

2027-2028 Expedited Authorization Application Guide for A or B Rated Campuses

Submission Instructions: Applicants will submit the official application via Smartsheet form.

This application guide template is provided for planning purposes only. The final application must be submitted through the linked Smartsheet form available on the Virtual and Hybrid Education Authorization web page.

The standard application is required for any school system that does not meet the expedited authorization criteria under Senate Bill 569 (89th Regular Session) which is outlined below.

A school district or open enrollment charter school qualifies for the expedited authorization process **only if**, as of the effective date of the legislation, it:

1. **Operated an electronic course or full-time program through the State Virtual School Network (TXVSN)** in accordance with Chapter 30A, Education Code, as that law existed immediately before the effective date of Senate Bill 569; **or**
2. **Operated a virtual education program**, regardless of whether the district or school received funding for students enrolled in that program during the 2022–2023, 2023–2024, or 2024–2025 school year.

A virtual education program means:

- (a) students were enrolled in a virtual or hybrid model and took four or more virtual or hybrid courses within a semester;
- (b) the majority of instruction was delivered through the virtual or hybrid model as part of a cohesive instructional program with coordinated curriculum, staffing, and student supports; and
- (c) the program was not limited to individual or supplemental virtual courses taken by students otherwise enrolled in and required to attend an in-person campus

School systems that **meet** either of the criteria above should complete the Expedited Authorization Application, available on the Virtual and Hybrid Education Authorization web page. **If the school system does not meet the Expedited Authorization requirements, please complete the Standard Authorization Application.**

Application Deadline: April 8, 2027, by 5:00 p.m. (Central Time)

Overview

Senate Bill 569 established the Texas Education Code (TEC), Chapter 30B, creating a new framework for full-time virtual and full-time hybrid public school campuses. The purpose of this legislation is to:

- expand access to high-quality virtual learning options for Texas Students;
- provide clear guidelines for authorization, oversight, and accountability of these programs;
- ensure that virtual and hybrid campuses meet rigorous academic, operational, and funding standards; and
- enable districts and charter schools to serve eligible students through flexible, innovative instructional models.

This application is for school systems seeking approval to operate a new full-time virtual or hybrid campus under TEC, Chapter 30B, beginning with the 2027-2028 school year, and who meet the expedited authorization criteria and received an A or B campus rating in the most recent report card.

A campus approved under this subchapter may only apply for and receive authorization to operate as a full-time hybrid campus or a full-time virtual campus. A campus may not change its operation designation during the authorizing process or after approval.

Expedited applicants must complete the application that corresponds to their most recent state accountability rating. School systems that submit the incorrect expedited application will not meet the minimum requirements for campus authorization.

School System Eligibility

School systems that meet the expedited authorization criteria outlined in Section 16 of Senate Bill 569 are eligible to apply for expedited authorization.

Authorization Process Steps

School systems seeking full-time virtual or hybrid campus authorization are required to apply and complete the approval process detailed below. Approval will be granted only to those school systems that demonstrate robust planning and preparation, including documented board approval, as determined through rubric-based review process.

1. **Notice of Intent Form:** School systems planning to apply for standard authorization should submit a [Notice of Intent Form](#).
2. **Application Submission:**
 - Submit the virtual or hybrid school application via the Smartsheet form.
 - Include all required evidence, such as:
 - documentation of school board approval for establishing a campus; and
 - any additional required artifacts.
 - Ensure correct submission format:

- Do not send emailed PDF copies. These will not be accepted.
- 3. **Completion Check:** TEA staff members conduct the initial application review checking for completeness. Applications that pass the completion check will proceed in the application review process.
- 4. **Application Review Process:** All eligible applications that have successfully passed the completion check are reviewed by TEA staff members. Each application will be reviewed on its own merits and scored in accordance with the evaluation criteria published by TEA.

Reviewers will score each application criterion. School systems must:

- meet the standard on all questions labeled “Required to Meet Standard;” and
 - achieve an average reviewer score of 70% or higher.
- 5. **Potential Interview:** TEA may require an interview when additional information is needed. In the interview, applicants can answer questions and show their capacity to operate a high-quality virtual or hybrid campus.
 - 6. **Authorization:** The commissioner may only authorize a virtual or hybrid campus if it is determined that the authorization of the campus is likely to result in improved student learning opportunities.

To be considered for authorization, an applicant must

- meet the standard on all application items labeled “Required to Meet Standard,”
 - achieve an average reviewer score of 70% or higher;
 - demonstrate sufficient capability during the capacity interview (if required); and
 - have a district or open enrollment charter school rating of a C or better based on the most recent published rating.
- 7. **County-District-Campus-Number (CDCN) Request Form:** For new virtual or hybrid campuses, once the TEA approves the authorization, complete the CDCN Request Form and submit it to AskTED@tea.texas.gov.

