

Implementation of Assembly Bill 110 Competency-Based Education Pilot

Presentation to the State Board of Education
Diversity, Equity, and Inclusion Workgroup
November 20, 2020

Alignment to State Plan for the Improvement of Pupils (STIP)

Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life.

- Collaborate with public schools and districts to increase the percentage of historically underserved students participating in and successfully completing dual credit, concurrent enrollment, AP and IB courses, and CTE programs of study by at least 5% year over year.
- Collaborate with public schools and districts to close opportunity gaps in graduation rates by 75% across all student groups by 2025
- Collaborate with stakeholders to develop and curate evidence-based, standards-aligned, relevant instruction and instructional materials
- Create policies and initiatives and implement legislation in collaboration with the stakeholders who are most affected by such policies, initiatives, and legislation by 2021.

Legislative History

Assembly Bill (AB) 110 was passed into law during the 2017 Nevada Legislative Session to establish the Nevada Competency-Based Education (CBE) Network and Pilot Program. Objectives of the CBE Network and Pilot Program including the following:

- Revise provisions governing the requirements for a pupil to receive credit for a course of study without attending the classes for the course
- Conduct a public awareness campaign regarding competency-based education
- Distribute certain money through a competitive grants program to carry out the pilot program to provide competency-based education*
- Prepare a comprehensive report relating to competency-based education

Legislative History, cont'd

The CBE Network is composed of the following participants:

- **Principal** from each selected pilot program site
- **Teacher(s)** from each selected pilot program site selected by the principal
- A **parent** from each selected pilot program site appointed by the Nevada Parent Teacher Association
- **Chancellor** of the Nevada System of Higher Education or his or her designee
- **Chancellor** of Western Governors University Nevada or his or her designee
- A **teacher** who does not teach in a pilot program site as selected by the Nevada State Education Association
- A **parent or guardian** of a pupil who is not enrolled at a pilot program site as selected by the Nevada Teacher Parent Association

CBE Network Membership

| Member Name | Role/Organization |
|----------------------------|--|
| Emily Alexander | Teacher Representative – Churchill County Middle School |
| Michael Carico | Non-Pilot Parent Representative |
| Mandi Harenberg | Teacher Representative – Cheyenne High School (CCSD) |
| Ian Latas | Non-Pilot Site Teacher Representative |
| James McCoy | Director of Student Affairs - NSHE |
| Tiffany McMasters | Principal – Academy of Arts, Career and Technology (WCSD) |
| Kathleen Openshaw | Parent Representative – Pilot Site |
| Dr. Zac Robbins | Principal – Cheyenne High School (CCSD) |
| Julia Rogers | Teacher Representative – Academy of Arts, Career and Technology (WCSD) |
| Kamara Snearly | Teacher Representative – Incline High School (WCSD) |
| Dr. Summer Stephens | Superintendent – Churchill County School District |
| Dr. Spencer Stewart | Chancellor – Western Governors University |
| Dr. Andrew Yoxsimer | Principal – Incline High School (WCSD) |
| Amy Word | Principal – Churchill County Middle School |

CBE Pilot Program Participants

- **Churchill County School District**
 - *Churchill County Middle School (Cohort 1-2018)*
- **Clark County School District (CCSD)**
 - *Cheyenne High School*
- **Washoe County School District (WCSD)**
 - *Academy of Arts, Career and Technology (AACT)*
 - *Incline High School*

Summary of Progress: Churchill

- **Churchill County Middle School**
 - Use of an application process for interested students for the Blended Learning Community program
 - 2018-2019: 16% of student population
 - 2019-2020: 10% of student population (due to budget)
- **Churchill County School District***
 - Implementation of the Learner-Centered Framework

Summary of Progress: Cheyenne HS

- **Cheyenne High School, CCSD**
 - Use of an application process for interested students
 - 3 small group cohorts
 - 9/10th ELA
 - 2018/2019: Data not provided by the Clark County School District.
 - 2019/2020: 19 students
 - 9/10th Math
 - 2018/2019: 27
 - 2019/2020: 22 students
 - 11/12th ELA/Social Studies
 - 2018/2019: 12
 - 2019/2020: 16
 - Students are able to accelerate their work toward their graduation goals in the small cohorts

Summary of Progress: AACT

- **Academy of Arts, Career, and Technology, WCSD**
 - In the exploratory stages of researching how this can benefit students to earn more than one CTE certificate.

Summary of Progress: Incline HS

- **Incline High School, WCSD**
 - Student population of 319 (2020-2021)
 - Working with Marzano Resources LLC, for Critical Concepts and Proficiency Scales for content areas
 - Implementing professional development to support educators with the following:
 - Customizing Critical Concepts to address NVACS
 - Creating Critical Concepts for elective content
 - Working to understand clear learning targets and how to use the CBE aligned proficiency scales

CBE Network and Pilot Program Challenges

- The CBE Network continues to report the following challenges as barriers to advancing its work under AB 110:
 - Lack of quorum for CBE Network meetings
 - Perceptions around seat time/attendance requirements
 - Perceptions around school funding associated with seat time/attendance requirements

Next Steps

- Blue Ribbon Commission for a Globally Prepared Nevada
 - The Commission’s charge is to make recommendations to adjust our current policy framework to meet today’s learning conditions, while also leaving room for policies that will support innovation for the next 10 or 20 years.
 - The Commission will examine existing State laws, regulations, and policies, and make recommendations regarding revisions that will increase flexibility for districts and schools. Topics to be addressed in the Commission’s work include, but are not limited to, competency-based education, distance learning, independent study, and instructional time.

Questions

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