MINUTES
Indiana State Board of Education
Business Meeting

August 11, 2026
9:00 A.M. ET.

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

https://www.youtube.com/watch?v=Y2dprap9kr8

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

Board Members Absent: Ms. Kristin Rentschler.

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 May 13, 2026, meeting, were approved by unanimous vote.
   A. May 13, 2026 - Memo

IV. **Statement from the Chair:** Dr. Jenner began her statement by recognizing the start of the new school year. She thanked all who serve in schools, noting that serving in this manner supports our number one asset: our young children. She thanked Indiana's teachers, school and district administrators, school counselors, bus drivers, school nutrition professionals, and so many more who dedicate their time to the field of education.

Additionally, she celebrated Perry Township Schools' partnership with the University of Indianapolis, which offers an entrepreneurship and innovation program for high school students. The program offers students college credit, credentials, and work-based learning opportunities. Dr. Jenner noted that students will engage directly with local businesses to help "find solutions to real-time, current challenges." Mr. Mapes, former Perry Township Schools superintendent and current State Board of Education member, praised the program for coming to fruition. Mr. Mapes highlighted the dedication of administrators in Perry Township Schools for making the partnership a possibility, especially in a high-poverty area.

Dr. Jenner also recognized the Next Generation Hoosier Educator Scholarship for being announced and awarded by the Commission for Higher Education to 300 Indiana students. Each of the recipients is an aspiring teacher, who can use the scholarship to pay college costs. The scholarship awards up to $10,000 a year, for up to four years, with the recipient committing to

teaching for five years in an Indiana school. Applicants came from 323 Indiana high schools, representing 90 of Indiana's 92 counties.

Next, Dr. Jenner highlighted Summer Learning Labs that have helped students in need across the state. Summer Learning Labs are a free, five week opportunity for students that need support in reading and math. Nearly 12,000 students received this support at no cost to their families, offered at 117 sites across Indiana. The Summer Learning Labs utilized four anchor partners: Boys and Girls Club of the Northern Indiana Corridor, The Mind Trust, Creating Avenues for Student Transformation, and Wabash County YMCA. More than 700 licensed teachers and instructional assistants provided high-quality and in-person instruction to students.

V. **Board Member Comments and Reports:** Dr. Ernest thanked Governor Braun, who touted the agriculture sector for offering work-based learning opportunities for students through Indiana Pork. Rose Acre Farms is also growing partnerships with schools, which Dr. Ernest emphasized.

VI. **Public Comment:** Tom Bailey discussed the need for an accurate Civil War curriculum, encouraging Indiana to include references to African American soldiers in schoolbooks, and to teach from Abraham Lincoln's perspectives.

VII. **Consent Agenda:** The consent agenda was approved by unanimous vote. Mr. Watts recused himself from Item G, and Ms. Hammel recused herself from Item C (b).

A. Latch Key Program Waivers
   a. Greensburg Community School Corporation - Memo
   b. Pike County School Corporation - Memo
   c. Southern Wells Elementary School - Memo
   d. Western School Corporation - Memo
B. 1003 Flexibility Waiver - Memo
C. Renewing State Accreditation
   a. #TEACH - Memo
   b. Holy Cross College Education Program - Memo
   c. MathTrack Institute - Memo
   d. Purdue University Fort Wayne - School of Education - Memo
   e. University of Notre Dame - Memo
   f. Western Governors University - Memo
D. New Educator Preparation Programs
   a. Butler University – Exceptional Needs: Deaf and Hard of Hearing (P-12) - Memo
   b. Indiana State University – Early Childhood Education (P-3) - Memo
   c. Moreland University – New Educator Preparation Provider - Memo
   d. Moreland University – TEACH NOW Teacher Preparation Certificate Program, Transition to Teaching, All-Grade Education (P-12) - Memo
   e. Moreland University – TEACH NOW Teacher Preparation Certificate Program, Transition to Teaching, Elementary Education (K-6) - Memo
   f. Moreland University – TEACH NOW Teacher Preparation Certificate Program, Transition to Teaching, Secondary Education (5-12) - Memo
   g. Purdue University – Transition to Teaching, Special Education (P-12) - Memo
   h. University of Indianapolis – School Psychologist (P-12) - Memo
E. Common School Fund Application Window - Memo
F. Common School Fund Amendment - Memo
G. School Technology Advance Approvals - Memo

H. Revised Educator Preparation Standards
   a. Director of Curriculum - Memo | Standards
   b. School Social Worker - Memo | Standards
   c. World Languages - Memo | Standards
I. Accreditation Petition – Northpoint Christian Academy - Memo
J. 2026-2027 Accessibility and Accommodations Information for Statewide Assessments - Memo | Document
K. 2026-2027 WIDA Assessment Guidance - Memo | Document
L. 2026-2027 Indiana Assessments Policy Manual - Memo | Document
M. ILEARN Cut Scores - Memo

VIII. **Discussion:** Paul Ketcham, IDOE, Assistant Secretary of Education; Anna Shults, IDOE, Chief Academic Officer, and Lynn Schemel, IDOE, Deputy Chief Academic Officer, presented on the 2025-2026 Indiana IREAD, ILEARN, and SAT assessment results.

A. IREAD Results - Presentation
   a. Ms. Shults began the presentation by recognizing the many members of the Department of Education that work on IREAD and ILEARN results each day as a part of their public service to the State of Indiana.
   b. Ms. Shults explained that IREAD is a foundational reading assessment taken in grades two and three, measuring skills such as phonemic awareness, phonics, vocabulary, fluency, and foundational comprehension. If a student passes IREAD in grade two, they need not take the assessment again in grade three. Ms. Shults emphasized that IREAD performance is directly correlated to future success, both academically and in life.
   c. Ms. Shults noted that results do not include data from I AM, the special education accountability assessment for students with significant cognitive disabilities. Participation in I AM is capped at one percent of students. Ms. Shults explained that the pass rates discussed include third grade students who passed IREAD during second grade, or in the spring or summer of third grade. These students were tested in person and electronically, unless an accommodation was required. Ms. Shults also made note that the IREAD assessment is fixed form, meaning that the questions stay the same for every student regardless of performance.
   d. Ms. Shults reminded the board of the policies in place to support increased literacy. This includes the five opportunities for second grade students to pass IREAD prior to fourth grade. Second grade students who score “At Risk” and third graders who score “Did Not Pass” have access to summer school support with a science of reading-trained instructor. Third grade students who do not pass have two summer retest opportunities, and any student who does not pass retests each spring and summer until they pass or are promoted to the seventh grade. This includes students with a Good Cause Exemption.
   e. Ms. Shults revealed that Indiana’s literacy rates increased for the fifth consecutive year, with 88.7% of Indiana’s third graders recording proficiency in foundational reading skills. This jump represents an increase of nearly 1.5 percentage points in a single year, the second highest since the assessment began. Ms. Shults showed a graph (slide 8 of presentation) that showed the decline in IREAD proficiency leading up to the COVID-19 pandemic, and the drastic improvements that have come since.
   f. Literacy rates for every student population have now surpassed pre-pandemic performance levels. Black and Hispanic students have achieved the largest year-over-year gains. Dr. Jenner emphasized the drastic growth among each student

demographic, especially the English Learner students who have made remarkable leaps in reading proficiency in the past few years. Ms. Shults stated that IREAD improvements are evidence of a cultural shift in instruction.

g. Ms. Shults announced that 511 schools hit Indiana's 95% reading goal in 2026. This is an increase of more than 50 schools since last year, with the number more than doubling since 2023. This includes 40% of elementary schools.
h. Ms. Shults reviewed Indiana's tactic of testing IREAD at second grade, to proactively identify students in need of additional reading support.
    i. The passing rate of students in second grade has increased by 14 percentage points compared to 2025.
    ii. Over 95% of students who were "On-Track" last year, passed IREAD this year. Over 61% of students who were "At-Risk" last year, passed IREAD this year.
i. The Literacy Cadre provides elementary teachers with instructional coaching and support aligned with the science of reading. This cadre has expanded to 770 schools as of this year.
    i. IREAD scores for schools in the Literacy Cadre saw growth nearly four times that of schools not participating.
j. Ms. Shults discussed some additional supports for teachers, parents, and students. These include universal screeners to identify K-2 students not on track to become proficient readers, as well as checkpoints and assessment frameworks to provide science of reading support.
k. Ms. Shults reported on the successes of the Indiana Learning Lab and Early Literacy Endorsements, which continue to provide instructional resources and training for educators. The Summer Learning Labs have shown success in providing free or low-cost reading and math support for students.
l. Mr. Watts celebrated the historic jumps in the last two years.
m. Mr. Mapes asked how many schools are in the Literacy Cadre, and how many schools are still not included.
    i. Dr. Jenner and Ms. Shults explained that, in 2022, there were 41 schools participating in the Literacy Cadre. That number has since grown to 770. Some schools only offer up to second grade, whereas others start at third grade, which makes totaling up the number of eligible schools challenging. The Literacy Cadre, however, includes most eligible schools.
n. Mr. Durham highlighted that over 61% of students considered "At-Risk" last year passed IREAD this year, and thanked the many families, educators, and students who helped achieve that ever-growing number.
o. Mr. Bess noted that achievement gaps between student populations have decreased for all students, and not just some students.This includes Black and Hispanic students, groups often left behind in other states.
p. Dr. Jenner introduced Chad Phillips, Superintendent; Dr. Laura Hack, Director of Elementary Education; Chris Smith, Parkside Elementary School Principal; Jessica Vogel, Special Education Director; Lars McCain, Special Education Teacher, and Ashley Kreutzjans, Literacy Coach, from Parkside Elementary School and the Bartholomew Consolidated School Corporation.
    i. Parkside Elementary School, through a focus on purposeful instruction on early literacy, saw 100% of special education students and 96% of general education students pass IREAD. Parkside participates in the Literacy Cadre, which Mr. Phillips credited for growth in IREAD proficiency. Mr. Phillips also mentioned

that, of schools that passed 100% of special education students, Parkside assessed the highest number of students.

ii. Mr. Phillips shared the story of how one student improved from the lowest possible IREAD score to a passing score, due to explicit and systematic instruction from her teachers. The student was quoted as saying, “It just feels good to be able to read.”

iii. Dr. Jenner asked how a school corporation such as BCSC could implement systematic shifts to get the results they have on IREAD. Ms. Hack said that the Literacy Cadre grew within the corporation from the first four schools to every school. By learning from those first schools, the corporation was able to unify the district around the successful implementation of lessons learned from the Cadre.

iv. Dr. Jenner asked Mr. McCain to share any lessons learned as a special education teacher at Parkside. Mr. McCain thanked Mr. Phillips and the many teachers that have put time and effort into achieving these results. Mr. McCain shouted out the Literacy Cadre for its success in improving literacy.

v. Mr. Watts referred back to Mr. Mapes questions on which schools participate in the Cadre, and noted that all schools are positively impacted by the lessons of the Cadre, even if some are not directly involved.

vi. Ms. Dilosa stated that it is clear by the results of IREAD, that students at Parkside Elementary School are “not defined by their challenges, but empowered by their strengths.” Mr. Phillips reiterated that Indiana educators are capable of anything when they are supported by the programs and support in place.

q. Dr. Jenner invited Madalyn Schepers, Principal of St. Anthony Catholic School; Johnathan Grismore, Assistant Principal, and Dr. Brian Disney, Superintendent of Catholic Schools at Archdiocese of Indianapolis, to share about St. Anthony Catholic School’s significant growth in IREAD performance.

i. Ms. Schepers told the Board that St. Anthony Catholic Schools improved from 54.2% of students passing IREAD in 2025, to 100% passing in 2026. The school saw a 33.1 percentage point increase in 2024, demonstrating the continued commitment to improving IREAD performance.

ii. Ms. Schepers stated that the school implemented frequent performance monitoring to identify individual student needs, helping provide the targeted instruction that led to the 100% IREAD passing rate.

iii. Ms. Schepers mentioned that many students at St. Anthony are English Learners, so support in English reading coincides with English learning.

iv. Ms. Schepers stated that herself, the third and fourth grade teachers, and literacy coach completed the Indiana Keys to Literacy endorsement, offering common knowledge surrounding evidence-based literacy instruction.

v. The students were able to celebrate their achievements, knowing that they can do hard things such as read in a second language. Ms. Schepers stated that, while the school is proud of the numbers, she is especially proud of the students behind that number.

vi. Mr. Bess noted that, of the two schools that have spoken, the culture of striving for success is clear. Mr. Bess praised the leadership of the schools, and the state leadership that has placed the resources in the schools. He highlighted the belief in high expectations for every student group.

vii. Dr. Jenner congratulated the school for “leading the way.” Mr. Grismore noted that the focus is not just on third grade reading, but continuing those supports into future years, to continue to build the culture of success across all grades.

viii. Dr. Disney reported that every Catholic school in the Archdiocese of Indianapolis is reporting over 70% on IREAD, showing community growth across the board.

r. Mr. Watts gave a shoutout to Hayes Elementary School, a school with 70% of students receiving free and reduced-price meals and 40% of students being multilingual. In 2022, 42% of students passed IREAD. In 2026, 97% passed, showing significant growth and further representing the cultural shift in literacy education.

B. ILEARN & SAT Results - Presentation

a. Ms. Shults recognized the many Indiana Department of Education staff members who have dedicated hours of work into improving ILEARN scores across the state.

b. Ms. Shults reminded the Board that ILEARN is an Indiana-specific measure of whether students are on track for the academic demands of college. ILEARN focuses specifically on academic mastery, measuring student achievement and growth based on Indiana-specific Academic Standards. The assessment is taken by Indiana students in grades 3 through 8. Similar to IREAD, the results do not include data from I AM. Unlike IREAD, ILEARN is computer-adaptive, meaning the questions may be different for each student depending on performance.

c. House Enrolled Act (HEA) 1251 (2022) required IDOE to streamline and prioritize K-12 academic standards in core content areas, culminating in the redesign of ILEARN. HEA 1243 transitioned ILEARN from a summative to a through-year assessment, incorporating three checkpoints and a shortened summative assessment. The 2025-2026 academic year was the first year all grade 3-8 students participated in the new model.

d. Mr. Ketcham revealed the 2026 English Language Arts and Mathematics ILEARN results for grades 3-8. They are:

	2026 ELA - At or Above Proficiency	2026 Math - At or Above Proficiency
Grade 3	40.7%	51.9%
Grade 4	42.2%	52.0%
Grade 5	42.2%	42.0%
Grade 6	41.3%	40.2%
Grade 7	41.7%	35.9%
Grade 8	44.0%	34.2%

e. Mr. Ketcham stated that the new 2026 baseline allows for the state to make adjustments and improve proficiency levels in the future.

f. Mr. Ketcham and Dr. Jenner discussed Indiana’s standards in comparison to the national assessment (NAEP), and both stated that ILEARN is much more rigorous than many states. Indiana ranks among the top states in alignment with national standards, reflecting on ILEARN’s strength and reliability. Dr. Jenner mentioned that Indiana ranks top six in the nation in fourth and eighth grade reading, and performs well on math. Mr. Watts mentioned that Indiana has a high level of integrity when it comes to scores, giving a hard test while maintaining high expectations for success.

g. Dr. Jenner noted that proficiency for ELA remains the same across grade level, while proficiency drops each additional year for math. Ms. Shults explained that ELA requires basic fundamentals that can be used regardless of proficiency, making it easier for students to maintain mastery once they achieve it. For math, cracks in the foundation of a student’s understanding have a much greater ripple effect over time, leaving many students below proficiency as they get older; recovery is more difficult.

h. Ms. Shults identified practical instructional tools for educators and parents. These include, content modules, math support toolkits, standards spotlights, and assessment and instructional frameworks, all meant to shine a light on supports for students. These supports are guides for teachers and parents based on an individual's unique needs.
    i. Mr. Watts asked how the department is going to ensure that the standards spotlight videos will get into the hands of parents. Ms. Schemel pointed to the IDOE website, the Indiana Learning Lab, and the family portal, as well as a link that a parent could access through their child's individual report. Ms. Schemel explained that the link could be sent out to parents by the school corporation at any time, and can be accessed at any time. The videos are accompanied by a one-pager that assists with understanding the standard.
    ii. Mr. Durham asked if the standards spotlights and guides are also provided in Spanish. Ms. Schemel said that they were not available in Spanish at this time. Dr. Jenner highlighted the room for growth in improving accessibility.
i. Ms. Shults discussed the real-time reports for educators and parents. These reports will be sent to educators and parents at least four times per year, and include new standard-level data and summative assessment predictability to hone in on specific student learning needs. The reports will highlight available resources for parents.
    i. Dr. Ernest expressed his support for the accessibility of the reports, to continue to assist parents in ensuring the best education for their children. Mr. Watts asked if the reports could be aligned with the standards spotlights videos, to better assist parents. Ms. Schemel highlighted the released items repository and frameworks, which gives examples specific to each standard.
    ii. Mr. Mapes asked if the schools and the department have the ability to see if parents have accessed resources, so that they could better provide unused resources if a student is still struggling to master a standard. Dr. Jenner stated that the benefits of additional access can only help students more.
j. Ms. Shults highlighted grants for reading and math tutoring services, as well as advisory lists and the Indiana Learning Lab, all of which provide additional learning supports for students.
k. Mr. Mapes reemphasized how challenging the ILEARN assessment is, and the added benefits of having different proficiency categories. Mr. Mapes insisted that all school corporations can strive for a 2-3 percent improvement in proficiency each year.
l. Mr. Ketcham revealed the 2025-2026 SAT results, which is designed to measure whether a student is ready for the academic standards of a four-year college. A score of 1250 fulfills one component of the Enrollment Honors Seal, intentionally designed for students who plan to attend a four-year college.
m. Performance on the SAT aligns with Indiana's college-going rate, and aligns with Indiana's on-time and extended completion. The SAT is a strong indicator of future success for students who choose a four-year college.
n. Mr. Bess reemphasized the integrity of the department to not inflate ILEARN test scores, and to continue to strive for academic success. He also highlighted the inclusion of students listed as "approaching proficiency" as students now included in the accountability model." He emphasized that these students matter, and the incentive of helping these students improve.

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