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Comments Received :

I am writing to oppose the U.S. Department of Education's May 2025 proposal to continue limiting the EDFacts data collection to a single proficiency threshold, and to support the November 2024 proposal to resume collecting detailed student performance data across multiple achievement levels in reading and math for grades 4 and 8.

As an education researcher, I rely on publicly available data to study patterns in student achievement, educational equity, and school effectiveness. The limited data collection in recent years has significantly weakened the quality and reach of research in these areas. Without detailed performance distributions—especially broken out by subgroup and at the district and school levels—our ability to track educational progress, identify disparities, and inform evidence-based policy is severely compromised.

These data are not just useful for academic research. They are also essential for federal and state accountability, program evaluation, and public transparency. The proposed resumption of detailed EDFacts reporting would strike a reasonable balance—limited to federally required assessments in core subjects and grades—while enabling researchers and policymakers to understand whether and where progress is being made.

I strongly urge the Department to restore the detailed reporting of student performance levels for grades 4 and 8 math and reading assessments as originally proposed in November 2024. This change is essential for advancing educational equity and ensuring that federal data infrastructure keeps pace with the needs of the field.