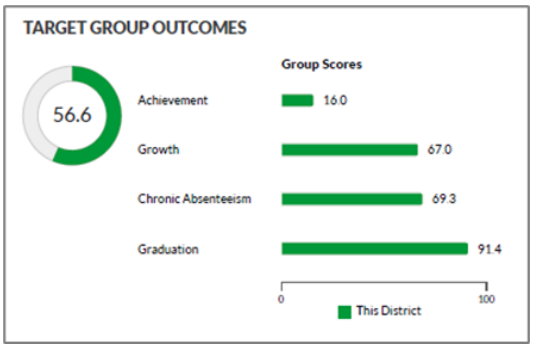
GOOD TO KNOW

The Growth Supplemental data table displays value-added results for groups of students in each school/district. This comparison helps readers better understand a school or district's impact on learning for different groups of students. Student group data do not impact growth priority area scores.

See the value-added resources on the Report Card Resources page for more information about how to read the supplemental table.

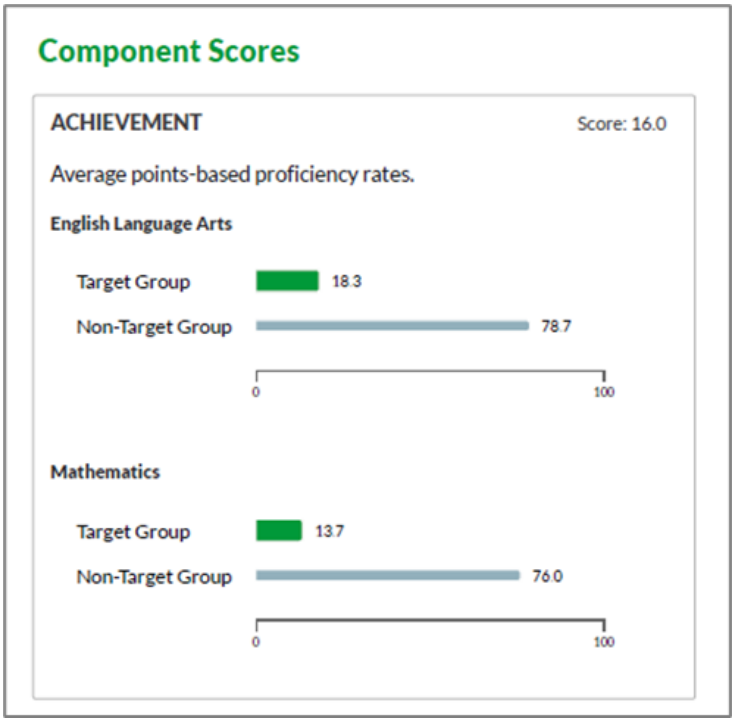
TARGET GROUP OUTCOMES

UNDERSTANDING THE TARGET GROUP OUTCOMES PRIORITY AREA



Target Group Outcomes is a **priority area** that examines multiple measures for students in the bottom quartile (25%) of performance based on the prior year's test results, along with any students who scored less than proficient on the prior year's DLM alternate assessment. This priority area is designed to inform improvement efforts, resulting in positive change for learners who most need it while also improving outcomes for all students. It replaced the Closing Gaps priority area.

The Target Group Outcomes priority area includes measures familiar from other priority areas - **achievement, growth, chronic absenteeism, and attendance or graduation rates**. The same calculation methods are used, but applied only to students in the target group, creating a "mini report card" for the group.



Where to find the data

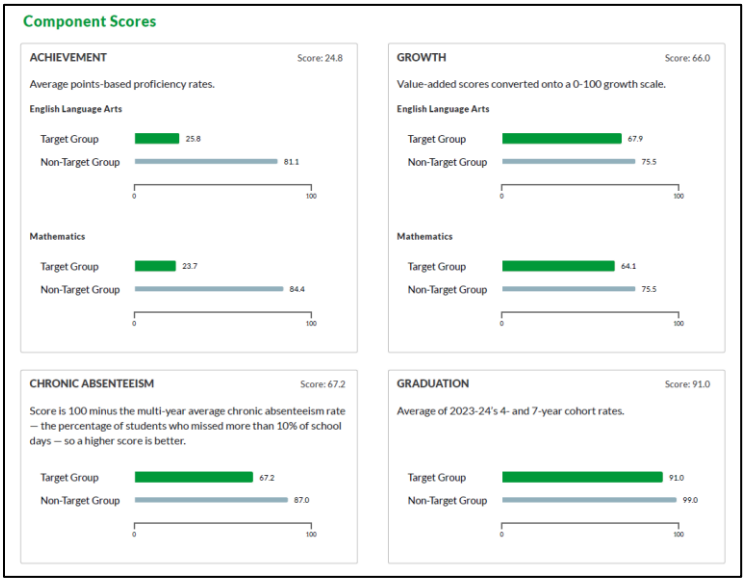
While the front page displays the priority area and component scores, the data most valuable for understanding performance of students in the target group are the supplementary data, which display performance by each scoring component with comparisons to students at the school who are not in the target group. This supplementary data is found on page 5 of the school report card and page 6 of the district report card.

