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I am writing to express my disagreement with the May 2025 proposal to continue the limited EDFacts data collection. I am a little confused why the federal government is walking back its November proposal. I am in support of the November proposed change for state educational agencies to report multiple performance levels on math and reading assessment results for students for grades 4 and 8 to EDFacts. To strengthen America's education system, we must prioritize collecting detailed, high-quality data and making it accessible to researchers and policymakers. This is not a partisan issue—everyone benefits from an education system grounded in evidence. Without comprehensive data, we cannot identify what works, address inequities, or drive meaningful improvement.