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As an economist researching education, skill development, and transitions to the workforce, I urge the Education Department (what's left of it) to adopt the November proposed change for state educational agencies to report multiple performance levels on math and reading assessment results for students for grades 4 and 8 to EDFacts. The more limited set of results (binary proficiency) required since 2020 have hindered our understanding of student assessment and learning at the district level. State assessments vary tremendously, making comparisons difficult, and the NAEP published results (the Nation's Report Card) do not release district-level information. The detailed information on multiple performance levels released by state education agencies has allowed researchers, including the Stanford Educational Opportunity Project, to measure which policies are effective at boosting student achievement and combatting the learning loss from COVID, and how these trends have varied for most school districts within the United States (e.g., <https://phys.org/news/2025-02-reveals-variations-pandemic-recovery-school.html>). These data are vital to the expressed interests of the U.S. Congress and the Education Department in improving the education of our nation's schools and ensuring that we are preparing an educated workforce that can take the emerging jobs of today and the future jobs of tomorrow.