

# Course Access and Competency-Based and Blended Learning

*Presentation to the Nevada Interim Legislative Committee on Education*

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**iNACOL**  
International Association for K-12 Online Learning

EXHIBIT N - EDUCATION  
Document consists of 28 pages.  
Entire exhibit provided.  
Meeting Date: 03-02-16

# **iNACOL's Mission**

To catalyze the transformation of K-12 education policy and practice to advance powerful, personalized, learner-centered experiences through competency-based, blended and online learning.

# Agenda

- Every Student Succeeds Act
- Course Access
- Competency-Based Education
- Blended Learning
- Personalized Learning
- Recommendations for Nevada
- Q&A

# Every Student Succeeds Act (ESSA) signed into law: December 10, 2015



# Opportunity Gap in Nevada

**Table 3. Mathematics and science course offerings in high schools, by course and state: 2011-12**

State	% Offering Algebra I	% offering geometry	% offering Algebra II	% offering calculus	% offering biology	% offering chemistry	% offering physics
<i>UNITED STATES</i>	89%	85%	81%	50%	87%	75%	63%
Nevada	89%	82%	85%	51%	85%	71%	60%

Source: US Department of Education Office of Civil Rights

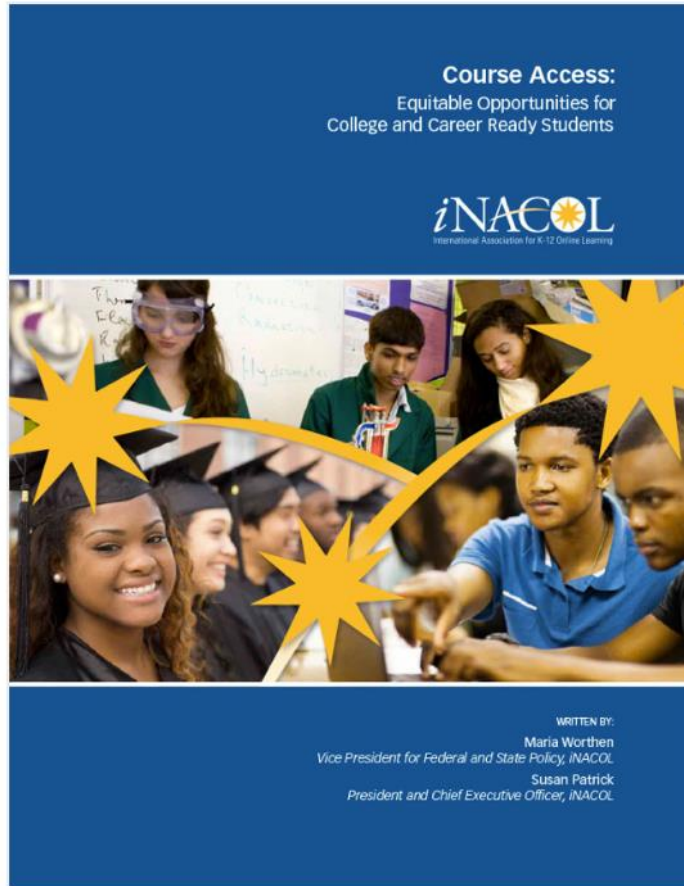
## Nationwide

- Between 10-25% of high schools do not offer more than one core course in math and science
- A quarter of high schools with the highest percentage of black and Latino students do not offer Algebra II
- A third of these schools do not offer chemistry

# Course Access

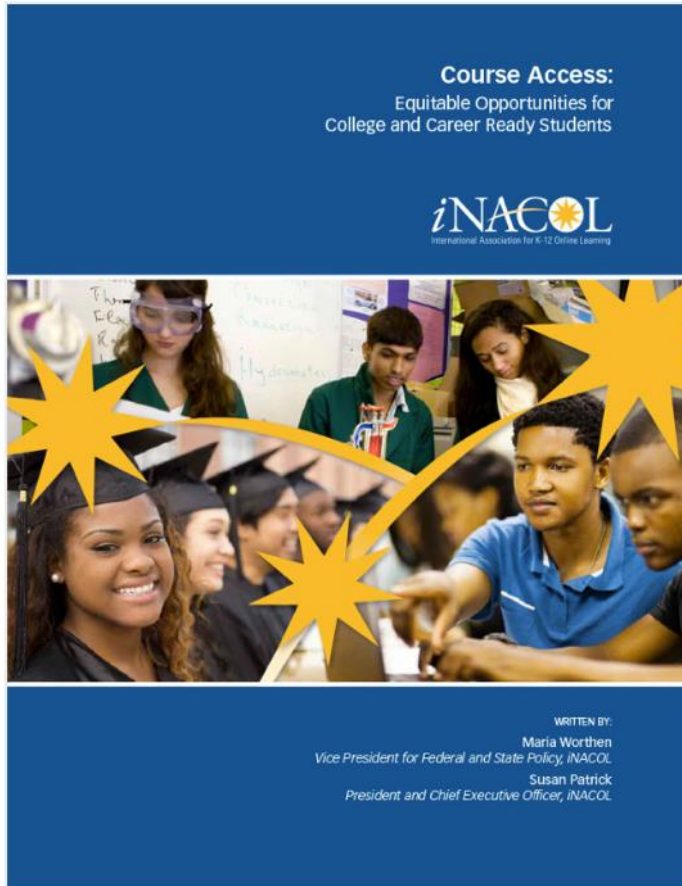
## What is it?

Course Access provides public school students with expanded course offerings across learning environments from diverse, accountable providers.





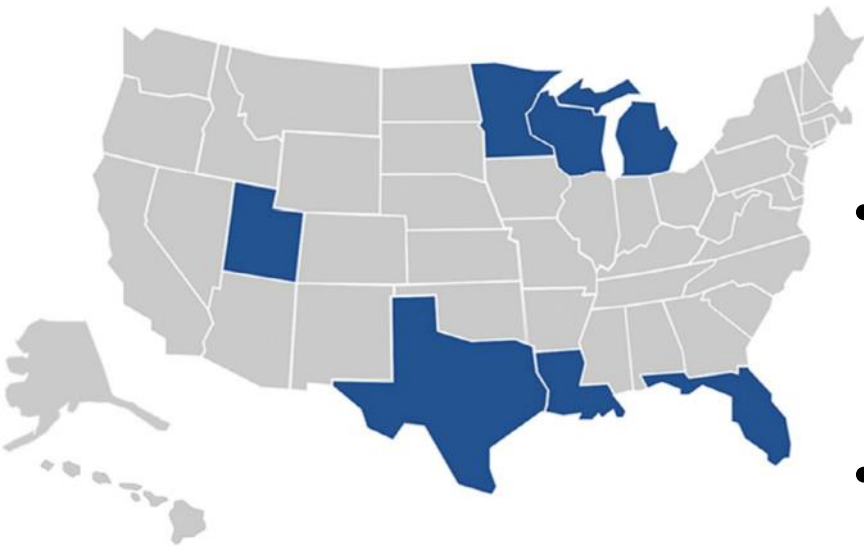
# Course Access



## Advantages

- Improves equity and access for all students, especially low-income, minority, and rural students.
- Creates a mechanism for consistent quality assurance across the state.
- Makes more feasible an education that can happen at any time, in any place, and at any pace.

# Course Access



## Equitable Access

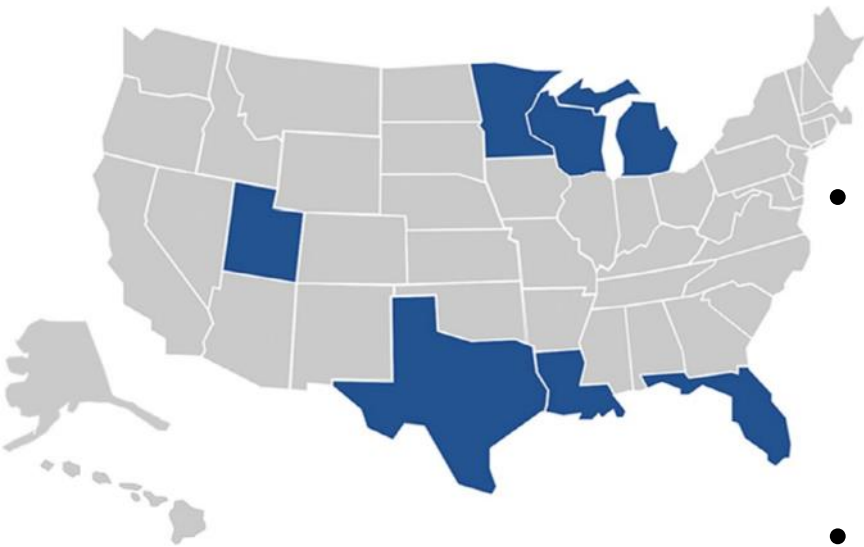
- All public school students in the state are eligible to access courses in multiple modalities from a wide range of providers.
- No district can deny a student's enrollment in a course without a legitimate, educational reason.
- Providers must comply with federal and state disability laws, and materials must be accessible to all learners.



# Course Access

## Sustainable Funding

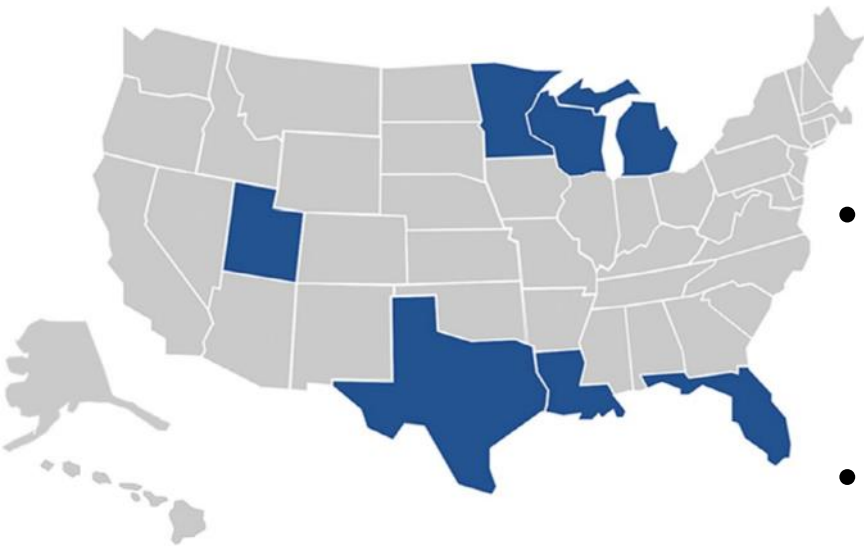
- Funding covers the cost of delivering high-quality content and instruction.
- Funding is sustainable because it follows each student—at the course level—to the course provider.
- Provider payments can be tied to student outcomes, with the goal of improving student achievement.



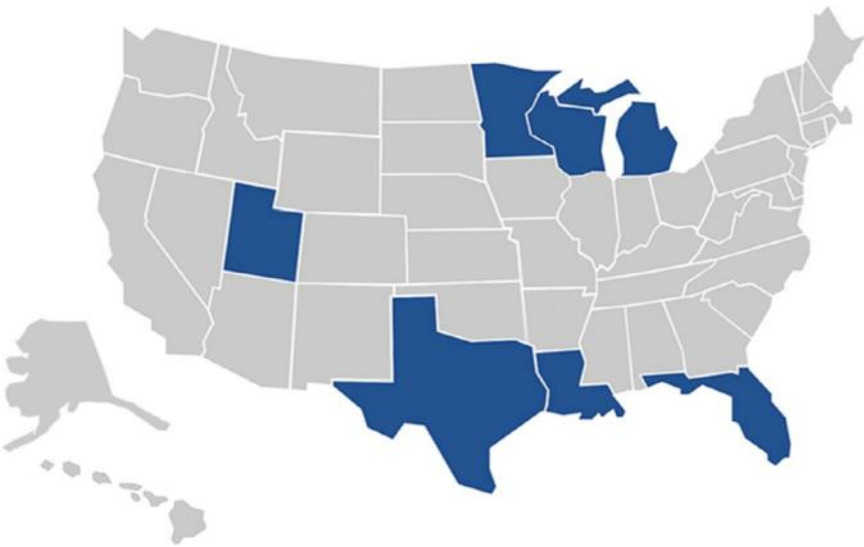
# Course Access

## A Focus on Quality

- The state requires alignment with state academic standards and nationally recognized quality standards.
- The state makes data on course and provider quality publicly available to students and parents.
- The state enforces rigorous, ongoing provider accountability.