How to use the data

Target Group Outcomes is designed to help schools see their own gaps between the lowest-performing students and the rest of the student body. Schools should use the data from this priority area as a tool in narrowing these gaps by implementing policies and procedures that will best serve the students most in need of support.

Creating the Target Group

The target group is determined by prior performance rather than demographic association. It is roughly the bottom quartile of performers using the prior year's state assessment results, though additional business rules may result in a group that is more than 25% of the school or district's tested population. To determine the students who will be included in the Target Group Outcomes priority area, DPI follows the steps below:



1. Look at Forward, Aspire/Pre-ACT Secure, and ACT assessment results from the **prior year**.
2. Convert ELA and mathematics scaled scores on state assessments to standardized scores that can be compared across grades (z-scores).
3. Percentile rank z-scores to identify students in the bottom quartile (25%) for assignment to the target group. If the bottom quartile contains fewer than 20 students, keep adding students to the target group until the minimum cell size of 20 is met, up until 50% of students.
4. Some students have test results without scaled scores from the prior year. These students may still be included in the target group:
    a. Add students who scored less than proficient on the DLM. The DLM does not provide scale scores, so these students cannot be included in the percentile rankings.
    b. Add students who only completed 2 out of 3 components of the ELA assessment and scored less than proficient on the ACT with writing assessments, as these students also do not have scaled scores to be included in the rankings.

Scoring the Target Group

Target Group Outcomes component scores are calculated using the same methodology as for the other priority areas, which are based on "all students". The only difference is that these calculations only include students in the target group:

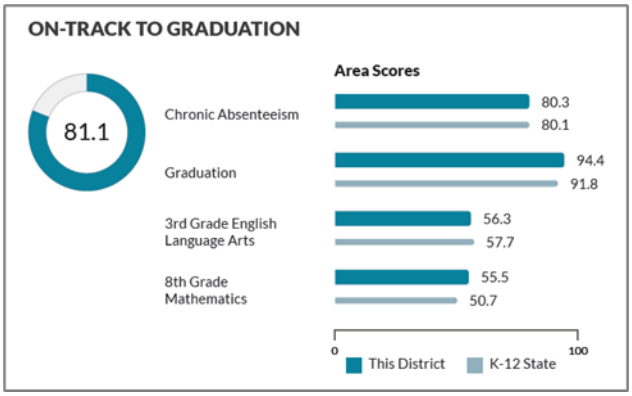
1. DPI uses assessment, attendance, and graduation data, and applies the same calculations (e.g., points-based proficiency) to achievement, growth, chronic absenteeism, and attendance/graduation as used in "all students" measures to target group students.
2. DPI uses these calculations to determine the scores for each component of the Target Group Outcomes priority area. Please see the report card online weighting calculator to see how these components are weighted.

ADDITIONAL RESOURCE

Please see the "Target Group Outcomes Guide" on the Report Card Resources page to learn more about this priority area.

