

New Virtual or Hybrid School Approval Rubric

LEA Name:

Model: 100% Virtual Hybrid

New Virtual or Hybrid School Application Summary Ratings

Initial Review

The minimum score required for approval or to qualify for an interview (this will be the same for all applicants): 17

Initial review score:

Does this applicant qualify for a capacity interview? Yes No

Post Interview

Score Required for post capacity Interview (this will be the same for all applicants): 30

Score post-interview:

Does this applicant qualify for a new virtual or hybrid school approval? Yes No

Section	Meets Requirements?	Initial Review Score	Initial Review Summary Comments	Post Interview Score	Post Interview Comments
Section 1- School Information	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Section 2- School Schedule	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Section 3- Education Program and Professional Development	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Section 4 - Student Engagement and Culture	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Section 5 - Student Recruitment and Enrollment	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Section 6- Special Populations and At-Risk Students	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Section 7 - Staffing Plans	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Section 8 - Facilities					

Section 9 – Board Approval	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Section 10- Assurances and Operational Criteria	<input type="checkbox"/> Yes <input type="checkbox"/> No				

Section 1: School Information

Completed Section 1: School Information with the details of the new virtual or hybrid school

Is this section complete? Yes No

Meets Requirements?

Yes No

Follow up notes:

Section 2: School Schedule

1. Attachment 1: Submit a **master schedule** for the new virtual or hybrid school

Approval Criteria

- Instruction may not be delivered concurrently (i.e., in the same class period, teachers may not instruct remote and on-campus students simultaneously)
- Includes at least one STAAR-assessed grade level among the grade levels for which local remote learning is offered or includes a complete high school program, including each course for which an end-of-course assessment is required to be administered.
- Denotes learning modality for all courses (i.e., on-campus synchronous, on-campus asynchronous, remotely synchronously, or remotely asynchronously)
- For high school programs, there are course offerings for all required courses for a complete high school program

0 points

- The master schedule is not attached
- **OR** the schedule does not meet the approval criteria requirements

1 point

- The applicant has attached the master schedule
- **AND** it meets all the requirements in the approval criteria

Meets Requirements? Yes No

Follow up notes:

2. Attachment 2: Provide a **week at a glance** for each grade level or course with a **summary table** of instructional components that take place remotely (denote synchronous or asynchronous) and on-campus [hybrid only]

0 points

- The applicant has **not** attached a week at a glance document for all grade levels
- **OR** the summary table does **not** address which instructional components will be synchronous or asynchronous **AND** on-campus versus remotely [*hybrid only*]

1 point

- The applicant has attached a week at a glance document for all grade levels
- **AND** the documents address which instructional components will be synchronous or asynchronous **AND** on-campus versus remotely [*hybrid only*]

Meets Requirements? Yes No

Follow up notes:

3. Attachment 3: Provide a **summary table** that adds up instructional minutes from the master schedule and calendar combined to show how the plan meets instructional minutes requirements

0 points

- The applicant has **not** attached a summary table
- **OR** the summary table does **not** show how the LEA will meet the instructional minutes requirement

1 point

- The applicant has attached a summary table
- **AND** the summary table shows how the LEA will meet the instructional minutes requirement

Meets Requirements? Yes No

Follow up notes:

4. Provide a brief description and rationale for the master and grade level schedules.

0 points

- The description **does not** clearly explain the flow of the day or week for students
- **AND** does not explain the rationale behind which instructional components take place asynchronously, synchronously, and on-campus vs. remotely (for hybrid only)

1 point

- The applicant clearly describes the flow of the daily or weekly schedule
- **BUT** does not fully explain the rationale behind which instructional components take place synchronously or asynchronously **OR** rationale behind on-campus vs. remote components of the schedule (for hybrid only)

2 points

- The applicant clearly describes the flow of the daily or weekly schedule
- **AND** explains the rationale behind which instructional components take place synchronously and asynchronously and on-campus and remotely (for hybrid only)

Meets Requirements? Yes No

Follow up notes:

Section 3: Education Program and Professional Development

Academic Plan

1. Provide an overview of the education program and a plan that shows how curriculum, core instructional practices, and assessment strategies will drive academic achievement.