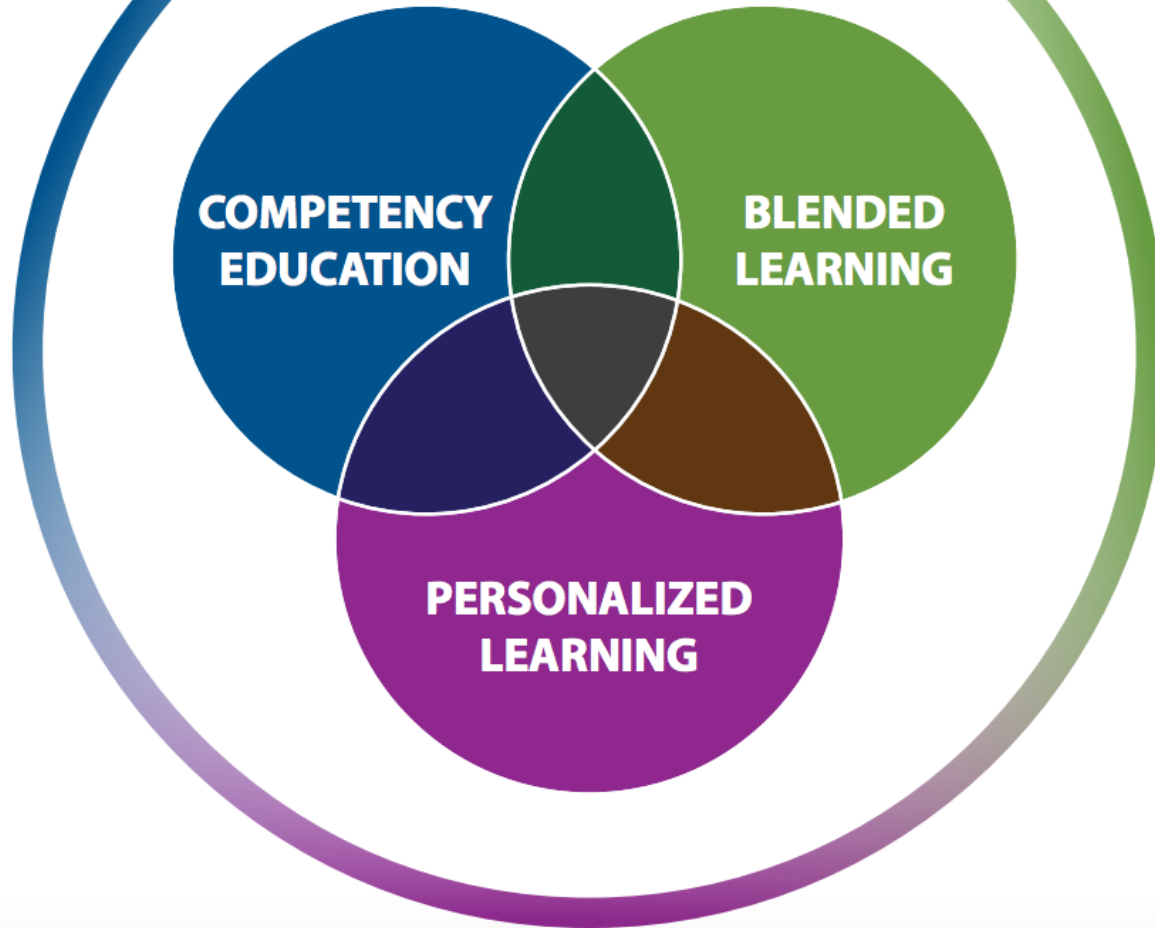
# Course Access



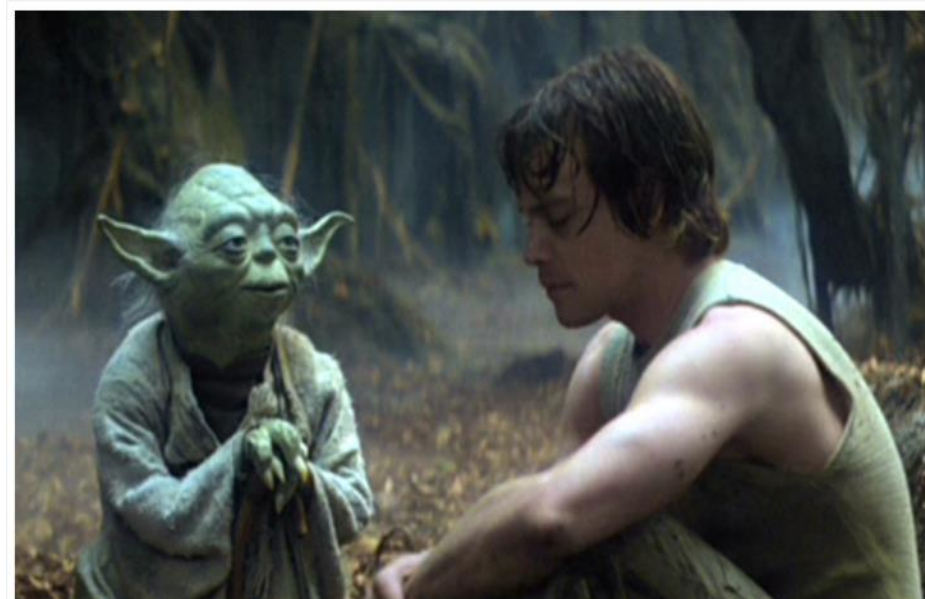
## Stakeholder Engagement

- The state ensures that students, families, teachers, and counselors understand the opportunities available within the program through proactive communications.

# Personalization



# Which of these learning environments would you prefer?



# Competency Education: Working Definition

1. Students advance upon demonstrated mastery.
2. Competencies include explicit, measurable, transferable learning objectives that empower students.
3. Assessment is meaningful and a positive learning experience for students.
4. Students receive timely, differentiated support based on their individual learning needs.
5. Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.



# Blended Learning

A formal education program in which a student learns at least in part through online learning with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home.

The modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.

(Horn & Staker, 2013)

# Personalized Learning

Tailoring learning for each student's strengths, needs and interests—including enabling student voice and choice in what, how, when and where they learn—to provide flexibility and supports to ensure mastery of the highest standards possible.







# Assessments OPEN

*Come in* we're  
**OPEN**

*Now*  
**OPEN**

YES...WE'RE  
**OPEN**

*3. Learn*  
*4. Show*

ASSESSMENT  
INFO

PLEASE LINE  
UP AT THE  
PODIUM IF  
YOU WOULD  
LIKE TO TAKE  
AN  
ASSESSMENT

ZONE 3

VIZIO









# Evidence of Personalized Learning's Positive Impact

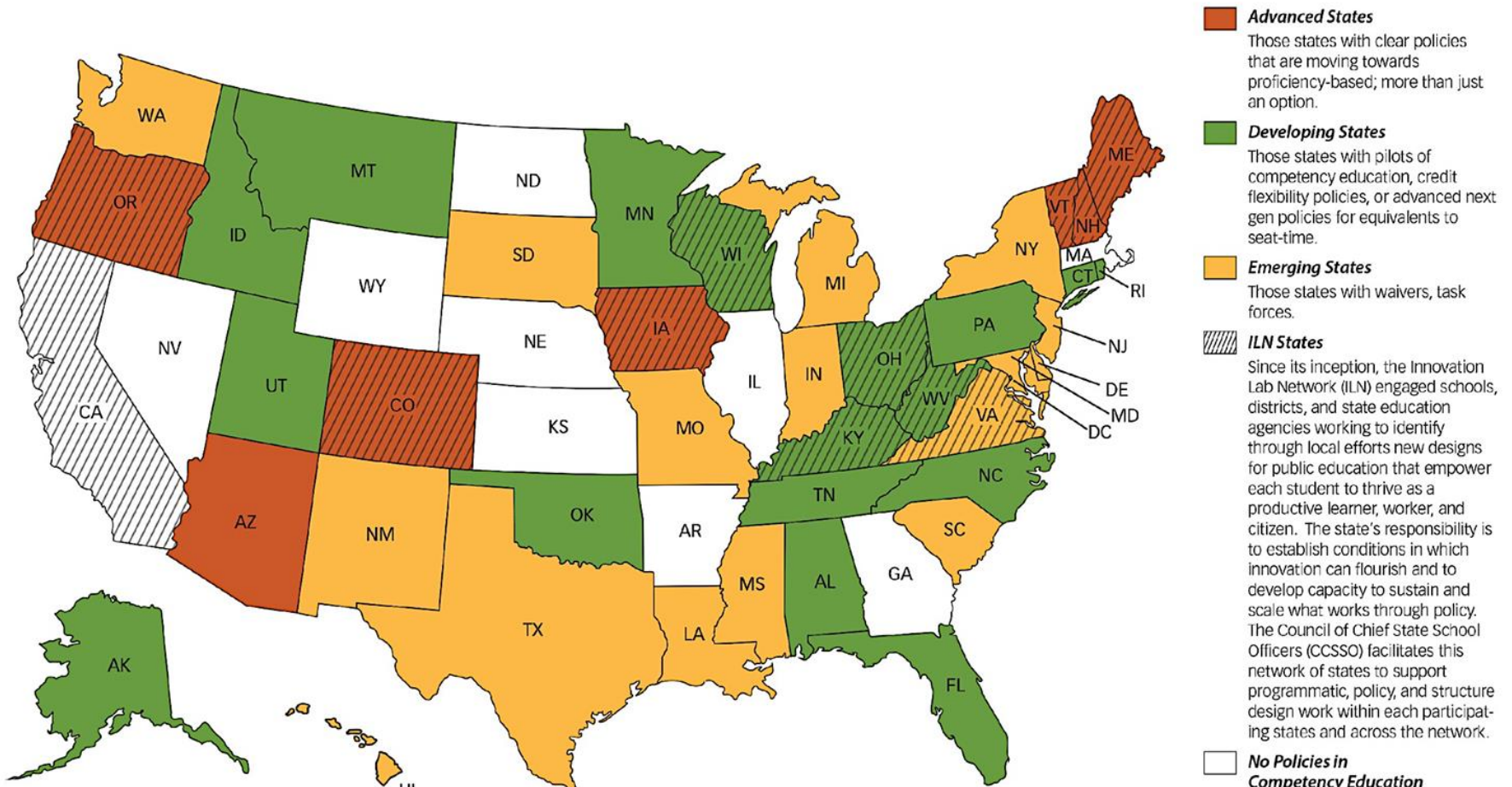


Students attending schools using personalized learning models “made gains in mathematics and reading over the past two years that were significantly greater than a comparison group made up of similar students selected from comparable schools.”





# Competency Education Policy – 2015



# State Policies Approaches

## States Getting Started

- Create a competency-based education task force
- Provide flexibility in required hours of seat time for earning credits.
- Establish innovation zones
- Set up pilot programs
- Create policies that allow for multiple pathways to earning credits and graduation.

# State Policies Approaches

## States Moving Forward

- Redefine courses and Carnegie units into competencies.
- Implement proficiency-based diplomas.
- Support innovative assessment models and common performance-based tasks.
- Develop capacity in school districts.
- Build educator capacity and professional judgment.





The iNACOL State Policy  
Frameworks 2015:  
5 Critical Issues to Transform K-12 Education

## Five Key Issues

1. Create Competency-Based Education Systems
2. Improve Student Access and Equity
3. Ensure Quality with Standards and Performance Metrics
4. Modernize Educator and Leader Development
5. Build New Learning Models Infrastructure

# Q&A



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