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Reducing state reporting requirements to merely categorizing students as proficient or not proficient in subjects such as mathematics severely limits the potential utility of assessment data for improving educational outcomes. More detailed reporting offers critical insights into specific content areas where students excel or struggle, informing targeted instructional strategies and interventions and provides a more robust picture of student success or challenges beyond they are in one of two buckets. Without such granularity, educators, administrators, and policymakers lose the ability to effectively diagnose and address nuanced challenges, undermining efforts to enhance educational equity and excellence.

Detailed data reporting enables schools and districts to pinpoint precisely where curricular or instructional approaches are successful and where they require refinement. For example, identifying patterns in mathematical proficiency by specific topics or standards enables policymakers to allocate resources more strategically, tailor professional development for teachers, and design instructional practices aligned with students' actual needs. Simply categorizing students as proficient or not proficient masks these important variations, limiting the capacity of schools to engage in meaningful, continuous improvement.

Moreover, robust data reporting is essential to addressing persistent opportunity gaps. More detailed student performance data enables schools and policymakers to recognize and respond proactively to systemic disparities. Aggregating results into binary categories prevents stakeholders from fully understanding which specific groups are underserved and obscures necessary steps for targeted, equitable support.

The proposed simplification of data reporting will hinder the progress of educational research and the effectiveness of policy initiatives aimed at enhancing student outcomes. High-quality data underpins effective education policy, targeted intervention, and evidence-based practice. Limiting available information fundamentally weakens our collective ability to improve student achievement and close achievement gaps.

I urge the Department of Education to retain comprehensive data reporting requirements that capture detailed, actionable insights. Maintaining rich and informative assessment data is vital to ensuring transparency, accountability, and equity, ultimately driving meaningful and sustainable improvements in student learning nationwide.