Approval Criteria

Curriculum and Instructional practices

- The program guarantees a viable curriculum with high-quality instructional materials (HQIM). HQIM are content-rich, TEKS-aligned, accessible resources that educators use to engage all students in rigorous learning through sound pedagogical practices. HQIM embed assessments for progress monitoring and include implementation support for teachers.
- The plan describes how teachers will execute the curriculum with high fidelity within a virtual or hybrid model.
- The plan provides examples of how curricular resources and materials will be used in various modes of instruction (asynchronous, synchronous, on-campus, and remote) to provide a cohesive learning experience for students.
- The plan showcases research-based methods proven to increase student learning and are developmentally appropriate for the students in the given grade levels.
- At a high level, the plan addresses how teachers adjust instruction based on learning modality and, if applicable, align on-campus instruction and remote learning activities to provide a cohesive student experience.

Assessments strategies

- The plan shows how the LEA will administer assessments to students enrolled in local remote learning in the same manner as students learning on campus.
- The plan shows when LEAs will periodically assess students in the remote learning program to assess progress

0 points

- The overview does not include the curriculum, core instructional practices, or assessment strategies
- **OR** is not clear on how the program will drive toward academic achievement in a virtual or hybrid model
- **OR** over 3 of the requirements are not met in the approval criteria.

1 point

- The overview addresses how the curriculum, core instructional practices, and assessment strategies will drive toward academic achievement in a virtual or hybrid model
- **BUT** does not meet 1-2 of the requirements in the approval criteria.

2 points

- The overview addresses how the curriculum, core instructional practices, and assessment strategies will drive toward academic achievement in a virtual or hybrid model
- **AND have met** all parts of the approval criteria

Meets Requirements? Yes No

Follow up notes:

2. Provide a plan for all major digital programs used in core components of instruction and learning
- i. Specify which programs will be used remotely and how they connect to either on-campus resources or other digital options to create an aligned, cohesive program.
 - o Learning Management System (ex., Schoology, Canvas, Google Classroom)
 - o Content-Specific Digital Programs for Intervention or Personalized Learning (ex. Imagine Learning, Zearn, Lexia, STMath)
 - o Digital Programs for active learning and student engagement (ex., Zoom, Google meets, Seesaw, Peardeck, Nearpod)
 - ii. Elaborate on how accessible the technology will be for teachers and students.
 - iii. Describe the plan to assess and ensure internet and device access for remote learning for all students. Share any current data and information on the percentage of students with reliable connectivity and devices. Include options for families to solve internet-related problems to ensure that students can succeed on remote learning days.

□ 0 points

- The applicant has provided a general list of digital programs and somewhat specifies how some programs will be used remotely and on-campus
- **BUT** does not explain the role of the digital programs in providing an aligned, cohesive student experience
- **OR** most of the technology is not accessible for all teachers and students
- **AND** the LEA does not have a robust plan to address internet availability for remote learning

□ 1 point

- The applicant has provided a comprehensive list of digital programs and specifies how programs will be used remotely and on-campus
- **AND** explains the role of the digital programs in providing an aligned, cohesive student experience between
- **BUT** some of the technology is not accessible for all teachers and students
- **OR** the LEA does not have a robust plan to address internet availability for remote learning

□ 2 points

- The applicant has provided a comprehensive list of digital programs and specifies how programs will be used remotely and on-campus
- **AND** explains the role of the digital programs in providing an aligned, cohesive student experience
- The chosen technology is accessible for all teachers and students, and the LEA has a robust plan to address internet availability for remote learning.

Follow up notes:

Progress Monitoring and Learning Gaps

1. Describe teacher and student-facing systems used to track progress and determine student success within the virtual or hybrid learning model
 - i. Include the functionality of the learning management software (LMS) and the ease at which teachers assign, grade, and provide quality feedback for students.
 - ii. Explain how teachers can access student data from remote learning tasks to make instructional decisions.
 - iii. Describe the student's role in progress monitoring and achieving their learning goals. Specify how students can readily access their data for on-campus (for hybrid only) and remote assignments.

□ 0 points

- The LEA only has a teacher-facing progressing monitoring system. Teachers manually share progress on learning goals and success in the virtual or hybrid model with individual students
- OR the LMS is not accessible to most teachers and is inappropriate for students in particular grade levels.
- OR teachers can assign, grade, and provide feedback promptly, BUT there are seldom opportunities for students to act upon previously covered objectives to improve learning outcomes.

□ 1 point

- Both teacher and student-facing data tracking systems exist but are contained in different software streams.
- Students can access data but cannot quickly determine overall success within the program due to the lack of a central system.
- OR the LMS is accessible to most teachers but may not be appropriate for students in particular grade levels
- Teachers can assign, grade, and provide feedback promptly.
- Students can readily access data BUT cannot take action to improve achievement without teacher assistance.

□ 2 points

- The LEA has a robust system to track progress and determine student success in a virtual or hybrid model
- The LMS is easy to use for all teachers and students.
- Teachers can assign, grade, and provide feedback promptly.
- AND students have access to their data and can take action steps to improve academic achievement with or without the support of their teacher.

Follow up notes:

2. Describe how the school plans to monitor student performance to deliver interventions when students struggle.
 - i. Include a pre-established timeline for routine checkpoints to monitor the student success in a virtual or hybrid model (i.e., audit student progress on learning goals or class grades every 6-weeks or after each summative/ interim assessment)
 - ii. Describe how the LEA plans to partner with families to ensure the best outcomes for students within the virtual or hybrid model. Include how parents are notified of student performance and explain the response plan for students struggling in the virtual or hybrid model, including an option to return fully on-campus.
 - iii. Address how students will receive tutoring or acceleration supports within the virtual or hybrid model

□ 0 points

- The applicant does not have frequent checkpoints to monitor and respond to student performance within the virtual or hybrid model
- OR there are protocols set in place to notify parents of student performance within the virtual or hybrid model, but students who struggle to succeed remotely do not have an option to return to a fully on-campus school
- AND the LEA cannot fully accommodate tutoring and acceleration supports for all learners

□ 1 point

- The applicant has a timeline to monitor and respond to student performance within the hybrid model

- There are protocols set in place to notify parents of student performance within the virtual or hybrid model, but the response plan is not set in place for students who might struggle in a virtual environment
- **OR** the LEA cannot fully accommodate tutoring and acceleration supports for all learners

☐ 2 points

- The applicant has a well-established timeline to monitor and respond to student performance within the hybrid model
- There are protocols set in place to notify parents of student performance within the virtual or hybrid model and a response plan for students when they struggle
- **AND** the LEA has a system to accommodate tutoring and acceleration supports

Meets Requirements? Yes No

Follow up notes:

Professional Development

1. Provide a calendar with learning objectives for ongoing professional development and job-embedded coaching to implement curriculum and instructional strategies within a virtual or hybrid school

☐ 0 points

- The applicant has provided an **incomplete** professional development calendar
- **OR** the applicant is not prioritizing learning objectives necessary to implement high-quality curricula and instructional strategies in the virtual or hybrid model

☐ 1 point

- The applicant has provided a professional development calendar
- **BUT** is not prioritizing learning objectives necessary to implement high-quality curricula and instructional strategies in the virtual or hybrid model

☐ 2 points

- The applicant has provided a professional development calendar
- **AND** is prioritizing learning objectives necessary to implement high-quality curricula and instructional strategies in the virtual or hybrid model

Meets Requirements? Yes No

Follow up notes:

Section 4: Student Engagement and Culture

1. Describe the daily attendance taking plan that meets the requirements outlined in SB 15 for eligible students

Approval criteria

- LEA has a plan to track attendance and ensure that each student receives the minimum required two hours or four hours of daily instruction as detailed in the [Student Attendance Accounting Handbook](#) to qualify for half-day or full-day FSP funding, respectively. See [attendance requirements](#) for virtual instruction.
 - Indicate how the LEA plans to progress monitor online assignments and have touchpoints with students to verify student attendance on remote days.
 - Describe how students/families will receive feedback on remote days and what is required to be counted as present and engaged (i.e., attend synchronous lessons, submit a certain number of complete assignments, etc.)

0 points

- The LEA **does not** have a centralized system to take attendance on for remote learning
- **OR** there are numerous ways in which a student could be counted as present or engaged for remote learning days, and there is no streamlined system to track attendance for remote learning
- **OR** the applicant is unclear on how students and families will receive feedback on remote learning day

1 point

- The LEA has a system to take attendance for remote learning accurately
- The applicant has explicit requirements for students to be counted as present or engaged during remote learning
- **BUT** the applicant is unclear on how students and families will receive feedback on remote learning

2 points

- The LEA has a system to take attendance for remote learning accurately
- The applicant has explicit requirements for students to be counted as present or engaged during remote learning
- **AND** the applicant has included a plan on how students and families will receive feedback on remote learning

Meets Requirements? Yes No

Follow up notes:

1. Provide a plan for establishing the intended culture for students, teachers, administrators, and parents from the first day of school and throughout the school year and proposed mechanisms for monitoring and maintaining school climate, both remotely and on-campus (for hybrid only).

0 points

- The plan includes the intended culture for the stakeholders in the virtual or hybrid model, but it is unclear how it will be established.
- **AND** the proposed tools to monitor school climate does not include either on-campus (for hybrid) or remote learning modality

1 point

- The plan includes proactive steps for establishing the intended culture, such as training on the hybrid model, family orientation, community events, etc.
- **BUT** the proposed tools to monitor school climate does not include either on-campus (for hybrid) or remote learning modality

☐ 2 points

- The plan includes proactive steps to establish the intended culture, such as training on the hybrid model, family orientation, community events, etc.
- **AND** it includes proposed tools to monitor school climate within the virtual or hybrid model

Follow up notes:

2. Explain how the LEA will establish proactive measures to ensure a safe learning environment for all students, both on-campus (for hybrid) and online (i.e., safe browsing, data privacy, cyberbullying).

☐ 0 points

- The LEA did not provide sufficient information to ensure that the school has measures in place to establish safe learning environments

☐ 1 point

- The LEA has thoroughly explained the proactive measures set in place to establish a safe learning environment for students, such as installing protective software and setting up firewalls
- **BUT** response protocols to inappropriate behavior seem unclear OR play little to no role in maintaining a safe online learning space

☐ 2 points

- The LEA has thoroughly explained the proactive measures set in place to establish a safe learning environment for students, such as installing protective software and setting up firewalls
- **AND** response protocols to inappropriate behavior are clear and reinforce safe online learning practices

Follow up notes:

Section 5: Student Recruitment and Enrollment

1. Describe the enrollment process and selection criteria for students who want to attend the virtual or hybrid school.

*Note: The virtual or hybrid school must be offered as a choice that students and parents/guardians may opt into (i.e., students cannot be enrolled by default based on their enrollment zone into a virtual or hybrid campus), and parents must have access to a fully on-campus option (i.e., the new virtual or hybrid school cannot be the only option offered to students/families)

Approval criteria

- Campus enrollment criteria comply with student eligibility criteria noted [here](#).
- LEA has demonstrated sufficient community need or interest to launch and sustain a virtual or hybrid school

0 points

- The applicant has not submitted the enrollment process and selection criteria
- **OR** the criteria do not meet the student eligibility criteria
- **AND** has not established sufficient community interest for a virtual or hybrid school

1 point

- The applicant has provided the enrollment process, and the selection criteria meet the student eligibility criteria
- **BUT** has not established sufficient community interest for a virtual or hybrid school

2 points

- The applicant has provided the enrollment process, and selection criteria meet the student eligibility criteria
- **AND** has established sufficient community interest for a virtual or hybrid school

Meets Requirements? Yes No

Follow up notes:

2. How will the LEA ensure that all interested students and families, including those in poverty, students who have struggled academically, students with no device and internet access, students with disabilities, and other youth at risk of academic failure, are equally included in this plan (with consideration of SB 15 constraints)?

0 points

- The applicant has submitted an incomplete recruitment and enrollment plan

1 point

- The recruitment and enrollment plan is either not equitable for families from various backgrounds
- **OR** not inclusive of students with different learning needs

2 points

- The recruitment and enrollment plan is equitable for families from various backgrounds and is inclusive of students with different learning needs

Follow up notes:

3. **Attachment 4**, submit an **Enrollment Policy** that complies with state law and ensures the school will be open to all eligible students.

0 points

- The applicant has not submitted an Enrollment Policy

1 point

- The applicant has submitted an Enrollment Policy that is compliant with state law

Follow up notes:

Section 6: Special Populations and At-Risk Students

1. Provide a plan on how the school will meet the needs of diverse learners, including those with disabilities, English learners, and students identified as intellectually gifted. Elaborate on supports offered within the various learning modalities (on-campus, remote, synchronous, and asynchronous).

Approval Criteria

- Meet the needs of and comply with all relevant federal and state laws and policies with respect to students with disabilities and English learners who are enrolled in a remote program.

0 points

- The applicant has submitted an incomplete plan of support services that meet the needs of diverse learners, including those with disabilities, English learners, and students identified as intellectually gifted
- **AND does not** address how services will be provided as students engage in different learning modalities (on-campus, remote, asynchronous, and synchronous)
- **OR** does not meet the approval criteria

1 point

- The applicant has submitted a plan of support services that meet the needs of diverse learners, including those with disabilities, English learners, and students identified as intellectually gifted
- **BUT does not** address how services will be provided as students engage in different learning modalities (on-campus, remote, asynchronous, and synchronous)

2 points

- The applicant has submitted a plan of support services that meet the needs of diverse learners, including those with disabilities, English learners, and students identified as intellectually gifted
- **AND** has addressed how services will be provided as students engage in different learning modalities (on-campus, remote, asynchronous, and synchronous)

Meets Requirements? Yes No

Follow up notes:

Section 7: Staffing Plans

1. Submit a staffing plan for the new virtual or hybrid school, including administrative, instructional, and support services staff. Please also include specifics details, such as names of the staff members, certifications, content, grade level, support staff responsibilities, coaching roles, operational and technical support personnel.

Approval criteria

- A dedicated school leader exclusively for the new virtual or hybrid school
- Qualified teachers and staff members who will thrive in a virtual or hybrid learning model
- Staffing roles have been redesigned to drive learning outcomes within a virtual or hybrid model. The plan includes classes sizes, student to teacher/instructional staff support ratio as it changes based on the mode of learning (ex. remote synchronous for Alg. 1 will have 30 students with 1 teacher and 1 instructional support staff to provide help in break out rooms)
- Meets SB 15 requirements with respect to teachers delivering instruction
 - Ensure that teachers delivering instruction in a full-time remote program have not been coerced in any way to take their full-time remote learning instruction position.
 - Ensure teachers are not delivering instruction concurrently; concurrent instruction is instruction delivered to both on-campus and remote learners during the same class period, at the same time

Attachment 5, submit a staffing plan for the virtual or hybrid school.

0 points

- The staffing plan for the new virtual or hybrid school is incomplete **AND** does not meet all of the approval criteria

1 point

- The staffing plan for the new virtual or hybrid school includes all the details for the administrative, instructional, and support services teams.
- **BUT** does not meet some of the approval criteria

2 points

- The staffing plan for the new virtual or hybrid school includes all the details for the administrative, instructional, and support services teams.
- **AND** meets all of the approval criteria

Meets Requirements? Yes No

Follow up notes:

Section 8: Facilities

1. [For hybrid schools] The applicant has indicated whether the school will be co-located with a fully on-campus school or be a standalone structure

0 points

- The question was not answered

1 point

- The question was answered or does not apply

Follow up notes:

2. Describe how the campus has been equipped to support the virtual or hybrid school (i.e., access to instructional technology, increased bandwidth, wireless access points, redesign of classroom spaces). If no physical space is utilized, describe how instructional technology and learning tools (iPad, laptop, software) will be distributed and maintained to operate a virtual school successfully.

0 points

- The campus is not suitable for a virtual or hybrid model

1 point

- The campus has some components to function as a virtual or hybrid campus, but improvements need to support future enrollment

2 points

- The campus has been fully set up to support current and future grade levels at the virtual or hybrid school
- **OR** LEA has established that physical space is not necessary and have established a robust plan for device distribution and maintenance

Follow up notes:

Section 9: Broad Approval

1. As **attachment #6**, submit documentation of approval - a copy of the **local school board's official minutes** that include approval of the new virtual or hybrid school launch, which clearly shows the request for board action regarding the new virtual. Please also add the link to the meeting video (if available).

Does not meet the requirements

- a copy of the local school board's official minutes or agenda is **not** included
- **OR** attachment is included **BUT** does not explicitly state the approval of a new virtual or hybrid school

Meets requirements

- a copy of the local school board's official minutes or agenda approving the launch of a virtual or hybrid school is included

Follow up notes:

Section 10: Assurances and Operational Criteria

The applicant has completed all parts of Section 10: Assurances and Operational Criteria

All parts of the section are complete, including signatures.

Yes No

Follow up notes: