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Comments Received :

I oppose the May 2025 proposal regarding the EDFacts collection due to the fact that it lacks detailed school proficiency data. As a researcher, school performance is one of the most valuable tools that can be used in a variety of different ways depending on the study. Having this data readily available and collected by the government has many benefits for the research community, policy analysis, and educators.

In its absence, many researchers rely on the limited Stanford Education Data Archive (SEDA) to get school performance data. However, after EDFacts collection was changed, state education agencies have only been required to publish the proportion of students above the state's proficiency threshold. This has caused SEDA to rely on public state data that is less comprehensive and presents an incomplete picture on student and school performance. This causes economically-disadvantaged students, charter schools, and occasionally entire states to fall through the cracks- and that is just the surface level of what is missing from this data.

Not having specific detailed information on certain demographics, schools, districts, and states is exactly how they fall behind. We need this information to highlight issues, keep an eye on important trends, and help ensure every student can excel.