



Generation Thirty-Two Applicant Information Session August 2026

Table of Contents

Presentation Topic

PDF Page

Overview of Charter Schools in Texas	8
Application Overview	14
Full-Time Virtual and Full-Time Hybrid Campuses	46
Charter School Law and Selected Topics	71
Special Education Students and Services Topics	101
Charter School Program Grant (CSP)	131
Emergent Bilingual Students and Services	171

Welcome



Valerie Trevino
Division Director
Charter School Authorizing



We are determined. We are committed and intentional in the pursuit of our main purpose, to improve outcomes for students.

We are learners. We seek evidence, reflect on success and failure, and try new approaches in the pursuit of excellence for our students.

We are people-centered. We strive to attract, develop, and retain the most committed talent, representing the diversity of Texas, each contributing to our common vision for students.

We are servant leaders. Above all else, we are public servants working to improve opportunities for students and provide support to those who serve them.

The New Schools Team



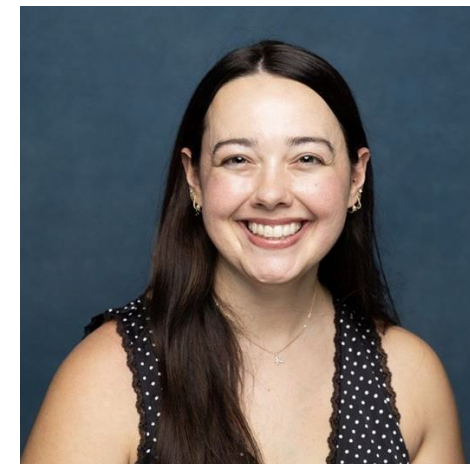
Brittany Glenn

New Schools Manager



John Garland

New Schools Coordinator



Sarah Khan

New Schools Coordinator

MORNING SESSION

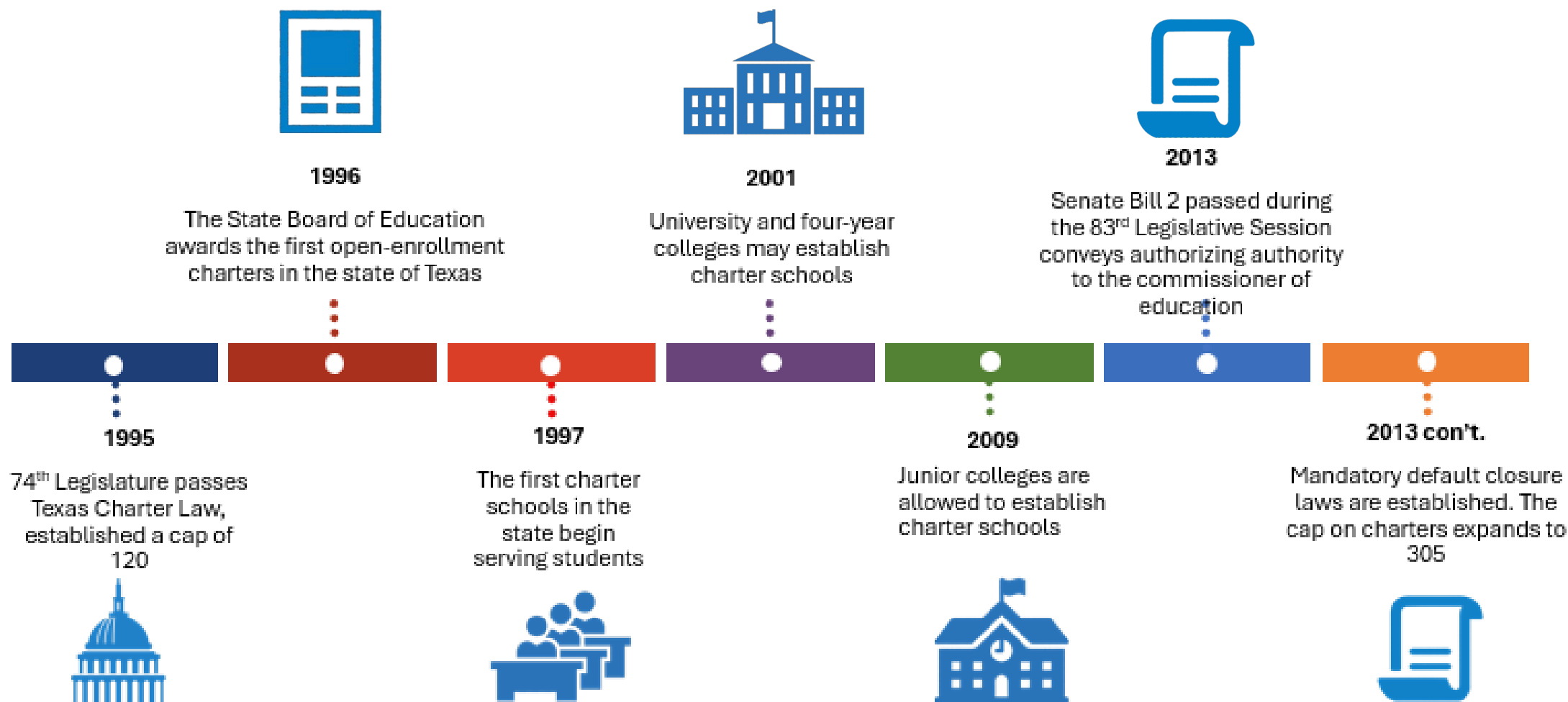
9:00 - 9:05 am	Introductions... <i>by Valerie Trevino, Director of Charter School Authorizing</i> (5 min)
9:05 - 9:20 am	Charter Portfolio... <i>by Brittany Glenn, News School Manager</i> (15 min)
9:20 - 10:00 am	Application Overview... <i>by New Schools Team</i> (40 min)
10:00 - 10:20 am	Virtual Application Overview (20 min) ... <i>by Ann Rajan, Director of Virtual/Hybrid Education and Eric Fredrickson, Deputy Director of Virtual/Hybrid Authorization</i>
10:20 - 10:25 am	Section Q&A (5 min)
10:25 - 10:55 am	Charter Law ... <i>by Esther Pena</i> (30 min)
10:55 - 11:05 am	Section Q&A (10 min)
11:05 - 11:25 am	Special Education... <i>by Janell Webber</i> (20 min)
11:25 - 11:30 am	Section Q&A (5 min)
11:30 - 1:00 pm	Lunch (90 min)