ON-TRACK TO GRADUATION

UNDERSTANDING THE ON-TRACK TO GRADUATION PRIORITY AREA



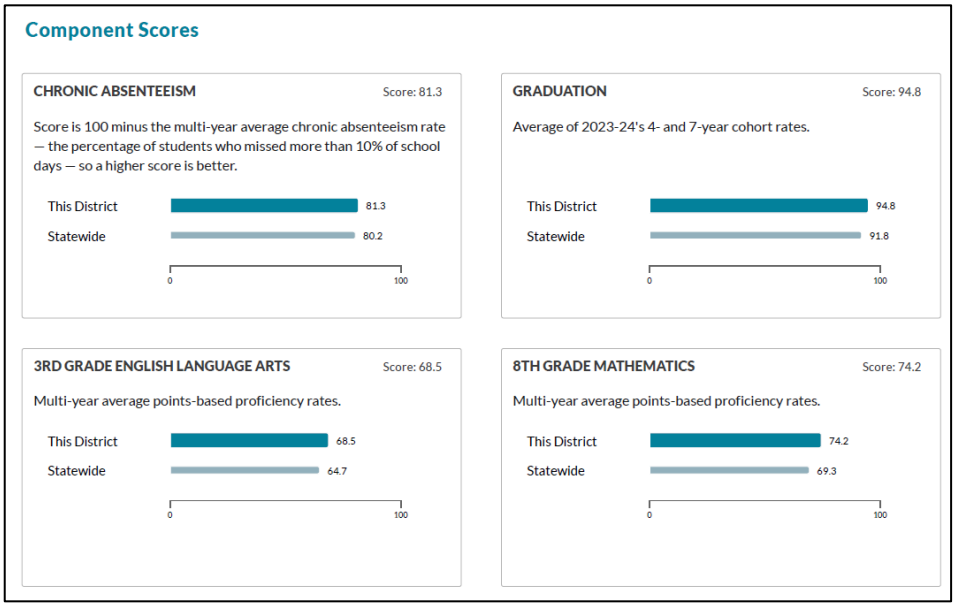
The purpose of this priority area is to indicate how successful students are at achieving educational milestones that lead to postsecondary readiness. This priority area has three components. The first component is **chronic absenteeism:** 100 minus the rate of students who are chronically absent. The second is either a **graduation** rate—for schools that graduate students (i.e., high schools)—or an attendance rate for schools with no 12th grade or whose graduation cohort has fewer than 20 students. ***Chronic absenteeism, graduation, and attendance data are lagged by one year due to the timing of when the data become available for use***. The final component is third grade ELA achievement, eighth grade mathematics achievement, or a combination of the two, depending on grade configuration and data availability. The scores for these components are included in a weighted average used to produce the On-Track to Graduation score. Scores for schools without a third or eighth grade will be based solely on chronic absenteeism and attendance or graduation.

How to use the data

The graduation rate, of course, measures a key education milestone. For schools that do not graduate students, attendance rates are used. Attendance and chronic absenteeism are highly correlated with student achievement. The third grade ELA and the eighth-grade mathematics achievement results represent key educational transition points. These data can help schools and districts monitor whether their students are on-track for success in high school and beyond. Third grade ELA ability is linked to later academic performance across content areas, graduation, and college enrollment. Eighth grade mathematics ability leads to success in a variety of high school courses.

How the calculation works

Chronic absenteeism: Students who are enrolled for at least 90 days during the school year are included in this calculation. Enrollment need not be continuous to meet the 90-day threshold. A student is considered chronically absent if they missed more than 10% of possible attendance days. The chronic absenteeism *rate* is the number of students who are chronically absent divided by the total number of students who have been enrolled at least 90 days. The chronic absenteeism *score* on the report card is a multi-year average and calculated as 100 minus the chronic absenteeism rate.



Graduation or attendance: For schools and districts that graduate students, a graduation rate component is used. Otherwise, an attendance rate component is used. Graduation rates and attendance rates are highly correlated with one another and have virtually identical distributions. The graduation component is the weighted average of the four-year and

seven-year cohort graduation rates. The attendance component is the days of student attendance divided by the total possible days of attendance. Both graduation and attendance components are based on a single year of data.

Other On-Track Measures. A school and district may have third grade ELA achievement, eighth grade mathematics achievement, or both. Third grade ELA achievement and eighth grade mathematics achievement are measured in the same way as in the Achievement priority area.

Student Group Chronic Absenteeism Rates, Single-Year

	2021-22		2022-23		2023-24	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	811,685	22.8%	809,284	19.7%	804,757	17.9%
All Students	1,976	21.6%	1,991	19.9%	1,993	15.9%
American Indian or Alaskan Native	16	56.2%	12	66.7%	12	58.3%
Asian	89	19.1%	95	18.9%	86	15.1%
Black or African American	153	57.5%	155	57.4%	172	45.9%
Hispanic or Latino	246	29.7%	273	28.2%	263	24.3%
Native Hawaiian or Pacific Islander	3	0.0%	2	0.0%	2	0.0%
White	1,359	15.2%	1,339	12.5%	1,353	9.6%
Two or More Races	110	30.0%	115	32.2%	105	21.9%
Economically Disadvantaged	799	36.0%	849	33.3%	868	27.0%
English Learners	146	22.6%	169	24.3%	140	19.3%
Students with Disabilities	276	32.6%	300	29.0%	309	23.3%

Supplemental Data

Some of the most valuable data in the report card are the results by scored component and student group in the supplementary data tables (starting on page 7 of the school report card and page 8 of the district report card).

ADDITIONAL DATA REPORTING

Course and Program Data

State statute (Wis. Stat. 115.385) requires DPI to report on certain course and program types for students in grades 9-12 in school and district report cards. Data for courses and programs are included in report cards using the following categories:

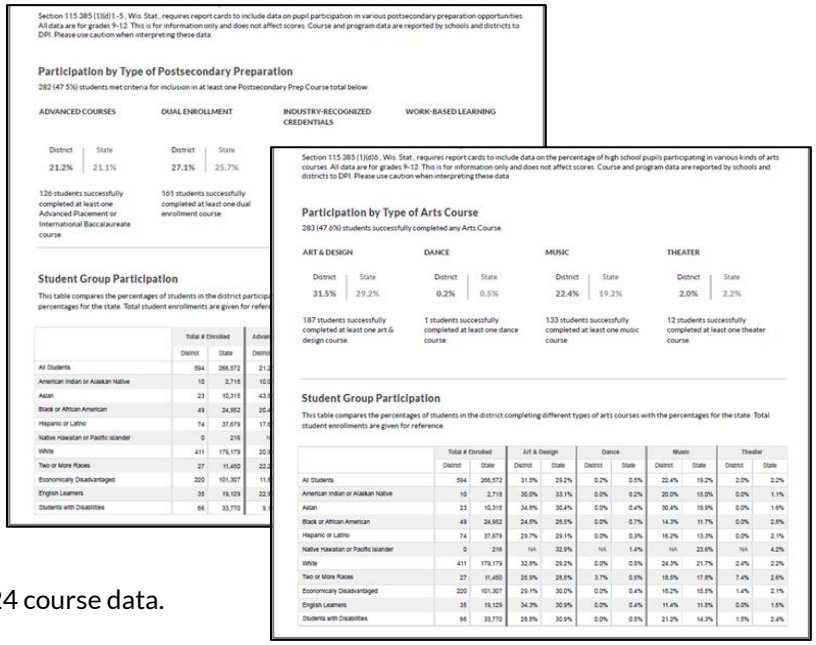
Postsecondary Preparation:

- Advanced Courses
- Dual Enrollment
- Industry-Recognized Credentials
- Work-Based Learning

Arts Course Information

Student participating in the following arts course categories:

- Art & Design
- Dance
- Music
- Theater


Participation by Type of Postsecondary Preparation

ADVANCED COURSES | DUAL ENROLLMENT | INDUSTRY-RECOGNIZED CREDENTIALS | WORK-BASED LEARNING

Participation by Type of Arts Course

ART & DESIGN | DANCE | MUSIC | THEATER

Student Group Participation

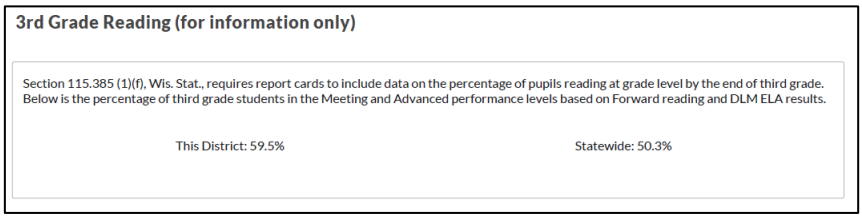
The data are reported for informational purposes only (not scored), and like graduation and attendance data, course and program data will lag by one year on report cards. For example, 2024-25 report cards include 2023-24 course data.

At this time, course data are reported to DPI by public schools and districts only. Private schools in a Choice Program do not send course data to DPI. The pages with course data will not appear on the report card for choice schools. They will also not appear on report cards for any public schools or districts without grades 9-12.

ADDITIONAL RESOURCE

Please see the "Course and Program Data Guide" on the Report Card Resources page to learn more about this area of the report card.

Act 20 3rd Grade Reading Reporting



2023 Wisconsin Act 20 created section 115.385 (1)(f), Wis. Stat., which requires report cards to include data on the percentage of pupils reading at grade level by the end of third grade. This is defined on the report cards as the percentage of third grade students in the Meeting and Advanced performance levels based on Forward reading and DLM ELA results. These data are provided for informational purposes only (not scored) and can be found on the On-Track to Graduation page of the report cards.

Act 12 Certain State & Local Law Violations Reporting

2023 Wisconsin Act 12 created section 118.124, Wis. Stat., which requires schools with high school grades to collect statistics on certain violations of state and local laws that occur on school property during specified times. Data from these statistics are required to be included on report cards under section 115.385 (1)(e), Wis. Stat. These data are provided for informational purposes only (not scored) and are reported by schools and districts to DPI. This is the first year that these data were reported to DPI and included on report cards.

There are several limitations affecting the quality and completeness of this law violation reporting data. A non-exhaustive list of these limitations is available in the State and Local Law Violation Reporting Requirements (2024-25) document on the report card resources page.

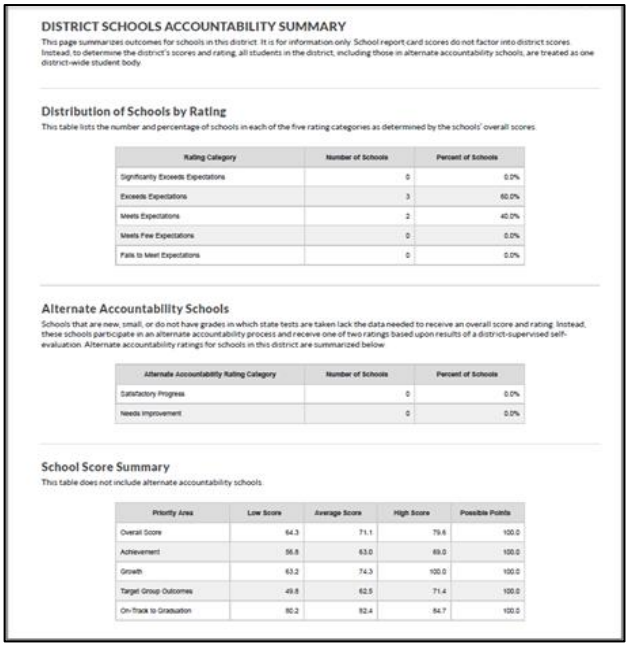
DISTRICT REPORT CARDS

UNDERSTANDING THE DISTRICT REPORT CARDS

District report cards will look like the school report cards, with a few exceptions. Most district report card calculations treat the district as "one big school" responsible for all students within the district, rather than averaging school-level scores.

One exception is the district Target Group Outcomes score in which the district target group is composed of students from target groups at schools in the district. In other words, it is not the bottom 25% of performers on statewide assessments in the district but instead students in the Target Group at each school are included in the District Target Group.

In addition, the district value-added growth score is a weighted average of school value-added growth scores; weighting is according to school enrollment.


DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY

This page summarizes outcomes for schools in this district. It is for information only. School report card scores do not factor into district scores. Instead, to determine the district's scores and rating, all students in the district, including those in alternate accountability schools, are treated as one district-wide student body.

Distribution of Schools by Rating

This table lists the number and percentage of schools in each of the five rating categories as determined by the schools' overall scores.

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	0	0.0%
Exceeds Expectations	3	60.0%
Meets Expectations	2	40.0%
Meets Few Expectations	0	0.0%
Fails to Meet Expectations	0	0.0%

Alternate Accountability Schools

Schools that are new, small, or do not have grades in which state tests are taken lack the data needed to receive an overall score and rating. Instead, these schools participate in an alternate accountability process and receive one of two ratings based upon results of a district-supervised self-evaluation. Alternate accountability ratings for schools in this district are summarized below.

Alternate Accountability Rating Category	Number of Schools	Percent of Schools
Satisfactory Progress	0	0.0%
Needs Improvement	0	0.0%

School Score Summary

This table does not include alternate accountability schools.

Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	64.3	71.1	79.6	100.0
Achievement	56.8	63.0	69.0	100.0
Growth	63.2	74.3	100.0	100.0
Target Group Outcomes	49.8	62.5	71.4	100.0
On-Track to Graduation	80.2	92.4	94.7	100.0

The district report card includes a summary of school performance data on page 2. This summary shows how schools in the district are performing as a group in terms of ratings, overall scores, and priority area scores. This is supplemental informational; it is not used in district-level score calculations.

The first two tables display the number of schools within the district in each of the five standard overall ratings and each of the two alternate accountability ratings.

The final table displays the low, average, and high for the overall score and for each of the four priority area scores among schools within the district.

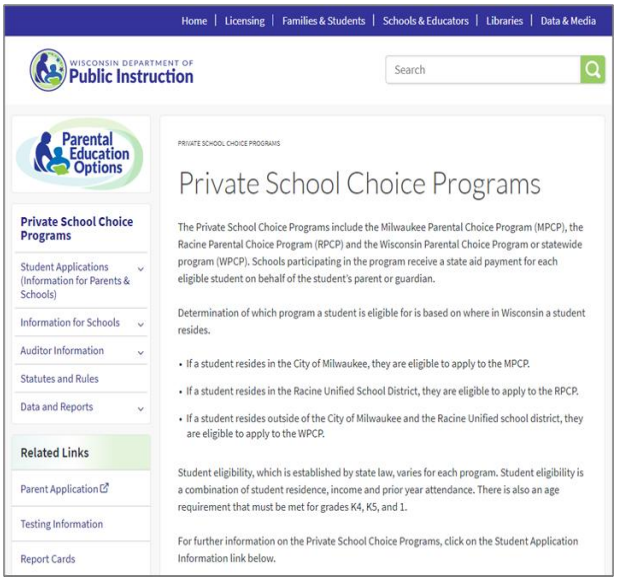
PRIVATE SCHOOLS

UNDERSTANDING CHOICE SCHOOL REPORT CARDS

DPI produces two types of Choice school report cards, as required by law.

- Private – Choice Students Report Card *(required)*
- Private – All Students Report Card *(optional)*

Private School – Choice Students - All Choice schools receive this report card, which only includes students who are attending under one of the Private School Choice programs.



Private School – All Students - An optional report based on the performance of all students in the private school (those attending under a Choice program as well as private-paying students).

In order to receive a scored version of the optional Private School - All Students report card, the private school must have submitted required data for at least two consecutive years. These opt-in schools report data to DPI on all of their students, not just the Choice program participants.

Both types of private school report cards are based on the same calculations as for public schools. Differences between report cards for private schools and public schools are noted where appropriate throughout this guide.

USING REPORT CARD DATA

UNDERSTANDING THE DATA USED

Data Sources: The data used in the report cards come from a variety of sources and years. Most data are reported through WISEdata and captured (or snapshotted) at a point in time. Correctly reporting data at the time of these WISEdata snapshots is key to having report cards that appropriately reflect the performance of the school or district. The report card Data At-a-Glance document is meant to help school and district administrators understand where the data on the report cards come from and how the data collected in WISEdata snapshots are incorporated in the report cards.

Full Academic Year (FAY) students: Priority area scores and components based on assessment results are calculated using full academic year (FAY) students in tested grades. Students need not be FAY, however, to be included in attendance, chronic absenteeism, or graduation calculations. Students must have attended for at least 90 non-consecutive days to be included in chronic absenteeism components or in course and program data reporting.

Student Groups: Report cards include a number of tables and charts displaying data disaggregated by student group. This enables educators to focus efforts on groups of students whose performance is lagging, providing the support they need to achieve at higher levels. Disaggregated reporting is for the following student groups: students with disabilities, English learners, economically disadvantaged students, and seven student groups defined by race/ethnicity. Student group data provide supplemental information, but do not factor directly into report card scoring.

DEFINING FAY

It is important to clearly define which students are considered FAY (full academic year) because only FAY students are included in assessment-based calculations, and these calculations make up the majority of report card scores. How FAY is

determined depends on whether a student tested:

1. For students who test, FAY is continuous enrollment from TFS to the testing date.
2. For students who do not test, FAY is continuous enrollment form TFS to the last day of the testing window.

If a student transfers after their test date, but tested before the end of the testing window, they would be FAY at the school where they tested.

UNDERSTANDING THE DATA USED

As described in this guide, school and district report cards are full of informative student performance data that can be used to support continuous improvement. With the updates to the 2024-25 report cards – most notably the new rating category score ranges resulting from the report card standard setting and the 2024-25 scoring updates – the 2024-25 report cards will represent a new baseline for report cards moving forward. The following table illustrates 2024-25 report card elements and their comparability to 2023-24 reports:

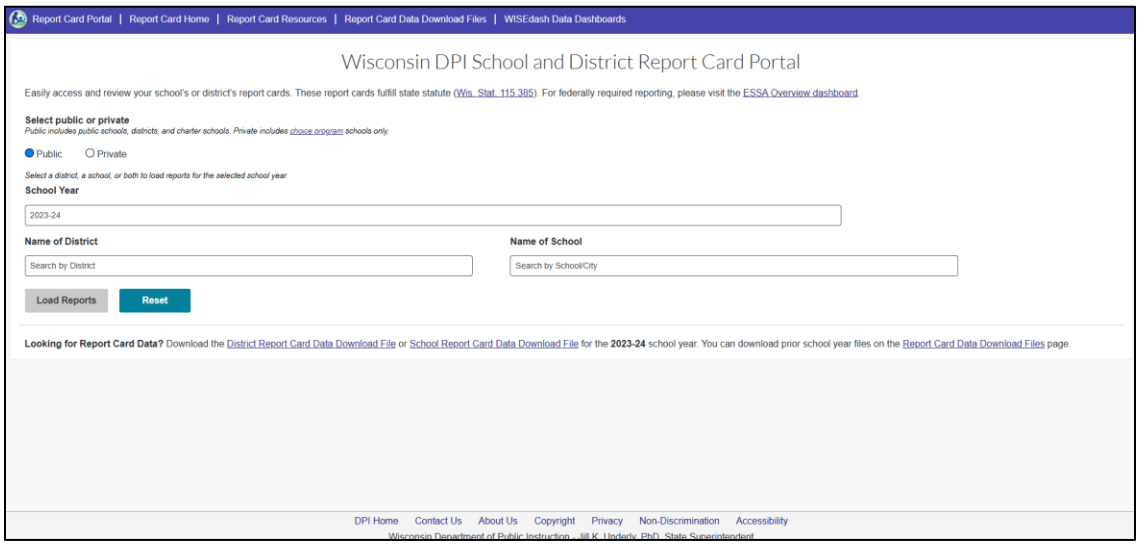
2024-25 Report Card Data Element	Comparable to 2023-24 Report Card?
Front Page	
Student information on front page	Yes
Overall Score	No
Overall Rating/Stars	No
Priority Area Weighting	Yes
Achievement Priority Area	
Achievement Priority Area Score	No
Student Group Level ELA/Math Achievement Scores	No
Achievement performance level percentages - charts and tables	Yes
Growth Priority Area	
Growth Priority Area Score	Yes
Student Group Level Growth Scores	Yes
TGO Priority Area	
TGO Priority Area Score	No
TGO Achievement	No
TGO Growth	Yes
TGO Chronic Absenteeism	Yes
TGO Attendance/Graduation	Yes
On-Track to Graduation Priority Area	
On-Track to Graduation Priority Area Score	No
Chronic Absenteeism	Yes
Graduation/Attendance	Yes
3rd Grade ELA & 8th Grade Math	No
Course and Program Data	
Post Secondary Prep	Yes
Arts	Yes
New Areas of the Report Card	
3rd Grade Reading	N/A
State and Local Law Violations	N/A

NAVIGATION

FINDING SECURE REPORT CARDS

Secure report cards for schools and districts are available in SAFE, the Secure Access File Exchange. The secure report cards in SAFE are meant for schools and districts only. Data in the reports have not been redacted to protect student privacy and therefore may not be shared with local media, parents, or other members of the public. To obtain access to SAFE, please visit the WISEhome information page.

FINDING PUBLIC REPORT CARDS

Once released, the public version of the report cards can be accessed online by anyone from the Report Cards Home page. Here you'll find a brief explanation of the report cards; links to resources explaining the report cards; and contact information for the accountability team should you have further questions.

Clicking the green button on the Report Cards Home page takes you to the state's report card application. The app page shown at right is a database containing all the school and district report cards published over time. The app page also contains data download files for each year school and district report cards have been published. These download files summarize scores and contextual information for all schools and districts that received a report card for a given year.