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MEMORANDUM

TO: Education Assessment and Accountability Review Subcommittee  
FROM: Sen. Stephen West and Rep. Scott, Co-Chairs  
DATE: November 1, 2023  
  
SUBJECT: OEA 2024 Study Agenda

Pursuant to KRS 7.410, the Education Assessment and Accountability Review Subcommittee (EAARS) shall adopt an annual research agenda for the Office of Education Accountability (OEA). The annual agenda may include studies, research, and investigations considered to be significant by the EAARS. In addition to the two studies below, OEA shall prepare the annual District Data Profiles, a one-stop source of comprehensive district-level education data, including comparative data for all districts. OEA will also update the 2020 Interactive SEEK tool to include the most recent data SEEK available, which can be updated on the website as needed.

2024 Proposed Study Topic

**Characteristics of Higher- and Lower-Impact Schools** – In Kentucky, as in the nation, academic performance is highly associated with student demographic characteristics such as economic disadvantage, limited English proficiency, and disability status. Students in some schools perform better than demographically similar students across the state on student assessments and other measures of student success. Using statistical techniques similar to OEA’s 2023 student of Effectiveness and Efficiency of school districts, this study would identify the number of such schools and use available data to describe differences between these relatively higher-performing schools and others in the state. Elements reviewed will include, but not limited to, student assessment data, graduation rates, staffing and available resources taking into account student and district characteristics. This study may also include site visits and survey data.

## **2024 Study Topic (Previously Approved)**

### **Study of School District Governance Models and Interventions**

1. Review of school district current governance models used across the US taking into account factors such as range of district configurations, district size, district setting (e.g., urban, rural), school choice opportunities, and population characteristics.
2. Review state intervention models considering reasons for intervention, models implemented, and results.