AFTERNOON SESSION

1:00 - 1:30 pm	Charter School Program (CSP)... <i>by Chelsea Garcia</i> (30 min)
1:30 - 1:40 pm	Section Q&A (10 min)
1:40 - 2:00 pm	FPW, Financial Plan, and Updates... <i>by John Garland</i> (20 min)
2:00 - 2:10 pm	Section Q&A (10 min)
2:10 - 2:20 pm	Break (10 min)
2:20 - 3:00 pm	Emergent Bilingual... <i>by Xochitl Rocha</i> (40 min)
3:00 - 3:10 pm	Section Q&A (10 min)
3:10 - 3:20 pm	Website Walk-Through (10 min)
3:20 - 3:30 pm	Closing (10 min)
3:30 - 3:40 pm	Optional Q&A for New Schools Team (10 min)

Open-Enrollment Charters in Texas

Historical Timeline of Charter School Laws



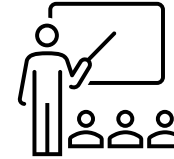


What is **Open-Enrollment**?

A school that is **open to all students on a first-come/first-serve basis**, regardless of the school model.

Schools **may consider whether a student has documented history of** a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37.

Schools **specializing in performing arts** may consider whether the student demonstrates artistic ability.



What is an **LEA**?

Texas authorizes **Local Education Agencies** (LEA's).

Charter schools are their own LEA, which **means they have a governing board** that are **legally responsible for the administration, performance, and governance** of all campuses under the LEA.

An entity **may not hold multiple charter LEA's**.

The Purpose of Texas Charter Schools



Improve student learning



Increase choice opportunities in the public-school system



Create professional opportunities to attract new teachers

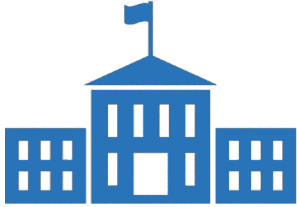


Establish a new form of accountability



Encourage different and innovative learning methods

2026 Charter School Portfolio

			
	LEAs	Campuses	Students
State Total	182	986	446,633

Since 2016, 13% of Charter Applicants Have Been Approved

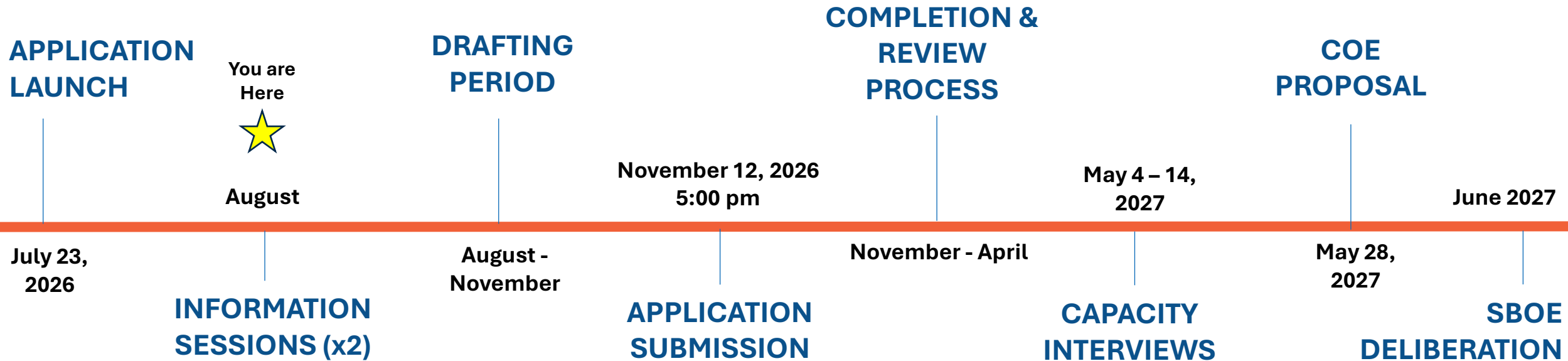


The 20 largest authorizers in the US approve approximately 35% of their new charter applications.



Generation Thirty - Two Application Overview

Timeline Overview

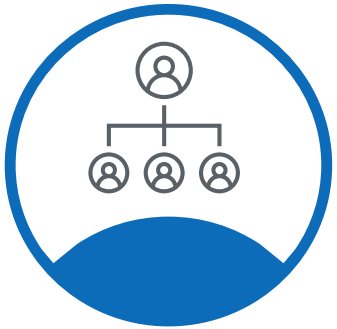


Big Picture Questions

- Are we eligible to apply?
- What application do we complete?
- How do we access the applications?
- What are the application documents?
- What happens while we complete our application?
- How do we assemble and submit the application?
- What happens after we submit the application?

Eligible Entities

TEC Chapter 12 Subchapter D



Tax Exempt Organizations

An organization that is **exempt from taxation** under **Section 501(c)(3)**.



Governmental Entities

Governmental entities as defined by state law.



Institutions of Higher Education

Public, private, or independent institutions of higher education as defined in TEC 61.003

TEC Chapter 12 Subchapter E



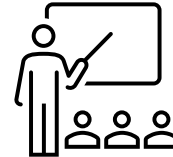
Public College and Universities

Limited to a **public college or university** as defined in TEC 61.003.



Subchapter D New Operator

Eligible entity that has **not operated a charter before** and is seeking a state-authorized charter under TEC Chapter 12, Subchapter D.

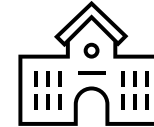


Subchapter D Experienced Operator

Eligible entity that is **affiliated with an out-of-state Charter Management Organization** with multiple years of academic performance data, or

Operates a district-authorized charter campus in Texas with multiple years of academic performance data, or

Is incorporated in the state of Texas but operates and/or manages at least one charter school or campus with multiple years of academic performance data outside of Texas.



Subchapter E College/University

Eligible entities include **Public Junior Colleges, Public Senior Colleges, and Public Universities.**



Subchapter D New Operator

Eligible entities that have not operated a charter before and are seeking a state-authorized charter under TEC Chapter 12, Subchapter D.



Subchapter D Experienced Operator

Eligible entity that is affiliated with an existing charter management organization with multiple years of academic performance data.

Operates a district-authorized charter campus in Texas with multiple years of academic performance data, or

Is incorporated in the state of Texas but operates and/or manages at least one charter school or campus with multiple years of academic performance data outside of Texas.



Subchapter E College/University

Eligible entities include public junior colleges, public colleges, and public universities.

Generation 32 offers a streamlined application document.



Accessing Application Documents

Accessing the Applications

TEA Home | Texas Education Agency

tea.texas.gov

TAA Correspondence | Contact Us | A-Z Index | Login | HelpDesk | Search



Texas Education Agency

School & District Leaders | Educators | Families & Students | About TEA | Data & Reports | Topics & Resources

Translate this page:  Spanish



Improving outcomes for all Texas public school students.

About TEA



Featured Updates

See All News & Announcements

TOP

Parts of the Application Package

1

Instructions and Guidance Document

Provides **eligibility criteria, timelines, key dates, and submission instructions.**

2

Narrative Document

One fillable PDF document that consists of the: **Executive Summary, Application Checklist, Narrative Responses, and the Letter of Special Assurances.**

3

Attachment Coversheets and Forms

Coversheets that **provide directions for each attachment.** All coversheets can be accessed through either the **Application Checklist** or the **Narrative Response** pages.

4

Financial Plan Workbook

An **Excel workbook** that supplements the budget narrative and financial plan.

