2024-25 School and District Report Cards - Communicating with Your Community

On Tuesday, November 11, 2025, the Wisconsin Department of Public Instruction will publicly release 2024-25 school and district report cards. This resource document will assist school district leadership and staff in communicating this year's report cards effectively with their communities.

Background - Assessment vs. Report Cards

- Report cards are different from assessments.
- Report cards are provided *annually* and provide information to families and communities about how their school or school district are performing by presenting data on different topics.
- Report cards include scored data on multiple indicators for multiple years across four Priority Areas (Achievement, Growth, Target Group Outcomes, and On-track to Graduation). Report cards also include unscored data on 3rd grade reading, certain state and local law violations, and course and program participation information for grades 9-12.
- Though assessment data are a *component* of report cards, report cards are scored using multiple, additional non-assessment-based measures, including attendance, chronic absenteeism, and graduation.
- Assessment-based measures of Achievement and Growth are scored using a weighted average of multiple years of data — not just the most recent year.
- According to state law, the Achievement and Growth priority areas of report cards are weighted based on the percentage of economically-disadvantaged students within a school/district. Some schools and districts have these priority areas weighted differently than others, reflecting each district's student population.

2025 Report Card Standard Setting

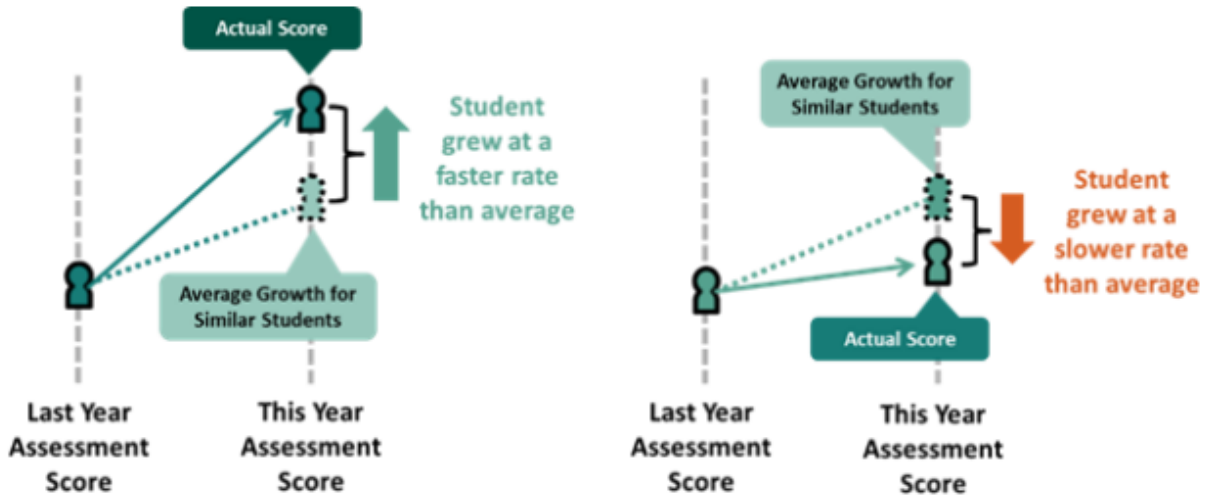
- School and district report cards have been in place since the 2011-12 school year. Updates to report cards over time, including legislated changes, updated academic standards, and new assessments, necessitated a recalibration.
- Standard setting is a structured process used to determine or update score thresholds that define performance levels. Standard setting ensures scores are fair, transparent, and reflect current expectations; this is a common, best practice process when systems evolve over time.
- A report card standard setting was held over the summer of 2025 in which a representative group of more than two dozen Wisconsin education leaders provided input on performance expectations for the state's school and district report card accountability system. This work was guided by Wisconsin's Technical Advisory Committee and facilitated by the Center for Assessment, a national expert in accountability systems and these meetings were open to the public.

- Those recommendations went to State Superintendent Dr. Jill Underly for review and adoption. Dr. Underly adopted the panel's cut score recommendations without making any changes and these updated score ranges took effect starting with the 2024-25 report cards.
- You can find more information about this process on the DPI Report Card Standard Setting page.

Growth Priority Area

- The Growth priority area measures changes in student performance *over time* using a value-added methodology, *as required under state law*.
- The scoring of Growth is normative, meaning scores are calculated by comparing how students performed relative to similar students across the state.
    - Students are compared using the following variables: prior test scores, economic status, race/ethnicity, disability status, gender, and English learner status.
    - This differs from how Achievement is measured, where a school's or district's score can increase or decrease regardless of the performance of other schools and districts.
- Growth scores are calculated by reviewing the change in students' actual test scores and comparing their results to "average growth" for similar students across the state.
    - For example, if a student has a higher test score increase from the previous year as compared with similar students across the state, that student will have a high growth score.
- Because scoring is based on performance *relative to similar students*, an increase in assessment scores from one year to the next does not necessarily mean that Growth scores will also increase.
    - For example, if a school's assessment scores have increased, but student test scores have increased to a lesser degree than similar students across the state, that school's Growth score may be lower.

Figure 1: Actual Student Growth Compared to Average for Similar Students



- Schools with high achievement scores are not penalized – their students are compared to similar students across the state (including similar high-achieving students) using the variables listed above.

Comparing the 2023-24 and 2024-25 Report Cards

- The 2024-25 report cards represent a new baseline for report cards moving forward.
- Due to the report card standard setting and other scoring updates, the overall score and achievement scoring components of the 2024-25 report cards cannot be compared to these elements on the 2023-24 report cards but, *the underlying data used to make these calculations are comparable*.
- Educators and families are encouraged to use the supplemental pages of the 2024-25 report cards to learn more on how their school's performance is trending from year-to-year.
    - ***For example:*** The last two years of assessment data used on this year's report cards *are* comparable, so rather than comparing Achievement priority area scores from the 2023-24 and 2024-25 report cards, instead, review changes in points-based proficiency rates from one year to the next (pages 2-3), to gain a more current and accurate description of student performance trends.
- Other report card measures that can be compared include: graduation, attendance, absenteeism, and growth.
- The following table (also found in pg. 16 of the 24-25 Report Card Guide), illustrate report card elements in 2024-25 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	Yes
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

- This table demonstrates that most elements of the 2023-24 and 2024-25 report cards are comparable; however, due to the report card standard setting and other scoring updates, overall score and achievement scoring components of the 2024-25 report cards are not.

More Report Card Resources: DPI Accountability Resources

Wisconsin Department of Public Instruction
Office of Educational Accountability
201 West Washington Avenue, P.O. Box 7841
Madison, WI 53707-7841
(608) 264-9546
ReportCardHelp@dpi.wi.gov
dpi.wi.gov/accountability

October 2025

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.