Application Scoring

All applications will be reviewed using the same scoring rubric. Each question within the application will be assessed on a 0-2 point scale, with reviewers awarding points based on how effectively the response meets the established criteria.

The application includes several questions labeled “Required to Meet Standard.” Applicants must meet the required standards on these questions to continue in the authorization process.

In addition, applicants must earn an average reviewer score of 70% or higher on the application. The total score will reflect the overall quality, prior track record of success, and completeness of the application. Applications that do not meet this threshold will not move forward in the authorization process. The commissioner may only authorize a virtual or hybrid campus if it is determined that the authorization of the campus is likely to result in improved student learning opportunities.

Virtual and Hybrid Campus Expedited Authorization Application Guide for A and B Rated Campuses

Application Review Criteria	Maximum Points without using a Whole Program/Third-Party Provider	Maximum Points using a Whole Program/Third-Party Provider
Implemented Model	8	8
Whole Program or Third-Party Provider		8
Professional Development	4	4
Use of Technology and Data Collections	2	2
Board Approval	Required	Required
Prior Track Record of Success	20	20
Total Maximum Number of Review Criteria Points	34	42

Important Dates

Date	Item
September 25, 2026	Application Release Date: The application will be available on the Virtual and Hybrid Campuses web page .
December 7, 2026	Submit Intent Form: A School system planning to apply for authorization should submit a Notice of Intent Form .
October 14, 2026 And November 4, 2026	Informational Webinar: School systems interested in the virtual and hybrid campus authorization must attend one informational webinar. October 14, 2026 – 1:00-2:00 p.m. - Zoom link November 4, 2026 – 10:00-11:00 a.m. - Zoom link
April 8, 2027	Application Deadline: School systems submit completed applications through the Smartsheet form available on the Virtual and Hybrid Education Authorization web page by 5 p.m. (CST). Emailed PDF copies of the application will not be accepted.
September 25, 2026 – May 8, 2027	Application Review: TEA staff will score applications based on the published rubric.
TBD	Potential Interviews: TEA staff will conduct virtual interviews with school system leaders to add context to the written application.
June 7, 2026	Approval Notification: School systems will receive notification no later than June 7 if their application for a new virtual or hybrid campus is approved to apply for a CDCN.
July 15, 2027	Deadline to apply for a County-District-Campus-Number (CDCN) if needed: To apply, school systems must have received approval notification and contact the TEA AskTED administrator at askted@tea.texas.gov .

Definitions

1. **Full-time virtual campus:** a school district or open-enrollment charter school campus at which at least 50 percent of the enrolled students are enrolled in a full-time virtual program authorized under TEC, Chapter 30B, Subchapter C. This 50 percent threshold is calculated annually using campus enrollment from the Fall PEIMS submission.
2. **Full-time virtual program:** a full-time educational program offered by a school district or open-enrollment charter school campus which:
 - less than 50 percent of the enrolled students at the campus participate in the program, with 50 percent threshold calculated annually using campus enrollment from the Fall PEIMS submission;
 - instruction and content are delivered either synchronously over the internet through virtual courses;
 - a student in the program has a schedule of all virtual courses; and
 - the following attendance provisions apply:
 - a student is in attendance in-person minimally or not at all; and
 - any minimal in-person attendance for specific courses or instructional components, including those associated with University Interscholastic League (UIL) or Career and Technical Education (CTE), does not affect the designation of the program as a full-time virtual program.
3. **Virtual course:** An educational course in which:
 - instruction and content are delivered synchronously or asynchronously primarily over the Internet;
 - a student and teacher are in different locations for a majority of the student's instructional minutes;
 - there is frequent communication between a student and a teacher;
 - there is no requirement for students to be present at the school's physical location; and
 - the content of the course aligns with the Texas essential knowledge and skills (TEKS) for the subject and grade level.
4. **Full-time hybrid campus:** a school district or open-enrollment charter school campus at which at least 50 percent of the enrolled students are enrolled in a full-time hybrid program authorized under TEC, Chapter 30B, Subchapter C. This 50 percent threshold is calculated annually using campus enrollment from the Fall PEIMS submission.
5. **Full-time hybrid program:** a full-time educational program offered by a school district or open-enrollment charter school campus in which:
 - less than 50 percent of the enrolled students at the campus participate in the program, with 50 percent threshold calculated annually using campus enrollment from the Fall PEIMS submission;
 - instruction and content may be delivered synchronously or asynchronously over the Internet, in-person, or through other means;
 - a student in the program has a schedule consisting of:

- a combination of in-person and virtual or hybrid courses; or
- all hybrid courses; and
- a student is in attendance in-person for less than 90 percent of the minutes of instruction provided in a school year.

6. **Hybrid course:** An educational course in which:

- the student is in attendance in-person for less than 90 percent of the minutes of instruction provided;
- instruction and content may be delivered synchronously or asynchronously over the Internet, in person, or through other means;
- a student and teacher interact both at the physical location of a school district or open-enrollment charter school and, during online instructional activities, synchronously or asynchronously, in different locations through a virtual environment;
- there is frequent communication between a student and a teacher; and
- the content of the course aligns with the Texas essential knowledge and skills (TEKS) for the subject and grade level.

7. **Third-party provider offering educational services:** A private or third-party organization or entity that:

- provides support, services, or resources to assist with instructional delivery for a campus or program; and
- may deliver specific educational services, including but not limited to instruction, curriculum, or learning platforms, to support or facilitate campus operations.

8. **Whole program virtual instruction provider:** A private or third-party service that:

- provides oversight and management of virtual instruction services for a full-time virtual or full-time hybrid campus or program; or
- provides a preponderance of virtual instruction services, including but not limited to supplying instructional staff, overseeing student progress monitoring, ensuring course compliance with the Texas Essential Knowledge and Skills (TEKS) and other applicable state and federal requirements, or assuming responsibility for administering and delivering instruction beyond providing instructional materials.

Student Eligibility

A student eligible to enroll in a public school in this state is eligible to enroll at a full-time hybrid campus.

A student is eligible to enroll in a full-time virtual campus in any grade level under TEC, [§30B.103\(b\)](#) if the student:

1. attended a public school in this state for a minimum of six weeks in the current school year or in the preceding school year.
2. is, in the school year in which the student first seeks to enroll in the full-time virtual campus, enrolled in the first grade or a lower grade level;
3. was not required to attend public school in this state due to nonresidence during the preceding school year;

4. is a dependent of a member of the United States military who has been deployed; or
5. has been placed in substitute care in this state.

A student enrolled in a school district may not be compelled to enroll in a full-time hybrid or full-time virtual campus. A school district must offer the option for a student's parent to select in-person instruction for the student.

A school may establish additional eligibility criteria for participation in the hybrid or virtual campus, provided the criteria comply with state and federal law, including, at a minimum, compliance with the requirements of TEC, [§30B.103\(b\)](#); are applied uniformly and without discrimination; and are clearly communicated in writing to parents at the time of enrollment and/or application to the campus.

A school district or open-enrollment charter school may not enroll a student in a full-time virtual campus if the student does not meet the eligibility requirements under TEC [§30B.103](#), regardless of whether the district or charter school seeks state funding for that student.

To meet the six-week attendance requirement under subsection(b)(1), the student must:

1. attend classes for at least six weeks during the regular school year, and attendance during summer school shall not be counted toward this requirement; and
2. must have generated Foundation School Program funding while in attendance in accordance with the Student Attendance Accounting Handbook adopted under TAC, [§129.1025](#).

Assessments

Except as authorized by commissioner rule, an assessment instrument administered under TEC, §§[39.023](#) or [39.025](#) to a student enrolled in a hybrid or virtual course offered under TEC, Chapter 30B shall be administered to the student in the same manner in which the assessment instrument is administered to a student enrolled in an in-person course at the student's school district or open-enrollment charter school.

Continuation or Revocation of Program Requirements

The commissioner may only authorize a school district or open-enrollment charter school to operate a full-time hybrid or virtual campus if it is likely to result in improved student learning opportunities.

If a district or school plans to use a private or third party in operating the campus, the commissioner will consider the historical performance of that entity, if known, in making the determination.

Once approved, the authorization continues indefinitely unless revoked under specific conditions. The commissioner shall revoke authorization if, for three preceding school years, the campus has received:

1. a needs improvement or unacceptable performance rating under TEC, Subchapter C, Chapter 39;
2. a rating of performance that needs improvement or unacceptable, as determined by the commissioner, on a performance evaluation approved under TEC, [§30B.101\(c\)\(3\)](#); or
3. any combination of the ratings described in paragraphs (1) and (2).

The commissioner may revoke authorization or require intervention based on a special investigation conducted under TEC, [§39.003](#).

If a private or third party is deemed ineligible, the commissioner shall revoke the authorization unless the commissioner approves an alternative provider.

Appeals for revocations that result in campus closure must be made under TEC, [§39A.301](#).

Charter Schools

Any charter school wishing to provide virtual or hybrid instruction for students through a virtual or hybrid campus must submit an expansion amendment request to the commissioner of education and **receive commissioner approval in addition to being approved through the virtual and hybrid campus authorization process**. Adding a new campus would be a substantive amendment request in accordance with [19 TAC §100.1035\(c\)](#).

Charter schools that plan to convert an existing campus to operate as a full-time virtual or hybrid campus **must also obtain commissioner approval, in addition to approval through the virtual and hybrid campus authorization process**. This change requires a non-expansion amendment to modify the educational program, in accordance with [19 TAC §100.1035\(d\)](#).

An entity seeking to establish a new open-enrollment charter school that will operate as a full-time virtual or hybrid campus must complete the charter authorization process and include the required virtual and hybrid addendum as part of the charter application.

The charter holder must ensure that students enrolled in full-time virtual or hybrid campuses are counted toward the charter's maximum allowable enrollment, as established in the charter contract, and that total enrollment does not exceed this maximum.

Informational Resources

[Senate Bill 569](#)

[TEC, Chapter 30B](#)

[Virtual and Hybrid Campuses web page](#)

Expedited Virtual or Hybrid Campus Application

Please complete this application for each new virtual or hybrid school.

Virtual or Hybrid School Information	
School Name	Texas Online Preparatory High School
Address for Virtual or Hybrid School Facility Note: Co-location of a virtual or hybrid and fully on-campus school at the same facility is permitted	
County-District-Campus-Number (CDCN) Note: leave blank if the school system did not have a CDCN for their online school. 236902008	
Projected Enrollment for SY 27-28	
District Contact Information	
District Name	Huntsville ISD
District ID	
Superintendent's Name	Travis Fanning
Superintendent's Email Address	
Most Recent Virtual or Hybrid Campus A-F Rating Note: if the school/program was not rated, mark as Not Rated. B	
Select an Instructional Program	
☒ Full-Time Virtual Campus	
☐ Full-Time Hybrid Campus	
Is the proposed campus a dropout recovery campus?	
☐ Yes ☒ No	
Grade Levels Served (check all that apply)	
Note: A full-time hybrid or virtual campus must include at least one grade level with required state assessments under TEC §39.023(a) or (c) .	
☐ PK3	☐ PK4
☐ K	☐ 1
☐ 2	☐ 3
☐ 4	☐ 5
☐ 6	☐ 7
☐ 8	☒ 9
☒ 10	☒ 11
☒ 12	

Each free response answer must be limited to 2,500 characters.

Implemented Model

1. Please indicate which expedited authorization qualification your school system meets. (Required to Meet Standard 0 points)

☒ Operated an electronic course or full-time program through the State Virtual School Network (TXVSN) in accordance with Chapter 30A, Education Code, as that law existed immediately before the effective date of Senate Bill 569;

☐ Operated a virtual education program, regardless of whether the district or school received funding for students enrolled in that program during the 2022–2023, 2023–2024, or 2024–2025 school years.

A virtual education program means:

- (a) students were enrolled in a virtual or hybrid model and took four or more virtual or hybrid courses within a semester;
- (b) the majority of instruction was delivered through the virtual or hybrid model as part of a cohesive instructional program with coordinated curriculum, staffing, and student supports; and
- (c) the program was not limited to individual or supplemental virtual courses taken by students otherwise enrolled in and required to attend an in-person campus.

- a. If your school system operated a virtual education program, upload evidence (up to 4 pages) demonstrating that your school system operated a virtual education program in prior school years. (Required to Meet Standard 0 points)

2. Describe the student population served in your existing virtual or hybrid program and provide a summary of student outcomes, including academic performance, engagement, and course completion. Analyze the primary factors that contributed to these outcomes, including instructional practices, program design, staffing, and supports. (2 points)

Texas Online Preparatory High School serves approximately 3,000 students in grades 9–12 through a fully virtual instructional model. The student population includes economically disadvantaged students (51.9%), students identified as at-risk (48.4%), students receiving special education services (14.9%), and emergent bilingual students (7.9%). The campus serves a racially and ethnically diverse student body with a broad range of academic readiness levels and support needs.

Student outcomes show strengths in several areas and also a clear need for improvement. In Reading/Language Arts, 58% of students achieved Meets Grade Level or above, exceeding the Closing the Gaps target of 44%. Reading growth increased from 62% in 2025 to 64% in 2026, and Mathematics growth increased from 57% to 59%. In Domain 3, reading performance exceeded the 2026 target for every evaluated subpopulation, whereas math performance did not reach a single target for any evaluated subpopulation, and indicates the need for significant focused improvement. Course completion improved from 82.1% to 84.2% over three years. The federal graduation rate reached 91.9%, exceeding the federal target of 90%, and 90% of graduates met CCMR criteria. TEI PAS progress reached 32% surpassing the federal

3. Explain how student progress was monitored, including systems, frequency of review, and intervention processes. Based on outcome data, identify key strengths and areas for improvement, and describe how the school system plans to sustain successful practices, improve identified gaps, and modify progress monitoring and intervention practices to align with Chapter 30B requirements. (2 points)

Texas Online Preparatory High School monitors student progress through a MTSS that integrates academic performance, attendance, engagement, and intervention data to guide decision-making. Consistent with TEC Chapter 30B, our academic and operations plans include progress monitoring, intervention, staffing, professional development, and student/family engagement. Students are placed in intervention tiers using STAAR/EOC achievement and growth, beginning-of-year assessment results, prior intervention history, and enrollment history. The MTSS Team reviews student progress monthly using Common Formative Assessment (CFA) data by TEKS, RTI pre- and post-assessments, IXL diagnostics, intervention attendance, and engagement measures. Daily instruction also includes mastery checks, accommodations, emergent bilingual supports, and instructional adjustments. There is also consistent collaboration among teachers, interventionists, and support staff. These strong practices are embedded in the campus strategic plan and implemented under district leadership.

4. Describe the eligibility and enrollment criteria students must meet to enroll in your virtual or hybrid campus. A school may establish additional eligibility criteria for participation in the virtual or hybrid campus, provided the criteria comply with state and federal law, including, at a minimum, compliance with the requirements of TEC, [§30B.103](#) and it is applied uniformly and without discrimination. (2 points)

Students seeking enrollment in Texas Online Preparatory High School in grades 9–12 must meet the eligibility requirements established under TEC §30B.103, as well as the campus board-approved enrollment criteria. These requirements are communicated in writing to families before enrollment, are posted on the campus website, and are applied consistently to all applicants without discrimination. Families receive clear information regarding application timelines, required documentation, eligibility review, enrollment decisions, and steps needed to prepare for a successful start to school.

We review additional eligibility criteria through objective transcript and academic record analysis. Students must be on track to graduate with their cohort year, as verified through transcript review, and may be no more than two years older than their cohort age. Students entering grade 9 must have earned a Meets or Masters performance level on Grade 8 Reading and Mathematics STAAR assessments, or equivalent qualifications.

5. Is the school system implementing any changes to its existing program model, such as adding new components, modifying current services, or changing delivery methods? Please provide a brief description of any changes and the rationale behind them. (2 points)

TOPS is implementing targeted enhancements to its virtual program model for SY 2026–2027 based on student outcome data, accountability results, root cause analysis, and stakeholder feedback. These changes are aligned to the campus strategic plan and district goals for improved STAAR EOC performance, increased CCMR, higher graduation rates, and stronger overall accountability outcomes. Ongoing PD will support teacher and leader ability to implement instructional and programmatic changes.

One key change is the additional implementation of HQIM through Bluebonnet Learning in Algebra I, with planned expansion to additional HS courses as materials become available. Prior performance data identified a need for stronger curriculum alignment, greater rigor, and more consistent instructional coherence particularly in mathematics. Bluebonnet Learning will support TEKS-aligned, grade-level instruction and strengthen STAAR readiness while improving the consistency of instruction across the virtual

Whole Program Provider/Third Party Provider

6. Will the district or charter school utilize a private or third-party provider offering educational services for the virtual or hybrid campus, or a whole program virtual instruction provider as defined in TEC, [§30B.001\(8\)](#)? (Required 0 points)

Third-party provider offering educational services is a private or third-party organization or entity that:

- provides support, services, or resources to assist with instructional delivery for a campus or program; and
- may deliver specific educational services, including but not limited to instruction, curriculum, or learning platforms, to support or facilitate campus operations.

Whole program virtual instruction provider is a private or third-party service that:

- provides oversight and management of virtual instruction services for a full-time virtual or full-time hybrid campus or program; or
- provides a preponderance of virtual instruction services, including but not limited to supplying instructional staff, overseeing student progress monitoring, ensuring course compliance with the Texas essential knowledge and skills (TEKS) and other applicable state and federal requirements, or assuming responsibility for administering and delivering instruction beyond providing instructional materials.

Clarification: A third-party provider supports or supplements instructional delivery while the district or charter school retains primary responsibility for oversight and delivery of instruction; a whole program virtual instruction provider assumes primary responsibility for oversight, management, or a preponderance of instructional services.

- ☐ Yes, third-party provider offering educational services
☒ Yes, whole program virtual instruction provider
☐ No

If third-party educational services provider or a whole program virtual instruction provider is contracted:

- a. Provide the organization's name, accreditation status, and the name of the accrediting agency. (2 points)

Organization Name: K12, a Stride, Inc. company

Accreditation Status: Accredited

Accrediting Agency: Cognia (formerly AdvancED)

K12, a Stride, Inc. company, is accredited by Cognia, a global nonprofit organization that provides accreditation and continuous improvement services for educational institutions. K12 first received accreditation through AdvancED in 2010. AdvancED merged with Measured Progress in 2018 and became Cognia. K12 maintains its accredited status by meeting Cognia's quality standards, engaging in continuous improvement processes, and participating in both internal self-studies and external quality assurance reviews. In 2025, Cognia awarded Stride, Inc. the first ever corporate umbrella accreditation, further

- b. Provide a description of all services to be delivered, including goods, instructional materials, and associated costs. (2 points)

TOPS provides a public virtual education program: certified teacher instruction; state-aligned core, elective, and career and technology courses; live and asynchronous learning; curriculum; assessments; and individualized planning. Teachers monitor progress and provide tutoring, MTSS/RTI, and additional support.

Teams of support staff provide onboarding, attendance, engagement, family support, counseling coordination, and wraparound interventions. Eligible students receive IEP-required specialized instruction and related services. The program provides instructional materials, software, loaned computers and printers, connectivity assistance, technical support, and secure systems for learning, reporting, testing, and data security.

Budgeted Program Expenses

- c. Discuss the historical performance of the proposed third-party provider in delivering virtual education services. Include student outcomes data and other evidence demonstrating the provider's effectiveness in achieving strong student outcomes. (2 points)

TOPS HS, operated in partnership with Huntsville ISD, has a demonstrated history of success in delivering virtual education services. The 26-27 school year will mark the 14th year of this partnership. During that time, TOPS HS has consistently provided a full-time virtual instructional program for students who benefit from an online learning environment while maintaining a strong focus on academic achievement, graduation readiness, and accountability performance.

From the district's perspective, the provider's historical performance reflects consistent effectiveness in a virtual setting. Across multiple accountability cycles, TOPS HS has maintained ratings ranging from C to B. Most recently, the campus earned an 82 (B), improving from 79 in 2425. The campus also earned an 83 (B) in 23-24, 79 in 22-23, and 78 in 21-22. These results show sustained performance and steady improvement over time.

- d. Describe the oversight and evaluation methods that the district or charter school uses to monitor the third-party provider. Include the frequency, evaluation tool(s) to be used, and expected student outcomes. (2 points)

The district maintains a structured and transparent oversight system to monitor and evaluate TOPS. Oversight is aligned to district strategic goals and accountability expectations, with the school's strategic plan directly connected to district priorities for academic achievement, College, Career, and Military Readiness (CCMR), student engagement, and graduation outcomes.

Monitoring occurs through multiple recurring processes. Weekly meetings between the TOPS Executive Director and district Assistant Superintendent of Teaching and Learning review implementation progress, student performance data, operational concerns, and action plans. Monthly principal meetings focus on campus performance metrics and continuous improvement priorities. Instructional quality is monitored through monthly classroom observations and PLC calibrations using district evaluation tools and established instructional expectations.

*Note: The school district or charter school is responsible for ensuring that all student data generated, maintained, or stored by a third-party or whole program provider is securely retained and, upon request or termination of services, returned in a usable format. The district or charter holder must ensure continued access to such data and compliance with all applicable state and federal data retention, privacy, and records management requirements.

Professional Development

7. Describe your district or charter school's process to ensure that staff assigned to a hybrid or virtual campus under TEC, [§30B.053\(b\)](#) meet required qualifications. Your response must address **both** of the following: (2 points)
 - a. **Professional Development Provided Prior to Teaching:** Explain how the district ensures that staff receive appropriate professional development in hybrid or virtual instruction before they begin teaching online.
 - b. **Verification of Sufficient Previous Experience:** Describe the criteria and process used to determine that staff has "sufficient" previous hybrid or virtual experience.

Texas Online Preparatory High School has established procedures to ensure all staff assigned to the virtual campus meet the qualifications required under TEC §30B.053(b) and hold appropriate certification for the content and grade levels they teach before serving as Teacher of Record.

