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### MEMORANDUM

TO: Education Assessment and Accountability Review Subcommittee  
FROM: Sen. Matthew Deneen and Rep. Timmy Truett, Co-Chairs  
DATE: October 14, 2025  
  
SUBJECT: OEA 2026 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. OEA shall prepare the following studies:

### 2026 Proposed Study Topics

#### **District Data Profiles, 2025**

OEA's District Data Profile provides a one-stop source of comprehensive district-level education data, including comparative data for all districts. OEA's 2025 District Data Profiles will report financial, staffing, and performance data for Kentucky's 171 districts and the state as well as the most recently available national comparative data for Kentucky and its surrounding states. The profiles will include district data compiled by the Kentucky Department of Education (KDE) as well as OEA's own calculations based on data submitted by school districts to KDE. Numbers of students moving from Kentucky districts to homeschools or private schools will be included as an appendix, as will any concerns identified by OEA during the course of the study related to the validity or reliability of data available.

## **Facilities Funding In Kentucky Public Schools**

This study will analyze state policies and processes related to funding facility construction or upgrades in Kentucky public schools. It will look, in particular, at how facility projects are prioritized and funded at the state and district levels. The analysis will include any processes that exist to identify efficiencies that can be applied in school construction processes or in maximizing efficient distribution of students among existing schools. The report will summarize existing research on school construction or facility funding nationally and identify any methods that might address challenges identified in the commonwealth.

### **Kentucky Districts' Implementation Of Statutory Provisions For Early Literacy Grades K-3**

KRS 158.305 requires Kentucky districts to implement multi-tiered systems of support (MTSS) for early literacy of students in grades K-3. These systems require state-approved comprehensive reading programs, universal screeners and diagnostic assessments; reading intervention teams, reading improvement plans, and supports for students who are not progressing towards meeting grade-level standards; and, beginning in the 2026-2027 school year, retention of first-grade students who have a reading improvement plan in the 2025-2026 school year and are determined by their school at the end of the 2025-2026 school year to be unprepared to be successful in the second grade. Schools may make this determination based on whether students meet grade-level benchmarks in reading on the school's universal screener or have mastered Kentucky's academic standards in reading for first graders based on the school's interim or formative assessments.

Based on an OEA survey of all Kentucky districts, the report will describe actions taken by districts to carry out provisions of the statute including reading programs, assessments, and support systems adopted in each district and specially certified staff employed to implement these systems. The study will also summarize reading performance of districts and schools and performance relative to peer districts or schools.

In addition, staff will solicit and compile information, by district and by student eligibility for an Individualized Educational Program (IEP) for:

- percentages of students in kindergarten and first grade who met benchmarks at the end of the 2024-2025 school year; and
- percentages of students in each grade K-3 who mastered Kentucky's grade level standards based on the districts interim or formative assessment

The study will include actions reported by districts in the 2025-2026 school year—including but not limited to grade retention—to ensure that students received instruction appropriate to their literacy skill levels.

Finally, the report will identify the number of districts that have adopted policies described in KRS 158.307 related to identification of and support for students with dyslexia and will summarize any data submitted by districts to KDE in connection with the statute.