Secure Release Checklist

2024-25 School and District Report Cards

About the Checklist

Upon secure release of the school and district report cards, schools and districts have a window of time to review their data and, if needed, submit an inquiry to the Office of Educational Accountability (OEA). This checklist is meant to help guide schools and districts through the process of checking their preliminary report card data during the secure release. While this checklist is meant to facilitate the review of your report card, it is not exhaustive. You are encouraged to do a thorough check of all data elements to ensure that your data is as accurate as possible.

- **You do not need to verify that report card calculations are correct. What is most important is that the *data used* in the calculations are correct.** We encourage you to check the counts and percentages of students throughout the report card as a means of verifying that the underlying student data are correct in the report card; an under- or over-count indicates that there may be a data issue.[1]
- Use the report card to move through this checklist sequentially. The checklist starts with the School Details section of the top left corner of the report card, moves through the priority areas, and then the course and program data pages (for public schools and districts with grades 9-12 only). Note that all other priority areas should be reviewed prior to checking the Target Group Outcomes priority area.
- Knowing that administrators have limited time, **consider any data element with * next to it your highest priority**. If you can only check some of the data in the report card, check those.
- Generally, you should compare the data provided on the report card to what is recorded in your local Student Information System (SIS).
- **If during this process you discover something that needs correcting or have an unresolved question, please submit an online inquiry form (preferred) or email reportcardhelp@dpi.wi.gov by Monday October 13, 2025.**
- Note that any corrections resulting from the inquiry will be applied only to accountability reports (i.e., to what is displayed on the school and district report cards and, where applicable, in federal ESSA and IDEA accountability reports). These corrections will not change what is reported through WISEdash (Secure or Public). Please see the *Guide to Correctable Data* on the Report Card Resources page for more information about what data can be corrected in accountability reports.
- In addition to corrections submitted to OEA, please also update any erroneous data in your SIS to ensure that the most accurate information is flowing to WISEdata and is captured appropriately in later snapshots. After your corrected data are accepted by OEA, please file a Data Errata letter to indicate there is a data submission error for the data in WISEdash.
- If you had previously submitted a Data Errata letter for a data year used in the report card, you will still need to submit a data inquiry to correct errors in the data used on accountability

[1] The best way to ensure correct report card data is to make sure your school's data are accurate at the source - your local SIS - so that your data are accurate when loaded into WISEdata before any given snapshot. Data collected in snapshots are used in every metric of the school and district report cards and throughout DPI's public reporting. The WISEdash for Districts Snapshot Dashboards can be a helpful tool for verifying your district's data. Resources on using the WISEdash for Districts Snapshots Dashboards page. This Snapshot Preparation Guidance page also includes helpful resources.

reports (the report card and/or ESSA reports). Data Errata letters are a public note of a data submission error, not a correction to the underlying data.

- For help with acronyms used in this document, see the last page.

Consult the 2024-25 Report Card Resources for additional information on how report card scores are calculated using the data your school or district submitted.

School Information

The data provided in the School Details and Student Groups sections provide useful context. The percent of students considered economically disadvantaged (ECD) is particularly important, because it impacts the Overall Score. To verify the data in this section, check the appropriate demographic data field in your local SIS.

*	**Enrollment:** Verify the enrollment printed in your report card matches your school's records from the Third Friday of September (TFS) snapshot for 2024-25. These numbers were obtained during the 2024-25 WISEdata Student Snapshot taken on December 10, 2024. If you are a Choice school only receiving the Private School - Choice Students report card, verify that this number only includes Choice students.
*	**Percent Choice[2]:** In the private school report cards, this field lists the percent of a private school's students that attended under the Choice program as of the 2024-25 Student Snapshot. If your school enrolls non-Choice students, this number will be less than 100%. Note that the Choice program count only includes students who were enrolled on TFS 2024-25. See the *Calculating Percent Choice Enrollment* guide on the Report Card Resources page for more information. This number is informational and does not affect scoring.
	Race/Ethnicity: Compare the report card percentage to your school's records from the 2024-25 WISEdata Student Snapshot taken December 10, 2024. Note that all demographic data in the School Information box only include students who were enrolled on TFS 2024-25.
*	**Students with Disabilities:** Compare the report card percentage to your school's records from the 2024-25 WISEdata Student Snapshot taken December 10, 2024. Note that all demographic data in the School Information box only include students who were enrolled on TFS 2024-25.
*	**Economically Disadvantaged:** Compare the report card percentage to your school's records from the 2024-25 WISEdata Student Snapshot taken December 10, 2024. To do so, verify the economically disadvantaged status field for each student in your SIS. All students must have their ECD status reported, even if your school participates in the National School Lunch Program under the Community Eligibility Provision (CEP). See the WISEdata Economically Disadvantaged/Food Services Eligibility page for more information. Note that all demographic data in the School Information box only include students who were enrolled on TFS 2024-25.
*	**English Learners:** Compare the report card numbers to your school's records from the 2024-25 WISEdata Student Snapshot taken December 10, 2024. This value should correspond with ACCESS for ELLs results from the prior year. See the WISEdata English Language Proficiency page for more information. Note that all demographic data in the School Information box only include students who were enrolled on TFS 2024-25.

Optional Narrative Statement

If an optional narrative statement was submitted on or before **September 5, 2025,** check the front page on the report card to confirm that a statement is present and that there are no errors in the statement. Please submit an inquiry if you find an error. Additionally, please submit an inquiry if you do not have a narrative statement on your preliminary secure report card and want a narrative statement included on your final secure and public report cards.

[2] This Data element pertains to private schools in the Choice Program; the data element does not apply to public schools.

Achievement

Achievement calculations are based on Wisconsin Student Assessment System (WSAS) exam results, which include the following assessments: Forward, Dynamic Learning Maps, Pre-ACT Secure, and ACT with writing. Only FAY tested students are considered in Achievement calculations.

*	**Student Counts:** Check the accuracy of the student counts provided in the English language arts (ELA) and Mathematics Achievement charts and tables on pages 2 and 3 of the school report card. Only FAY tested students are included in these counts.
	English Learners: Demographics on the front page of the report card are designed to match WISEdash Public. On the priority area pages of the report card, however, the English learner (EL) group includes students who are former English learners. This is done to reflect the work that schools and LEAs have done with these students to help them reach English proficiency. Therefore, EL counts in the priority areas may be higher than counts found in WISEdash. This rule applies to *all* priority areas.
	Students with Disabilities: In priority areas that use assessment data, the 2024-25 disability determination is based on a student having an IEP (public schools) or an ISP (private schools) at any point between 12/1/24 and 6/30/25. Verify the count of tested students in the students with disabilities group on the report card by comparing to the count of students in your SIS with an active IEP/ISP between these dates. See the WISEdata Disability page for more information.
	Economically Disadvantaged: The count here is related to the Achievement student group results only and is distinct from the TFS enrollment count used to calculate percent ECD for variable weighting. See checklist under *School Information* above to verify your ECD percentage used in variable weighting.
	Test Participation: Verify the reasonableness of these rates for your school or district. Note that these rates are informational and do not affect scoring in school and district report cards but may impact outcomes in both ESSA and IDEA accountability.

Growth

The value-added score displayed on your report card is calculated by an external vendor (Education Analytics) and cannot be recalculated by DPI. Because value-added calculations are an annual comparison of similar students across the state, Growth scores in a given year are relative.

As with Achievement, the weighting of the Growth priority area's impact on the Overall Score is determined based on the percentage of ECD students on the School Information section of the front page.

*	**Economically Disadvantaged:** This count reflects Growth student group results only and is distinct from the count used to calculate percent ECD for variable weighting. See checklist under *School Information* above to verify your ECD percentage for variable weighting.

On-Track to Graduation

Due to data snapshot timing, graduation and attendance data on the 2024-25 report cards come from the 2023-24 school year. Each of the On-Track to Graduation component scores are calculated using a different group of students:

- Graduation Rate: Students who were in your school or district's 2023-24 four-year and 2020-21 seven-year graduation cohorts.
- Attendance Rate: All students in 2023-24, regardless of the length of their enrollment.
- Chronic Absenteeism: Students who were enrolled in the school/district for at least 90 days in a given year. The following school years are included in calculating the chronic absenteeism score: 2023-24, 2022-23, and 2021-22
    - 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.
- 3rd Grade English Language Arts (ELA) Achievement: FAY tested 3rd grade students in 2024-25, and 2023-24.
- 8th Grade Mathematics Achievement: FAY tested 8th grade students in 2024-25 and 2023-24.

	Race/Ethnicity, Economically Disadvantaged, English Learners: See instructions in the *School Information* section above. Note that the English learner (EL) group includes students who are former English learners.
	Students with Disabilities: See instructions in the *School Information* section above.
*	**Graduation Rate:** Check the graduation rates and student counts listed in the Student Group Graduation Rates table on the On-Track to Graduation – Additional Information page. Four- and seven-year graduation rates are calculated from the Exit Type recorded in your SIS for all students in your school or district's 2023-24 four-year and 2020-21 seven-year graduation cohorts. Note that foreign exchange students holding a J-1 visa cannot be reported as graduates. See the WISEdata Exit Types page for additional information.
*	**Attendance Rate:** Check the attendance rate reported in the Attendance Score on the On-Track to Graduation priority area page. The attendance of each student in 2023-24 is recorded in your SIS according to your district's policies and submitted through WISEdata snapshot. Note that all absences are counted; DPI does not differentiate between excused and unexcused absences. Absences are reported to the half day. See the WISEdata Attendance page for additional information.
	Chronic Absenteeism Rate: Check the yearly absenteeism rates and student counts in the Student Group Chronic Absenteeism Rates, Single-Year table on the On-Track to Graduation – Additional Information page. Absenteeism rates are calculated from attendance data. The attendance of each student in 2023-24, 2022-23, and 2021-22 should be recorded in your SIS according to your district's policies. Note that DPI does not differentiate between excused and unexcused absences (see the WISEdata Attendance page for additional information). Public schools and districts can also use the Attendance Snapshot dashboard in WISEdash for Districts to view student-level data by year. Choice schools can use the Absenteeism WISEdash Extract in WISEdata Portal's Exports tab.

Section 115.385 (1)(f), Wis. Stat., requires report cards to include data on the percentage of pupils reading at grade level by the end of third grade. This percentage is displayed on the On-Track to Graduation page but is **not a component of this priority area and is not scored**. The percentage is calculated using the following students:

- 3rd Grade Reading: FAY tested 3rd grade students in 2024-25.

Target Group Outcomes

Target Group Outcomes is a priority area that examines multiple measures for students in approximately the bottom quartile (25%) of performance based on the prior year's test results, along with any students who scored in the developing or approaching categories on that year's DLM alternate assessment. Data sources for each priority area or calculation - Achievement, Growth, Chronic Absenteeism, Graduation, and Attendance – apply in the same way within Target Group Outcomes calculations. Therefore, **all other priority areas should be reviewed using this checklist prior to checking Target Group Outcomes.** See the "Target Group Outcomes Guide" on the Report Card Resources page for more information.

	Target Group Components: After checking the other priority areas, review the components of Achievement, Growth, Chronic Absenteeism, Graduation, and Attendance for the Target Group to check that if there is a score for the Target Group, there is also a score for the "all students" group in the other priority areas.

Course and Program Data (grades 9-12 in public schools & districts only)

State statute (Wis. Stat. 115.385) requires DPI to report course and program data annually in report cards for public schools and districts with grades 9-12. These course and program data are included in report cards for informational purposes only (not scored). Due to collection timelines, these data are also lagged by one year, like graduation and attendance data.

No corrections will be accepted for course and program data. These data should be reviewed with a focus on improving the data reporting for the next snapshot (scheduled for December 9, 2025). See the *Course and Program Data Guide* on the Report Card Resources page for more information.

	Postsecondary Preparation & Arts Course Information: Public schools and districts can check the Career Education and Coursework Snapshot – Student Participation Count Dashboard in WISEdash for Districts. This dashboard presents unduplicated student counts and lists of students for each course and program category presented on the report card. See the last section of the *Course and Program Data Guide* on the Report Card Resources page for instructions on how to use this dashboard to review the course and program data on the report card.

Certain State and Local Law Violations, 2024-25 (high school grades only)

Wisconsin 2023 Act 12 created Wis. Statute § 118.124, 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. These data are reported by schools and districts to DPI and are provided on report cards for informational purposes only (not scored). This is the first time these data are included on report cards.

No corrections will be accepted for Act 12 data. See the State and Local Law Violation Reporting Requirements doc on the report card resources page for more information.

Key Abbreviations

FAY: Full Academic Year. Used to describe students who have been enrolled in the same school or district from the third Friday in September (TFS) until the time of testing and with no enrollment gap of 30 or more days. If a student did not test, FAY is defined as being enrolled in the same school or district from TFS through the end of

the applicable test window (Forward for grades 3-8, Pre-ACT Secure for grades 9-10, ACT with Writing for grade 11, DLM for grades 3-11). A student's FAY status is calculated separately at the district- and school-level; therefore it is possible that a student is FAY at the district-level but not at the school-level.

SIS: Student Information System. Local system for collecting and managing student data. A school's SIS submits some local data directly to DPI via the WISEdata system. Common SIS vendors include PowerSchool, Skyward, and Infinite Campus, in addition to many smaller vendors.

TFS: Third Friday of September. Official pupil count date and source of enrollment data. For the 2024-25 school year, TFS data were captured through the WISEdata Student Snapshot on December 10, 2024. See more information on the TFS Count Inclusion page.

WSAS: Wisconsin Student Assessment System. WSAS is a statewide program to measure student knowledge in core academic areas. The WSAS currently includes the Forward Exam, DLM, Pre-ACT Secure, and ACT with Writing. ACT Aspire data was part of WSAS in prior years and is still included in multi-year calculations of growth in report cards. See the Assessment in Wisconsin webpage for more information.