Prior to teaching online, TOPS verifies that newly hired teachers meet requirements for online instruction based on former TVSN standards. Teachers who cannot document prior qualifications must successfully complete an approved Online Instructor Training course before being assigned as Teacher of Record. Completion records are reviewed and maintained through the onboarding process to ensure compliance before instructional responsibilities begin.

In addition, all teachers new to TOPS participate in onboarding designed for virtual

8. Upload a calendar of ongoing virtual or hybrid professional development and job-embedded coaching that supports educators in implementing curriculum and instructional strategies within a virtual or hybrid school learning environment. (2 points)

Use of Technology and Data Collection

9. Explain how the school system establishes and maintains cybersecurity and data privacy measures to ensure a safe learning environment for all students, both on-campus and online. Include specific measures that will be used to protect student information and mitigate cybersecurity risk. (2 points)

TOPS maintains a safe learning environment through a comprehensive cybersecurity, data privacy, and student safety framework that integrates secure technology systems, proactive monitoring, student education, and responsive support services. Cybersecurity practices are guided by the NIST Cybersecurity Framework and include continuous network monitoring, threat detection, vulnerability management, role-based access controls, Single Sign-On, Multi-Factor Authentication, and established incident response procedures for identifying, containing, and remediating security threats.

Student information is protected in compliance with FERPA and the Texas Student Privacy Act. Academic, health, disciplinary, and personally identifiable information is safeguarded through secure systems and restricted access protocols. Third-party vendors must complete security reviews and risk assessments before hosting, processing, or storing student data.

Students receive instruction during orientation and quarterly thereafter, on digital citizenship, cybersecurity awareness, online safety, strategies for safe browsing, and responsible technology use. The Acceptable Use of Technology Policy, Microsoft Teams Usage Policy, and Student Handbook establish expectations for protecting

Board Approval

10. Attach the local school board's official meeting minutes showing approval for launching a full-time virtual or hybrid campus for the 2027–2028 school year under Chapter 30B. (Required to Meet Standard 0 points)

Prior Track Record of Success

No action for school systems. Assigned by TEA.

Virtual and Hybrid School Campus Assurances

The applicant shall check all assurances and acknowledgements below to confirm awareness and understanding of responsibilities established herein.

- ☐ The applicant assures that any virtual or hybrid instruction provided will be in accordance with [Chapter 30B](#) of the Texas Education Code (TEC), as established by Senate Bill 569.
- ☐ The applicant acknowledges that a campus may only be authorized to operate as either a full-time virtual campus or a full-time hybrid campus and assures that it will not change its designation during or after the authorization process, in accordance with TEC, [§30B.101\(d\)](#).
- ☐ The applicant assures that a virtual or hybrid campus will include: (1) at least one grade level in which an assessment instrument is required under TEC, [§39.023\(a\) or \(c\)](#); (2) sufficient grade levels, as determined by the commissioner, to allow for the annual evaluation of student performance; or (3) an alternative performance evaluation measure approved by the commissioner during the authorization process, in accordance with TEC, [§30B.101\(c\)](#).
- ☐ The applicant acknowledges that it must provide notice to the commissioner of the use of, or any change in affiliation with, a private or third party acting as a whole program virtual instruction provider for a full-time virtual or hybrid campus or program, in accordance with TEC, [§30B.151\(a\)](#).
- ☐ The applicant assures that it will comply with TEC, [§30B.005](#), by allowing students enrolled in a virtual or hybrid course, program, or campus to participate in extracurricular activities sponsored or sanctioned by the school district or open-enrollment charter school in which the student is enrolled, or by the University Interscholastic League, in the same manner as other students enrolled in the district or school.
- ☐ The applicant acknowledges that, as rulemaking to implement SB 569 is currently underway, the agency may issue conditional approvals in advance of final rule adoption. The school system ensures that it will comply with all final adopted rules and requirements upon formal approval, anticipated in December 2026, and will update policies, procedures, and program design as necessary during any transition period provided by the agency to achieve full compliance.

- The applicant assures that appropriately certified teachers are provided to support students served through special education, Section 504, and bilingual education and English as a second language (ESL) programs. The applicant acknowledges that it remains responsible for ensuring that all instructional and support services required under applicable state and federal laws are delivered by qualified personnel.
- The applicant acknowledges that board approval is required for authorization and that final authorization is contingent upon receipt of official board approval documentation. The applicant further acknowledges that, if approval has not been secured by the application submission deadline, authorization remains contingent upon receipt of such approval.
- The applicant assures that it will implement and maintain a comprehensive cybersecurity framework to protect digital assets and the confidentiality, integrity, and availability of student, parent, and staff information. The applicant will establish and document tools, protocols, and staff responsibilities for threat detection, access control, and incident response. The applicant certifies that these safeguards will be in place before virtual or hybrid instruction begins, maintained throughout the authorization period, and reviewed regularly to ensure compliance with applicable cybersecurity and data privacy requirements.
- The applicant assures that it will maintain the infrastructure necessary to support virtual or hybrid instruction, including instructional technology, network capacity, connectivity, and learning environments that support effective instructional delivery.
- The school system assures that students participating in virtual or hybrid instruction who withdraw, transfer, or otherwise exit the program will be offboarded in a timely manner and in accordance with all applicable state and local requirements. The school system further assures that student records, including records requested by a receiving school or educational institution, will be shared and transferred within established timelines and in compliance with applicable state and local requirements.
- The applicant assures that it retains ownership of and continued access to all student data generated, maintained, or stored by any third-party provider offering educational services or whole program virtual instruction provider. The applicant further assures that such data will be securely retained and, upon request or termination of services, returned in a usable format. The applicant acknowledges responsibility for ensuring compliance with all applicable state and federal requirements related to data retention, privacy, security, and records management.

Student Eligibility for Enrollment

- The applicant acknowledges that a student must meet eligibility requirements to enroll in a virtual or hybrid campus; specifically, that:.
 1. A student is eligible to enroll in a public school in this state is eligible to enroll in a full-time hybrid campus.

2. A student is eligible to enroll in a full-time virtual campus only if the student meets one of the following criteria:

- a) attended a Texas public school for at least six weeks in the current or preceding school year;
- b) is enrolling in first grade or a lower level in the school year in which the student first seeks to enroll;
- c) was not required to attend public school in Texas during the preceding school year due to nonresidency;
- d) is a dependent of a deployed member of the United States military; or
- e) has been placed in substitute care in Texas.

- The applicant assures that no student enrolled in the school district shall be compelled to enroll in a full-time hybrid or full-time virtual campus. The applicant further assures that a student's parent or guardian will have the option to choose in-person instruction.
- The applicant assures that any additional eligibility criteria established for participation in a hybrid or virtual campus will comply with all applicable state and federal laws, including, at a minimum, the requirements of Texas Education Code (TEC), [§30B.103](#); (regarding student eligibility); will be applied uniformly and without discrimination; and will be clearly communicated in writing to parents or guardians at the time of enrollment and/or application.
- The applicant assures that no student shall be enrolled in a full-time virtual campus unless the student meets all eligibility requirements under Texas Education Code (TEC), [§30B.103](#), regardless of whether state funding is sought for that student.
- The applicant assures that, to satisfy the six-week attendance requirement under applicable law for a virtual campus, each student shall:
 - a) attend classes for a minimum of six weeks during the regular school year, with summer school attendance excluded; and
 - b) generate Foundation School Program funding while in attendance, in accordance with the Student Attendance Accounting Handbook adopted under 19 Texas Administrative Code (TAC), [§129.1025](#).

Revocation

- The applicant acknowledges that the commissioner of education's authorization of a full-time hybrid or full-time virtual campus continues indefinitely unless revoked under TEC, [§30B.102](#). The applicant further acknowledges that the commissioner shall or may revoke authorization under the following conditions:

The commissioner shall revoke the authorization if the campus has received, for the three preceding school years:

- a needs improvement or unacceptable performance rating under TEC, [Subchapter C, Chapter 39](#);

- a performance rating of needs improvement or unacceptable, as determined by the commissioner, on an evaluation approved under TEC, [§30B.101\(c\)\(3\)](#); or
- any combination of the above two types of ratings.

- ☐ The applicant acknowledges that the commissioner may revoke the authorization or require intervention based on a special investigation conducted under TEC, [§39.003](#).
- ☐ The commissioner shall revoke the authorization if a private or third party used to operate the campus is determined to be ineligible under TEC, [§30B.152](#), unless the commissioner approves a request to use an alternative provider.
- ☐ The applicant acknowledges that any appeal of a revocation that results in the closure of a campus must be made under TEC, [§39A.301](#).
- ☐ The applicant acknowledges that, if its approval is revoked, it will be ineligible to reapply until the fifth anniversary of the date of the revocation.

Authorized Official

By signing this document, the applicant acknowledges and affirms that all information and assurances contained in this application are accurate and complete to the best of their knowledge. The applicant further agrees to comply with all applicable laws, regulations, and program requirements associated with this application. This signature shall constitute a binding commitment to uphold the assurances provided.

Authorized Submitter's Signature:

Date Signed:

Signer's Phone Number:

Signer's Email Address: