

Secure Release Checklist

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 report card 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.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), e.g., Infinite Campus, Skyward, or Power School.
- **If during this process you discover something that needs correcting or have an unresolved question, please submit an online [inquiry form](#) or email reportcardhelp@dpi.wi.gov by **October 18, 2021**.**
- Note that any corrections resulting from the inquiry will be applied to what is displayed on the state report card 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 [Accountability Resources page](#) for more information.
- 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.
- For help with acronyms used in this document, see the last page.

Consult the 2020-21 [Accountability Resources](#) for additional information on how report card scores are calculated from the data your school or school submitted.

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. The Snapshot Dashboards can be a helpful tool for verifying your district’s data. Resources on using the Snapshot Dashboards are available [here](#). This [Snapshot Preparation Guidance page](#) also includes helpful resources.

School Information

Many of 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 report card data, 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 2020-21. These numbers were obtained during the 2020-21 WISEdata Student Snapshot taken on December 8, 2020. 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 Enrollment²: 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 2020-21 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 2020-21. See the Calculating Percent Choice Enrollment guide on the Accountability Resources page for more information. This number is informational and does not affect scoring.
	Race/Ethnicity: Compare the report card numbers to your school's records from the 2020-21 WISEdata Student Snapshot taken Dec. 8, 2020. Note that all demographic data in the School Information box only include students who were enrolled on TFS 2020-21.
*	Students with Disabilities: Compare the report card numbers to your school's records from the 2020-21 WISEdata Student Snapshot taken December 8, 2020. Note that all demographic data in the School Information box only include students who were enrolled on TFS 2020-21.
*	Economically Disadvantaged: Compare the report card numbers to your school's records from the 2020-21 WISEdata Student Snapshot taken December 8, 2020. To do so, verify the economically disadvantaged status field for each student in your SIS. All students, including those participating in the Community Eligibility Program (CEP), if applicable to your school, must have their ECD status reported . 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 2020-21.
*	English Learners: Compare the report card numbers to your school's records from the 2020-21 WISEdata Student Snapshot taken Dec. 8, 2020. This value should correspond with ACCESS for ELLs results. 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 2020-21.

Optional Narrative Statement

If submitted on or before **September 17th, 2021**, check the optional narrative statement on the front page on the report card to confirm that a statement is present and that there are no errors in the statement.

Achievement

Achievement calculations are based on Wisconsin Student Assessment System (WSAS) exam results, which include the following assessments: Forward, Dynamic Learning Maps, ACT Aspire, and ACT with writing. Only FAY tested students are considered in these 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 report card. Recall that only FAY tested students are included in these counts.
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² Data elements that pertain to private schools in the Choice Program do not apply to public schools.



	Students with Disabilities: In Priority Areas that use assessment data, the 2020-21 disability determination is based on a student having an IEP (public schools) or an ISP (private schools) at any point between 12/1/20 and 6/30/21. Verify the accuracy of the primary reportable disability for students between these dates. See the WISEdata Disability page for more information.
	Economically Disadvantaged: Your school or district’s economically disadvantaged (ECD) count does not affect the Achievement priority area score, but it greatly affects the variable weighting used in calculating the Overall Score when both Achievement and School Growth scores are present. See checklist under <i>School Information</i> 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 State School and District Report Cards, but they may impact outcomes in both ESSA and IDEA accountability.

Growth

The value-added score displayed on your report card is calculated by our external vendor (Education Analytics) and cannot be recalculated by DPI. Because value-added calculations are normative, Growth scores in a given year are relative and **should not be compared from year to year**.

As with Achievement, the weighting of the Growth Priority Area is determined based on the number of ECD students.

*	Economically Disadvantaged: Your school or district’s ECD count does not affect the Growth priority area score, but it greatly affects the variable weighting used in calculating the Overall Score when both Achievement and School Growth are present. See checklist under <i>School Information</i> above to verify your ECD percentage for variable weighting.
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Target Group Outcomes

Target Group Outcomes is an updated 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 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 [Accountability 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.
	Review the Target Group Outcomes excel file for your school or district to understand which students are included in each target group component.

On-Track to Graduation

Due to data snapshot timing, graduation and attendance data on the 2020-21 report cards come from the 2019-20 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 2019-20 and 2016-17 graduation cohorts.
- Attendance Rate: All students, including non-FAY students in 2019-20.
- Chronic Absenteeism: Students who were enrolled in the school/district for at least 90 days in each of the following school years: 2019-20, 2018-19, and 2017-18



- 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 1 minus the chronic absenteeism rate and is a multi-year average.
- 3rd Grade English Language Arts (ELA) Achievement: FAY tested 3rd grade students in 2020-21, 2018-19, and 2017-18.
- 8th Grade Mathematics Achievement: FAY tested 8th grade students in 2020-21, 2018-19, and 2017-18.

	Race/Ethnicity, Economically Disadvantaged, English Learners: See checkbox under <i>School Information</i> above.
	Students with Disabilities: See the checkbox under <i>Achievement</i> above.
*	Graduation Rate: Check the graduation rates listed in the Graduation Score table on page 8. Four- and 7-year graduation rates are calculated from the Exit Type recorded in your SIS for all students in your school or district's 2019-20 and 2016-17 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 table on page 8. The attendance of each student in 2019-20 is coded in your SIS according to your district's policies. 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 in the supplementary table in page 7. Absenteeism rates are calculated from attendance data. The attendance of each student in 2019-20, 2018-19, and 2017-18 should be coded 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). You can also use the Absenteeism dashboard in WISEdash for Districts, in the Early Warning topic, to view student-level data and trends over time.

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 School and District Report Cards. These course and program data are reported in report cards for informational purposes only (not scored), and like graduation and attendance data, course data lag by one year.

There will be no manual corrections to course data for the 2020-21 report cards. These data should be reviewed with a focus improving the data reporting for the next snapshot. See the "Course and Program Data Guide" on the [Accountability Resources page](#) for more information.

	Postsecondary Preparation: Check the Career Education Snapshot Dashboard to get a rough sense of the data used on this page. Note that the snapshot dashboard counts all course and program enrollments whereas the report card provides an unduplicated student count.
	Arts Course Information: Check your SIS for data on arts courses.



Key Abbreviations

FAY: Full Academic Year. Used to describe students who have been enrolled in the same school or district from the beginning of the school year until testing. More specifically, FAY status is determined by having a continuous enrollment in your school or district from the Third Friday in September Child Count through the last test date. If a student did not test, FAY is determined as being enrolled in the same school or district from TFS through the end of the applicable test window (Forward for grades 3-8, ACT Aspire for grades 9-10, ACT with Writing for grade 11, DLM for grades 3-11).

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 2020-21 school year, TFS data were captured through the WISEdata Student Snapshot on December 8, 2020. 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 includes the Forward Exam, DLM, ACT Aspire, and ACT with Writing. See the [Assessment in Wisconsin](#) webpage for more information.

