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Nothing good can come out of gutting or hiding student achievement data. Policymakers, service providers, researchers, and families need to have some litmus tests of how schools, states, demographics, etc. are doing to make decisions and identify general areas and groups needing improvement. If anything, we are far from having widespread measures of key outcomes commonly referenced in policy statements (how well students collaborate, have career awareness, exercise leadership, etc.); limiting EDFacts is the wrong direction to head in.