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I am writing to oppose the Department of Education's May 2025 proposal and to support the earlier November 2024 proposal regarding student assessment data collection. While data collection policy may seem technical or administrative, it has real consequences for how we understand and improve public education.

Reinstating a more complete reporting structure, as outlined in the November proposal, would enhance the usefulness of federal education data. It would allow for more accurate analyses of academic trends, support better decision-making at all levels of government, and help ensure that education research reflects the full range of student experiences and outcomes.

The availability of richer data is critical not only for identifying where support is most needed, but also for evaluating whether policies and interventions are having their intended effects. Without it, educators, families, and researchers are left with an incomplete picture. For those reasons, I urge the Department to reject the May 2025 proposal and instead restore the reporting approach described in November 2024.