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Comments Received :

I strongly oppose the May 2025 proposal to continue the limited EDFacts data collection and urge the U.S. Department of Education to reinstate the November 2024 proposal requiring state educational agencies to report student performance in multiple achievement categories on math and reading assessments for grades 4 and 8.

Detailed performance data are essential for tracking student learning, identifying achievement gaps, and informing evidence-based decision-making. The current limited data collection significantly undermines our ability to monitor educational progress—especially for underserved student groups and in smaller districts or charter schools that are often excluded under the current system.

Restoring the collection of detailed proficiency data will allow researchers, educators, and policymakers to continue generating accurate, equitable, and actionable insights—such as those made possible through the Stanford Education Data Archive. I respectfully urge ED to prioritize transparency, equity, and rigor by resuming detailed student performance reporting in EDFacts.