

2027-2028 Expedited Authorization Application Guide for C, D and F 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 a C, D or F 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 C, D and F Rated Campuses

Application Review Criteria	Maximum Points	Maximum Points using a Whole Program/Third-Party Provider
Campus Goals and Alignment to District Priorities	2	2
Implemented Model	12	12
Whole Program or Third-Party Course Provider		8
Professional Development	4	4
Staffing Model	2	2
Student and Family Engagement	2	2
Special Populations and At-Risk Students	4	4
Facilities and Operations	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	52	60

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 authorization process are encouraged to attend a webinar to learn more. 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 Virtual Academy at Hallsville
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 311 Willow St., Hallsville, TX, 75650
County-District-Campus-Number (CDCN) Note: leave blank if the school system did not have a CDCN for their online school. 102904010
Projected Enrollment for SY 27-28 30,000

Virtual and Hybrid Campus Expedited Authorization Application Guide for C, D and F Rated Campuses



District Contact Information	
District Name	Hallsville ISD
District ID	
Superintendent's Name	Mr. John Martin
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.	C
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.

Campus Goals and Alignment to District Priorities

- Describe how the proposed full-time virtual or hybrid campus aligns with the district's strategic plan and how the district's governing structures will ensure the campus can successfully achieve and sustain an A/B accountability rating. (2 points)

As a campus of Hallsville ISD, Texas Virtual Academy at Hallsville must be aligned to our district's long-term strategic priorities and supported by strong governance if we are to sustain an A or B accountability rating. The campus earned a B for three consecutive years before declining to a C in SY 2025–2026. In response, we strengthened our strategic goals, monitoring systems, interventions, and oversight structures to drive improvement and restore stronger performance.

The campus strategic plan is directly aligned to District Goal 1: cultivating an inclusive, high-performing learning environment that provides equitable access to rigorous instruction and measurable academic growth. To support that goal, we established clear outcome targets for student achievement, graduation, and English learner progress. Students are expected to meet growth targets in STAAR performance through rigorous, standards-aligned virtual instruction and targeted academic support. We are also focused on improving graduation rates through attendance monitoring, intervention systems, and graduation tracking, while increasing English learner proficiency through intentional language development supports that maintain access to grade-level content.

Implemented Model

2. 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)

3. Provide a comprehensive narrative describing the effectiveness of your school design, including evidence of student performance outcomes and how the design aligns with the requirements and intent of Chapter 30B. (2 points)

TVAH's school design is effective because it combines synchronous instruction, asynchronous learning, individualized support, and structured engagement opportunities to meet the needs of students. The model provides live teacher-led instruction, self-paced coursework, targeted interventions, and ongoing progress monitoring. Clubs, extracurricular activities, leadership opportunities, and community-building events further strengthen student connectedness and engagement within the virtual environment.

4. 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)

TVAH serves a diverse student population in grades 3–12 through an individualized virtual learning model designed to meet the needs of students who require flexible pathways to academic success. In SY 2526, the campus served 22,085 students, including 98.4% identified as at-risk, 50.5% economically disadvantaged, 21.4% receiving special education services, and 13.5% emergent bilingual students. This student population enters with varied academic readiness levels, interrupted learning histories, and significant support needs, which makes a responsive, data-driven virtual model essential.

We look at student outcomes as evidence of whether the design is meeting the needs

5. 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)

TVAH monitors student progress through a Multi-Tiered System of Supports that uses multiple data sources, including IXL diagnostics, STAAR results, formative and interim assessments, writing samples, course performance, attendance, and intervention progress-monitoring data. Students are identified through screening and performance data and placed in T1, T2, or T3 supports based on documented academic needs.

Progress is reviewed through Professional Learning Team meetings, weekly data collection for students in T2 and T3, three-week intervention checkpoints, and quarterly MTSS meetings. These review cycles allow staff to monitor growth, evaluate

6. 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 Virtual Academy at Hallsville for grades 3-12 must meet Texas statutory eligibility requirements, through TEC §30B.103. Eligibility and enrollment requirements are clearly communicated to families and applied consistently to all applicants without discrimination.

The enrollment process is designed to be transparent and equitable. Families submit an enrollment application and required records, including transcripts, report cards, and other documentation needed to verify eligibility criteria. Campus personnel review the records using the same published standards for all applicants. Enrollment decisions are based solely on documented eligibility requirements within TEC §30B.103 and are

7. 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)

TVAH is implementing significant instructional enhancements for SY2627 based on student performance data, accountability results, root cause analyses, and stakeholder feedback. These changes are intended to strengthen instruction, increase engagement, and improve student outcomes while supporting the campus goals of earning a B accountability rating within the AEA framework.

TVAH is implementing HQIM through Bluebonnet Learning in ELAR grades 3–5 and mathematics grades 3 through Algebra I. Data analysis identified curriculum alignment, instructional rigor, and mathematics achievement as priority areas for improvement. HQIM will strengthen standards alignment, increase rigor, and support

8. Describe the key factors that contributed to your most recent rating and outline the specific strategies, interventions, and operational changes that will be implemented to improve performance and drive to be an A/B rated campus. (2 points)

TVAH's latest accountability results reflect both progress and areas for improvement. The campus maintained a B in Domain 1: Student Achievement (81) and improved in Domain 2: School Progress; however, Domain 3: Closing the Gaps declined from 78 to 65, lowering the overall rating from B (80) in 2025 to C (76) in 2026. Lower performance among targeted student groups in mathematics, Extended Constructed Response (ECR), and English-language proficiency measures were the primary contributors.

Root cause analysis identified misalignment between curriculum, assessment, TEKS.

Whole Program Provider/Third Party Provider

9. 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

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

TVAH 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 for those who qualify, connectivity assistance, technical support, and secure systems for learning, reporting, testing, and data security.

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

Hallsville ISD and Stride K12, Inc. have maintained a successful partnership through Texas Virtual Academy at Hallsville (TVAH) for the past eight years. Throughout this collaboration, K12 has provided virtual educational services aligned with the district's expectations for academic performance, student support, and accountability. During the partnership, TVAH has served a highly mobile and academically at-risk student population while demonstrating sustained success under the AEA framework.

From SY21-22 through SY24-25, TVAH earned four consecutive B accountability ratings with scores of 82, 81, 80, and 80. In SY2025-26, the campus earned a C rating of 77, marking the first accountability decline below a B rating during the partnership. While Hallsville ISD was disappointed with this outcome, the district evaluates provider performance within the context of the partnership's overall record of success, stability,

- 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)

Hallsville ISD employs a comprehensive oversight process to monitor and evaluate the performance of Stride K12, Inc. in serving Texas Virtual Academy at Hallsville (TVAH). District and campus leaders work collaboratively to review implementation, student outcomes, and accountability results, using multiple data sources to guide decision-making and continuous improvement.

District leaders meet weekly with TVAH leadership to review academic progress, operational performance, student engagement, attendance, intervention effectiveness, and emerging needs. These meetings provide systematic opportunities to analyze data, address challenges, and implement timely adjustments to improve outcomes.

TVAH also presents a monthly performance scorecard to the Hallsville ISD Board of Trustees. The scorecard provides transparent reporting on key indicators, including academic achievement, graduation rates, CCMR, enrollment, attendance, student

*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

10. 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 Virtual Academy at Hallsville has established procedures to ensure all staff assigned to the virtual campus meet the qualifications required under TEC §30B.053(b) before serving as Teacher of Record.

Prior to teaching online, TVAH verifies that all newly hired teachers meet targeted requirements for online instruction, based on the former TXVSN requirements. Teachers who do not provide documentation demonstrating prior qualifications are required to successfully complete an approved Online Instructor Training course before being assigned as Teacher of Record. Completion records are reviewed and maintained as part of the teacher onboarding process to ensure compliance before instructional responsibilities begin.

In addition, all teachers new to TVAH participate in onboarding designed for virtual learning environments. Training includes virtual instructional practices, instructional systems and platforms. research-based instructional strategies. online student engagement. compliance

11. Upload a calendar of ongoing virtual and 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)

Staffing Model

12. Describe the virtual or hybrid campus staffing plan that demonstrates the capacity to successfully execute the full-time virtual or hybrid campus plan. Name the proposed or selected campus principal and describe their experience in leading virtual or hybrid instruction. (Required to Meet Standard 2 points)

Texas Virtual Academy at Hallsville (TVAH) operates through a collaborative staffing structure between Hallsville ISD and K12 Stride that provides the leadership, instructional capacity, student services, operational support, and compliance oversight necessary to successfully implement and sustain a full-time virtual campus.

For HISD, Mrs. Julie Smith, proposed principal of record, brings 35 years of educational experience, including nine years as TVAH's principal of record, overseeing academics, operations, student outcomes, compliance, TEA coordination, and virtual support.

For K12 Stride, Mrs. Rosalyn Petry, Senior Executive Director, provides leadership for virtual school operations, instructional systems, and continuous improvement. With 20 years in education, including 13 years with K12 Stride, she has served as a virtual principal, School Director, and Executive Director.

Student and Family Engagement

13. Describe how you engage with the virtual or hybrid campus community, including students, teachers, and parents, from the first day to throughout the school year. Detail mechanisms for monitoring and maintaining school climate for the virtual and hybrid learning environment that will be used. Describe the platforms and methods used to communicate relevant, up-to-date information to parents, students, and the community. (2 points)

TVAH engages students, families, and staff through a comprehensive system of onboarding, engagement, communication, and feedback designed to support success in a virtual learning environment throughout the school year.

All new students and families participate in orientation before beginning classes. Orientation introduces the virtual learning environment, instructional expectations, technology platforms, attendance requirements, available supports, and strategies for success in online learning. This process helps ensure students and caregivers are prepared for a successful transition.

New staff go through a targeted onboarding that includes coaching of virtual best practices, technology and platform orientation, and professional learning support.

Special Populations and At-Risk Students

14. Describe how your existing virtual or hybrid program meets the needs of diverse learners, including students with disabilities, Section 504 accommodations, and bilingual and English as a second language programs. Include a description of how appropriately certified teachers (e.g., special education certification, ESL certification, bilingual certification, and other relevant credentials) will be assigned to deliver services. (2 points)

TVAH's virtual instructional model provides equitable access to rigorous, grade-level instruction for all students, including students with disabilities, Section 504 students, emergent bilingual students, English learners, and other at-risk populations. Through a multi-tiered system of support, students receive accommodations, interventions, individualized services, and progress monitoring based on academic and behavioral needs while maintaining access to grade-level curriculum.

Students receiving special education services are supported through inclusion, resource, and social skills instruction delivered virtually through collaboration between special and general education staff. Instruction aligns to grade-level standards while incorporating

15. Describe how the school system meets the needs of identified at-risk and underperforming students within the virtual or hybrid learning environment. Explain the instructional supports, intervention structures, and data sources used to monitor student performance and inform instructional decision-making. Include the communication, progress monitoring and intervention processes used to ensure timely identification of students who are struggling and the provision of appropriate interventions and supports. (2 points)

TVAH meets the needs of identified at-risk and underperforming students through a MTSS that addresses academic, attendance, behavior, and engagement needs within the virtual learning environment. The framework identifies students early, provides targeted support, monitors progress, and adjusts interventions to improve outcomes.

All students receive Tier 1 support through standards-aligned instruction, WIN (What I Need) time, individualized IXL skill plans informed by diagnostic data, and active engagement coaching. Student academic needs are identified using IXL diagnostics, STAAR results, classroom assessments, grades, attendance, engagement data, and prior intervention history. Students with attendance concerns receive additional outreach, 1:1 meetings, and individualized re-engagement plans.

Facility and Operations

16. Upload an attachment that illustrates what a typical student's school day will look like, including the structure of instructional time, schedules, and daily routines. (2 points)
17. Upload an attachment that provides a clear overview of the school's academic calendar, including key dates, the number of instructional days per semester, instructional minutes, and planned breaks. (2 points)

Use of Technology and Data Collection

18. Explain how the school system will establish and maintain 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)

TVAH 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 (SSO), Multi-Factor Authentication (MFA), and established incident response procedures for identifying, containing, and remediating security threats.

Student information is protected in compliance with FERPA and the Texas Student

Board Approval

19. 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 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:

Signers' Phone Number:

Signers' Email Address: