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I run the Center for Educational Progress, a think tank focused on orienting education around the pursuit of excellence. Understanding what works and what doesn't in schools takes much more than a simple binary "proficient or not" that obscures critical differences between student performance. The work of the CEP relies in part on getting a clear enough picture of schools to understand what's really going on with student performance, and the federal government is the only entity that can reliably collect consistent, broad data about schools around the country.

As such, the CEP opposes the May 2025 proposal to continue limited EDFacts reporting. More granular performance-level data should be a priority, with reporting of levels like Basic, Proficient, and Advanced providing essential information. We support the November 2024 proposal to restore performance-level reporting in grades 4 and 8 for math and reading, starting in 2025–26.

Educational excellence matters, and the less we measure, the less we can work to improve. The federal government should return to its role in requiring detailed school performance reports.