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I firmly believe that as educators and researchers, we have a social responsibility to understand patterns of educational achievement and to address educational inequality. While test scores offer only a small window into student learning, they remain a necessary part of that picture. Collecting detailed performance data is essential not only for transparency and accountability, but also for preserving a historical record of how schools serve their communities. Without this data, we lose the ability to monitor progress, learn from the past, and fulfill our obligation to the students we serve.