

MINUTES
Indiana State Board of Education
Business Meeting

November 5, 2025
9:00 A.M. E.D.T.

Conference Room B
Indiana Government Center South
302 W. Washington Street
Indianapolis, IN 46204

<https://www.youtube.com/live/QmOINKhbyvo>

Board Members Present: Dr. Katie Jenner, Chair, Ms. Katie Mote, Vice Chair (by video), Mr. William Durham Jr., Secretary, Mr. Scott Bess (by video), Ms. Erika Dilosa, Dr. Byron Ernest, Ms. Iris Hammel, Mr. Greg Gastineau, Mr. Pat Mapes, Ms. Kristin Rentschler (by video), and Mr. B.J. Watts.

Board Members Absent: None.

- I. **Call to Order:**
 - A. Roll Call: A quorum is present.
 - B. Pledge of Allegiance.
- II. **Approval of Agenda:** The agenda was approved by unanimous vote.
- III. **Approval of the Minutes:** The Minutes, for the October 15, 2025, meeting, were approved by unanimous vote.
 - A. October 15, 2025 - [Memo](#)
- IV. **Statement from the Chair:** Dr. Jenner discussed how the Indiana Department of Education (DOE) officially submitted the federal flexibility waiver request to the U.S. Department of Education. The goal of submitting the waiver is to eliminate red tape and hopefully streamline federal reporting and compliance to give local school corporations more flexibility and smarter accountability. Dr. Jenner noted that even with the shutdown of the federal government, there are permissible areas to which the federal government is able to work, one of which includes the federal flexibility waiver. The DOE team has virtual meetings scheduled with the U.S. Department of Education to continue these discussions. Lastly, Dr. Jenner mentioned that the federal government has 120 days to approve Indiana's waiver request and commended Ron Sandlin for his work on this request.

Secondly, Dr. Jenner discussed how the Indiana General Assembly passed a facilities and transportation pilot program. The program is three years long, and Eastern Hancock schools, the Career Academy Network of Public Schools, and another coalition of schools across Indianapolis will be participating in the pilot program. The program is designed to increase community collaboration and maximize the use of facilities and transportation services. Dr. Jenner recommended that individuals reach out to Lindsay Omlor for additional questions on the program.

Dr. Jenner also recognized Indiana's Blue Ribbon Schools: Batesville High School, Brandywine Elementary School, Charles Elementary School, Creekside Middle School, East Side Elementary School, Immaculate Heart of Mary School, South Terrace Elementary, St. John the Evangelist School, St. Louis de Montfort School, St. Mary's Catholic School, and St. Philip's School.

Dr. Jenner mentioned that the accountability public comment period is ongoing, as well. The public hearing is scheduled for November 17, 2025 at the Indiana State Library, but written comments are also accepted.

Looking ahead to Veterans' Day, Dr. Jenner explained how the Indiana Department of Education will announce the Purple Star schools towards the end of the week.

Lastly, Dr. Jenner discussed how there are no items on the consent agenda, but there are two presentations for the board and members of the public.

- V. **Board Member Comments and Reports:** Dr. Ernest thanked Dr. Jenner and her team for their leadership and ability to follow through on spoken commitments to remove red tape for the benefit of teachers coming from outside of the education profession. Dr. Jenner expressed the importance of recruiting individuals outside of the education profession and ensuring there is a streamlined process.
- VI. **Public Comment:** James McNeany, the new executive director of the Indiana Non-Public Education Association (INPEA), commended the department for developing the new accountability model and for being willing to present to INPEA's constituency. INPEA appreciated the new model's emphasis on growth at the individual student level and highlighted the importance of multiple success indicators for schools. Mr. McNeany also thanked the Indiana Department of Education for including non-public schools in the Blue Ribbon distinction process.
- VII. **Consent Agenda:** None.
- VIII. **New Business:** Anna Shults, IDOE, Chief Academic Officer, presented updates on reading across the state of Indiana and the launching of Indiana's new IREAD good cause exemption dashboard. Brandon Brown, CEO of Mind Trust, presented return on investment data for the Indiana Summer Learning Labs.
 - A. Reading Update – [Presentation](#)
 - i. Ms. Shults explained how 87.3% of Indiana third graders are proficient in foundational reading skills. This represents 73,500 third graders out of 84,163 total. Statewide, proficiency rates for students increased nearly 5 percentage points, the largest single-year increase since the assessment began in 2013.
 - ii. Ms. Shults described how approximately 6,000 additional third grade students are reading compared to 2024. Literacy rates increased for all student populations for the first time ever. Over 450 elementary schools hit the state's 95% reading goal, and Indiana's third grade literacy rates have now increased for four consecutive years and are back to pre-pandemic levels.
 - iii. Ms. Shults also expressed how Indiana has new policies in the 2024-2025 school year to support increased literacy. All second graders now participate in IREAD and, going forward, will have five opportunities to pass IREAD prior to fourth grade, with targeted supports in between. Third grade students who do not pass in the spring have two summer retest opportunities. Second graders who score "At Risk"

and third graders who “Did Not Pass” have access to summer school support with a science of reading-trained instructor. To ensure they receive ongoing intervention and support, any student who does not pass IREAD in third grade, including students who receive a Good Cause Exemption (GCE), retest each spring and summer until they pass or enter seventh grade.

- iv. Indiana’s proposed new accountability model elevates the importance of literacy by allowing students to generate points towards their school’s accountability grade for the following:
 - a) IREAD assessment
 - b) Accelerated literacy
 - c) Adolescent reading
- v. Ms. Shults also discussed the GCE eligibility criteria for students.
 - a) Criteria 1: The student has an intellectual disability or the student’s IEP specifies that retention is not appropriate, and the student’s case conference committee has determined that promotion to another grade is appropriate.
 - b) Criteria 2: The student is an English learner who has received services for less than two years and a committee consisting of: the student’s parent; a building level administrator or designee; a classroom teacher of service; an EL teacher of record (if one exists); and an EL district administrator (if one exists). This criteria determines that promotion is appropriate based on the implementation of research-based instructional practices outlined in the student’s ILP.
 - c) Criteria 3: The student was previously retained in grade three.
 - d) Criteria 4: The student received a score of “At Proficiency” or “Above Proficiency” on the grade three ILEARN Mathematics assessment.
 - e) Criteria 5: The student has previously been retained more than once throughout kindergarten, grade one, or grade two, and has already received intensive intervention.
- vi. Dr. Jenner reiterated that for students who receive a GCE, schools and educators will continue to work with those students to ensure they are making progress towards reading and passing the IREAD exam.
- vii. Ms. Shults explained how approximately 8 percent of students statewide received a GCE in 2025 and will continue to receive intentional, targeted reading support to help them become proficient readers. This represents less than 7,000 students out of over 84,000 students who tested.
 - a) Of approximately 8 percent of students statewide who received a GCE in 2025, nearly 75% were for students in special education. Nearly 24% were for EL students who have received services for less than two years. Approximately 1% were for students with a math exception and students who had previously been retained.
- viii. Ms. Shults also described how approximately 3.6 percent of students were retained in 2025 and will continue to receive intentional, targeted reading supports to help them become proficient readers.
 - a) This represents approximately 3,000 students out of over 84,000 students who tested.
- ix. Mr. Mapes asked what happens to children who come back into the school district after either being homeschooled or attending another school out of state? How are those students factored into the data?

- x. Ms. Shults and Dr. Jenner explained how this is a question they need to address, but the student will still trigger in the system and will be enrolled in third grade.
- xi. Dr. Ernest wondered how the Department is prepared to help students who are retained and ensure they are at reading proficiency.
- xii. Ms. Shults described how the answer is multifaceted. The first step is analyzing the school's reading plan which then triggers a level of support and guidance from the Department. She also explained how the Department needs to look into outcomes-based intervention programming to develop best practices for additional supports.
- xiii. Ms. Shults walked through Indiana's new IREAD GCE dashboard that breaks down the data by school type. Dr. Jenner described how the dashboard will be published following conclusion of the meeting.
- xiv. Mr. Mapes asked how to access the dashboard once it is published, and Dr. Jenner indicated that the best way to access the link would be through the press release. The link will also be embedded in the Department's website.
- xv. Ms. Shults also discussed the additional, ongoing supports for students. These supports include:
 - a) A universal screener to identify K-2 students who are not on track to become proficient readers
 - b) Assessment and instructional framework updates to provide science of reading support
 - c) Assessing reading ability on both ILEARN Checkpoints and the summative assessment via Lexile scores
 - d) Advisory lists to assist schools in identifying high-quality curricular materials (HQCM Advisory lists)
 - e) Teacher training in science of reading (Early Literacy Endorsement)
 - f) A one-stop shop providing educators and families with instructional resources, professional development opportunities, and other best practices (Indiana Learning Lab)
 - g) The Dolly Parton Imagination Library to increase access to books for our youngest Hoosiers
 - h) Free or low-cost reading and math support (Indiana Learns & Summer Learning Labs)

B. Summer Learning Labs Outcome Data – [Presentation](#)

- i. Mr. Brown discussed the origins of the Indiana Summer Learning Labs as a comprehensive community-based approach to accelerate student learning over the summer.
- ii. Mr. Brown described how Summer Learning Labs (SLLs) are a free or low-cost, high-quality summer learning opportunity with three main components:
 - a) Focusing on student learning acceleration
 - b) Researching students with the greatest academic need
 - c) Fostering community and school partnerships
- iii. Mr. Brown discussed how for five weeks, SLL students spend the first half of their day on high quality math and English instruction, and the second part of their day is focused on enrichment through community field trips.
- iv. Mr. Brown explained how the Northwest SLL has 28 sites, the Wabash SLL has 4 sites, the Southwest SLL has 5 sites, the Indy SLL has 55 sites, and the BGC SLL has 52 sites. Overall, there is a total of 144 SLL sites across Indiana.

- v. Mr. Brown discussed how the total program enrollment grew from 9,000 students in 2024 to 12,000 students in 2025.
 - a) Mr. Brown went on to describe how regions outside of Indianapolis doubled their combined enrollment from 2024 to 2025.
- vi. Dr. Jenner described how SLLs are a prime example of Indiana's commitment to return on investment strategies for students.
- vii. Mr. Brown highlighted how all students take a pre- and post-assessment in ELA and math during the first and last weeks of the program.
 - a) Scores within the basic or proficient range indicate that the student passed the assessment and is showing mastery of grade-level reading and math standards.
- viii. Mr. Brown explained how learning gains are measured by the increase in the percentage of students scoring basic or proficient on the post-assessment compared to the pre-assessment.
- ix. Basis Policy Research (Basis) also conducted an evaluation of impact over the 2021, 2022, and 2023 program years. The study compared ILEARN proficiency rates of students who participated in the Indy Summer Learning Labs with similar students who did not participate.
- x. Mr. Brown mentioned that additional external analysis of the program, including measurement of statewide results, will be conducted as more data becomes available.
- xi. Mr. Brown discussed how the largest statistically significant effects found were for 2023 Indy Summer Learning Labs participants who also received tutoring through Indiana Learns. All students who attended in 2023 outperformed their peers who did not attend, showing an additional 9 to 17 weeks of instruction.
- xii. Mr. Brown concluded his presentation by discussing how the study found statistically significant results on 2024 ILEARN ELA performance for the following student groups who participated in the Indy Summer Learning Labs in 2023:
 - a) Students who also attended the program in 2021 and 2022
 - b) Students who attended 70% of the program
 - c) Black students
 - d) Students who qualified for free- and reduced-price meals
- xiii. Dr. Jenner mentioned that community foundations could be interested in this data as many have made significant investments in their local school districts.
- xiv. Mr. Mapes asked Mr. Brown for a reminder on how long the programs run. Mr. Brown described how the program runs for five weeks, requiring three hours of rigorous math and English instruction daily.
- xv. Dr. Ernest asked if different learning labs across the state utilize the same curriculum. Mr. Brown discussed how each learning lab uses the same curriculum on grade level directly aligned to the state standards.
- xvi. Looking forward, Mr. Brown described how Mind Trust is envisioning scaling up the SLLs by applying them to fall, winter, and spring breaks.
- xvii. Mr. Brown also explained how SLLs experience a high number of teacher retention, and there is more demand for this program than was initially believed.
- xviii. Ms. Hammel congratulated Mr. Brown and the Indiana SLLs for the quality of the program and for being able to scale up while fine tuning the program details.
- xix. Ms. Dilosa also commended Mr. Brown for the enrichment portion of the program which draws in students and makes them excited to participate.

IX. **Adjournment:** The meeting was adjourned by unanimous vote.