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I hold a PhD in Education Research from Harvard University, and am now a professor who uses data to study education. I have a background as a statistician and psychometrician, where my previous work has involved advising states on how to interpret and act on the results of their testing results, and how to make sure that every kid gets a great shot at an education. This work has included research support for a state lawsuit that found that the state was consistently underfunding its public schools and falling short of its legal obligations to its students, and also research support for the Ed Opportunity Project (formerly Stanford Education Data Archive) that does incredible work to help us understand the role that schools play in providing learning opportunities to students, helping the public to identify schools and districts across the country that are excelling, falling short, and making needed progress in this mission.

I am a product of public schools myself, the child of two proud public school teachers, and the mother of a child who will soon be entering the school system.

A lack of detailed data leaves everyone in the dark about one of the most important aspect of our lives and our nation: our schooling. Students, families, teachers, school administrators, lawmakers, and researchers all deserve the support that comes from clear, detailed data.

I write to express my strong disagreement with the the May 2025 proposal to continue the limited EDFacts data collection, and also to express my support of 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.