5

Portfolio Overview Workbook

An Excel workbook for applicants **who apply as an Experienced Operator.**

6

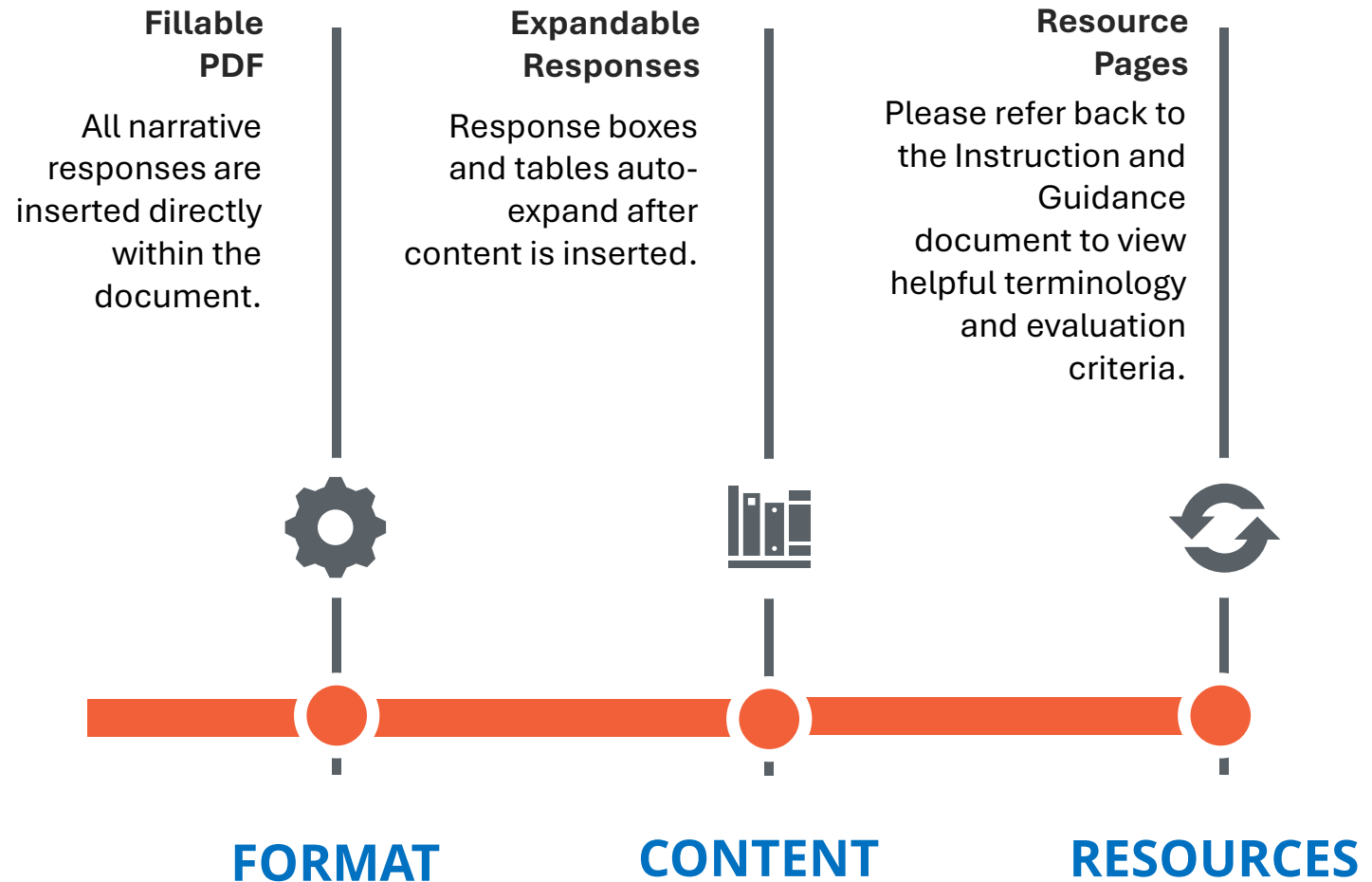
Virtual Addendum

An attachment for applicants **who apply for a full time virtual / full-time hybrid campus.**

VIEWING THE NARRATIVE DOCUMENT

Step 1. Download the Generation 32 Narrative Document to a **local drive (desktop, folder etc.)**

Step 2. Open the document from the place that it was saved. (desktop, folder etc.) **Do not open it from the download box within the browser.**



VIEWING THE ATTACHMENTS

All attachments are hyperlinked on both the **narrative attachment checklist page** and each relevant **narrative page**.

1

Coversheets

Each attachment coversheet **provides specific instructions** to complete the attachment.

Attachment coversheets are also submitted with respective responses.

2

Fillable Forms

Some attachment coversheets also **provide fillable pdf forms**.

Applicants must insert responses **directly into each form**.

3

Worksheets

Some attachments are **provided as Excel workbooks**.

Applicants must complete and submit workbooks as an Excel document.

Drafting the Application

APPLICATION
LAUNCH

DRAFTING
PERIOD

August
2026

July 23,
2026

INFORMATION
SESSIONS (x2)

August- November
2026

How many applications do we complete?

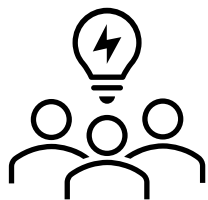
Are we limited by who we can enroll?

Do we notify anyone that we are applying?

Is community engagement required?

Are we limited by the instructional materials we can select?

How can we engage TEA during the drafting period?



Application Phase

Applicants submit **only one application**.

Applicant is applying for a **Local Education Agency (LEA)**.

Applicant proposes to **operate one or more campuses** under the LEA.



Operational Phase, if awarded

Charter school boards **govern all campuses at the LEA level**.

Newly authorized charter schools are **limited to the number of campuses, grade levels, and maximum enrollment**, outlined in the approved application.

Information presented in the approved application is referenced in **the initial 5 year contract**.



Expansion Amendments

Newly authorized charter schools may apply for additional campuses, grade levels, and maximum enrollment, but the changes **will not be effective before year 4**.

All expansion requests are subject to commissioner approval and are **based on accountability ratings and financial health**.

Selecting Instructional Materials



Decision-Making Autonomy

Charter schools have the **freedom to design, select, and implement** their chosen instructional materials.



Available Resources

TEA has a **variety of resources to guide the planning and development** of high-quality instructional materials that follow research-based best practice.



Evaluated & Vetted

TEA's **Open Education Resources** have already been evaluated through the **IMRA process**, but it is **not required** that applicants propose to use those materials.

Instructional Materials Review and Approval

The purpose of the Instructional Materials Review and Approval is to assist in **selecting high quality instructional materials**.



Rubrics show all the criteria that reviewers consider and can be helpful for your own selection process.

The new **Instructional Materials Review and Approval (IMRA)** process replaces the former State Board of Education (SBOE) Proclamation and the Texas Resource Review (TRR) processes. IMRA was enacted under House Bill (HB) 1605 (88th Texas Legislature, Regular Session, 2023) and brings new components to a single, SBOE-governed review of instructional materials.



Applicants can review information [here](#).

Even if not selecting to use TEA-approved materials, **all materials must be high quality.**



The application must demonstrate **depth of knowledge** and **familiarity** with selected materials.



- (1) aligned with the Texas Essential Knowledge and Skills (TEKS),
- (2) have a comprehensive and cohesive scope and sequence,
- (3) include lesson-level materials with engaging texts (books, multimedia, etc.), problems, and assessments, and
- (4) are externally validated or research based.



Permissible Communication

Applicants are permitted to contact agency staff with questions about **technical and procedural questions**.

All applicants are **prohibited from contacting agency staff** with specific questions about a proposal.



Support Seminars

Applicants are highly encouraged to register and attend additional support seminars, **beginning in August**.

Support seminars are presented by **content area specialists** that dive deeper into areas of the application.

All seminars are **recorded** and posted online.



Office Hours

TEA staff will host office hours **September through November** for applicants to pose general questions to staff and **nuanced questions to other applicants**.

Application Submission

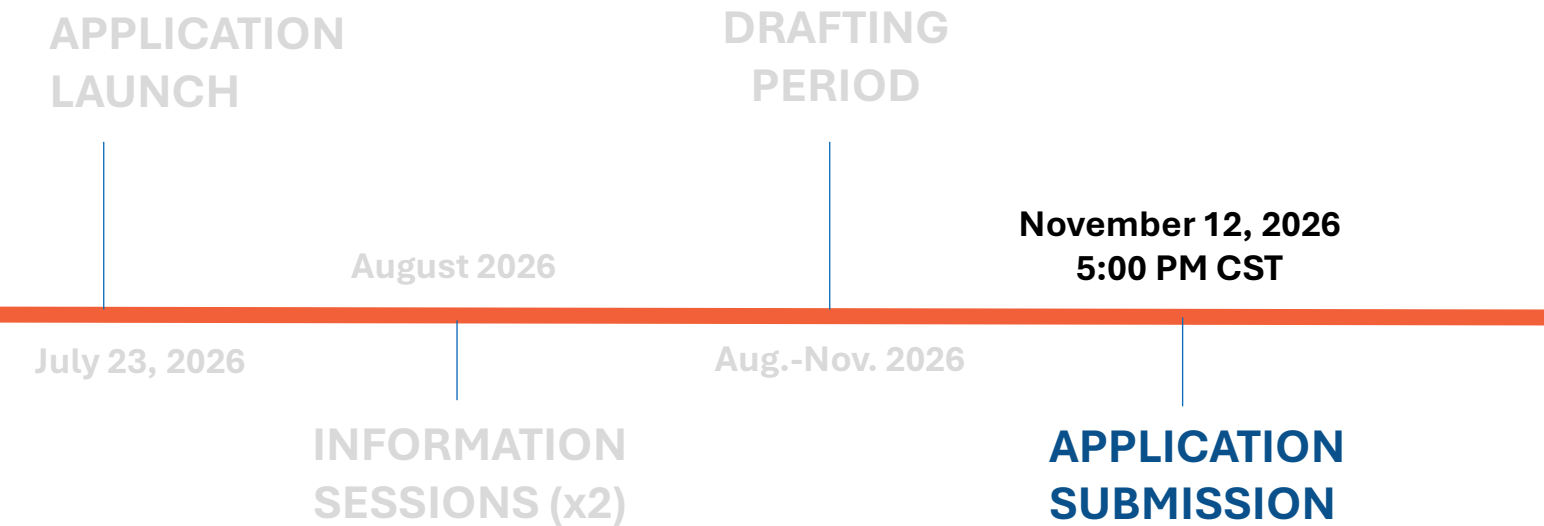


When is our application due?

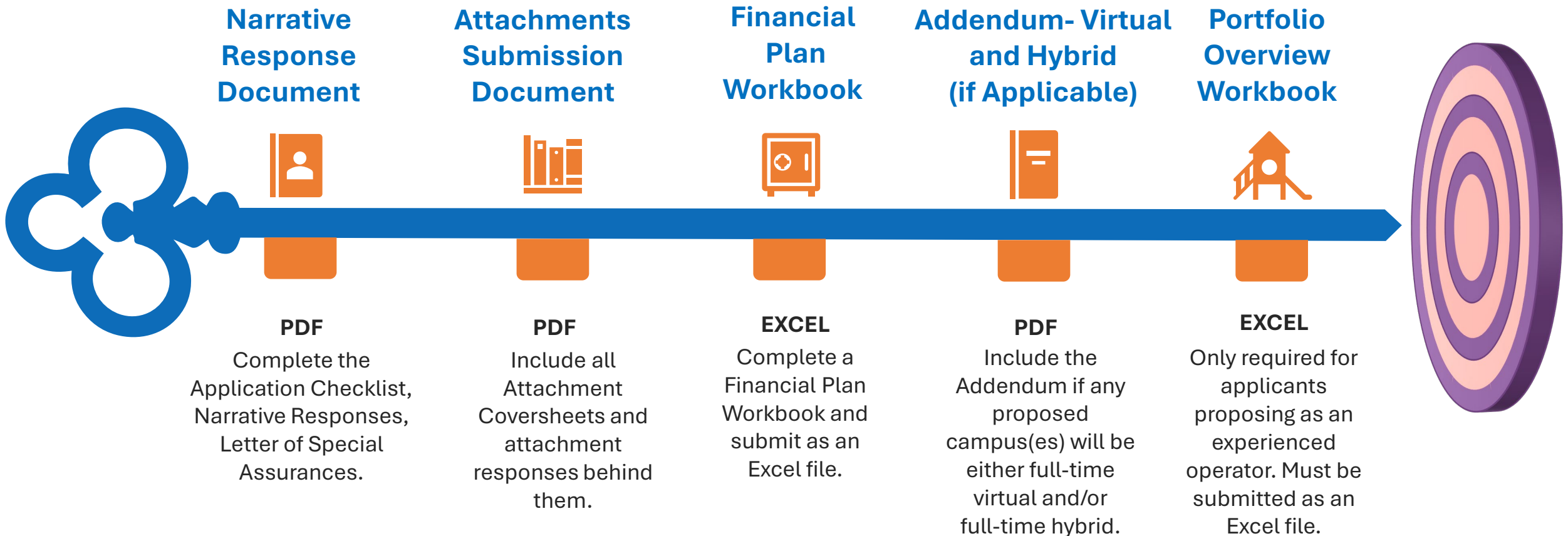
What documents are included in our final submission?

How do we compile all the attachment documents?

Where do we submit our application?



Application Documents Included in Final Submission



Assemble the Attachments Submission Document

PRINT OR FLATTEN ATTACHMENTS



Applicants may either **print or flatten each attachment** coversheet and responsive material.

COMBINE ATTACHMENTS



Combine all printed (or flattened) attachment material into **one single document**.

PAGINATE NEW DOCUMENT



Insert page numbers in the lower right corner of each page.

Page numbers **can be hand-written**, if needed.

SCAN DOCUMENT



If printed, **scan the combined document to create a pdf** version of the Attachments Submission Document.

If flattened, this step is not necessary.

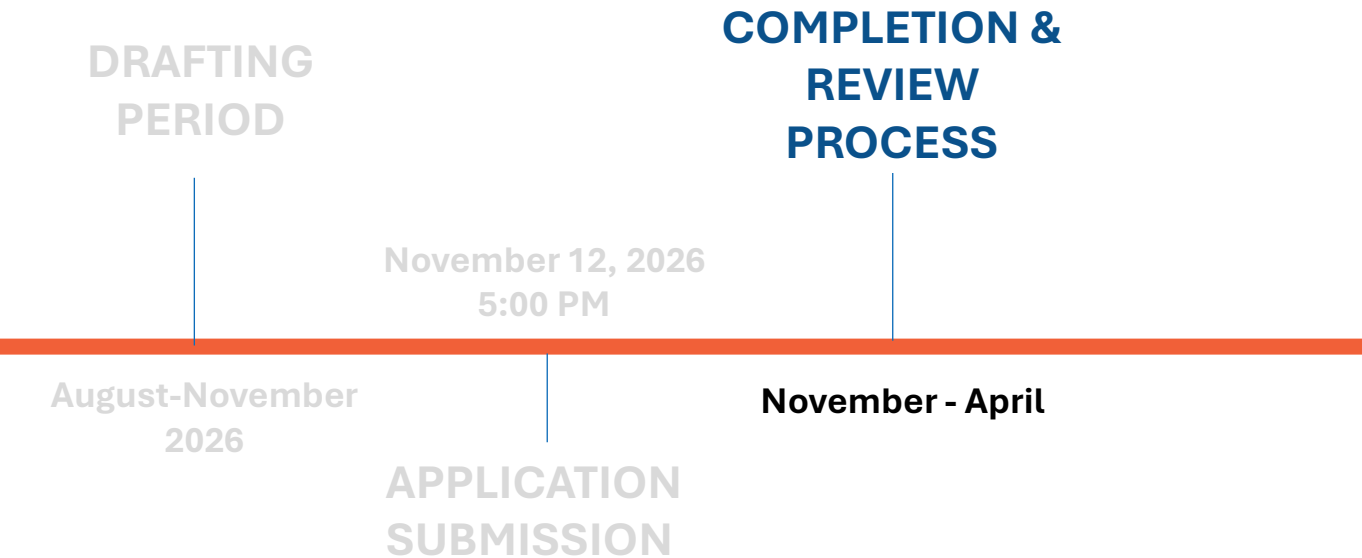
SUBMIT DOCUMENT



Submit as **separate files**:

- Attachments Submission Document (pdf)
- Financial Plan Workbook (Excel)
- Portfolio Overview Workbook (Excel)

Review Process



What happens after we submit our application?

How and what can we fix after we submit?

How is our application evaluated?

What happens after the review process?

Completion Check

The Division of Authorizing will review all timely submitted applications to **ensure eligibility and completion.**



Confirm Eligibility

- Timely Electronic Submission
- Info session attendance
- Articles of Incorporation
- Tax Exempt Status
- Plagiarism
- Narratives are significantly complete



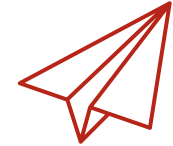
Review Attachments

- All applicable attachments are included.



Confirm Signatures

- Biographical Affidavits
- Letter of Special Assurances



Notifications

- The Texas Education Agency will internally send impact notices to required districts and elected officials.

SUBJECT TO DISQUALIFICATION AND REMOVAL



Late Submission

Applications **received after November 12, 2026, 5 p.m. Central Standard Time** will not be accepted.



Eligibility Issues

Applicants that do **not file formation documents by November 11, 2026**, will be deemed ineligible.

Applicants that do **not attend a mandatory application information session** will be deemed ineligible.



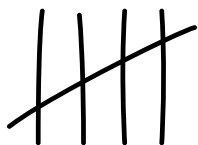
Missing Responses

Applications that are **missing substantial portions of narrative** will be deemed ineligible.

THE CURE PERIOD

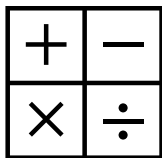
Applicants are provided a **five-day window to cure certain documents** that are initially deemed incomplete.

Some documents and/or occurrences are **not curable and will disqualify the applicant from further consideration** in Generation 32.



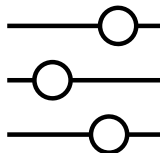
Applications Scored

Each application receives **five** reviews from external evaluators.



Scores Averaged

All **five** reader scores are averaged to produce an **unadjusted** average score.



Averages Adjusted

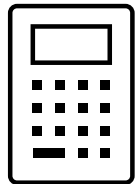
Highest and lowest reader scores are then dropped to produce an **adjusted** average score.

85%

Minimum Score

Scores Finalized

TEA will **accept the highest** of the two average scores. (*Unadjusted or Adjusted*).



Additional Reviews

Final scores between 80% and 84% receive a **sixth** review.

Capacity Interviews

When are the capacity interviews?

Who participates in the capacity interviews?



Capacity Interviews



Capacity Interviews

All applicants that receive 85% cumulative scores are invited to a capacity interview May 4–14, 2027.



TEA Staff

Applicants field questions from **TEA staff representing focus areas** in:

- Charter School Law
- Emergent Bilingual Programs
- Financial Compliance
- High-Quality Instructional Materials
- New School Launch
- Special Education



State Board of Education

Subchapter D applicants field questions from any SBOE member that participates in their interview.

SBOE member attendance is not limited to applicants within their district. **Members may attend any scheduled interview.**

Proposal and Deliberation

COMPLETION &
REVIEW
PROCESS

COE
PROPOSAL

May 4 – 14, 2027

May 28,
2027

June 2027

CAPACITY
INTERVIEWS

SBOE
DELIBERATION

What happens after the capacity interview?

When does the commissioner issue a decision?

What happens after the commissioner issues a decision?

When would we open our school if we are awarded?

Proposal, Deliberation, Approval



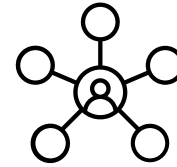
May 2027

Commissioner of education **reviews application materials**, interviews, and stakeholder support.



May 28

Commissioner of education **makes formal proposals** to SBOE for consideration.



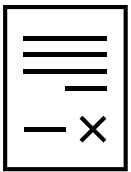
June 2027

SBOE will **deliberate on all proposed** Generation 32 charter applicants.



July – Sept. 2027

All successful applicants **address contingency items** as noted from the commissioner.



October 2027

Applicants that clear all contingencies are **awarded a charter contract**.



Oct. 2027 – Aug. 2028

Applicants engage in their **planning/start-up year**.



August 2028

Charter school **begins serving students**.



■ How do I access the Application?

- ❑ Step 1: Access our [website](#)
- ❑ Step 2: Find the applicable “***Application Documents***” sub header
- ❑ Step 3: Click “**Narrative Document**” to download
- ❑ Step 4: Open your **File Explorer**
- ❑ Step 5: Open the [downloaded Narrative Document](#) from your **File Explorer**; make sure it is opening in Adobe, not the web browser

■ What if it says “***The document you are trying to load requires Adobe Reader 8 or higher***”

- This usually indicates the document is opening in the web browser. Please open it from your file explorer.

Upcoming Support Seminars

Topic	Dates
Governance Community Engagement Financial Plan Workbook Best Practices	August 26, 2026 10:30 AM – 12:00 PM
Full-Time Hybrid and Full-Time Time Virtual Campuses	September 9, 2026 10:30 AM – 12:00 PM
Special Education	September 23, 2026 10:30 AM – 12:00 PM
Curriculum & Instruction	October 7, 2026 10:30 AM – 12:00 PM
Final Steps Before Submission	November 4, 2026 10:30 AM – 12:00 PM

Upcoming Office Hours

Month	Dates
September Office Hours	September 16, 2026 10:30 AM – 11:30 PM
October Office Hours	October 14, 2026 10:30 AM – 11:30 PM
November Office Hours	November 10, 2026 10:30 AM – 11:30 PM

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Brittany Glenn

Manager

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Sarah Khan

Sarah.Khan@tea.texas.gov

John Garland

John.garland@tea.texas.gov



Virtual and Hybrid Campuses

Virtual and Hybrid Models Address Needs Across the Education Ecosystem

Virtual and hybrid program and campuses offer flexible, personalized learning for students and families while enabling school systems to expand access, optimize staffing, and reimagine programs.

Broader Course Offerings

Provide access to advanced courses and personalized pathways to more students



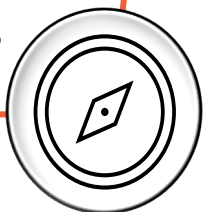
Operational Flexibility

Adapt to staffing gaps
Accommodate health and life challenges for students and caregivers



Program Customization

Streamline resources to boost credit recovery and work-based learning opportunities aligned with student goals



SB 569 establishes
**three delivery formats &
streamlines requirements**
for virtual/hybrid learning.

Individual Courses

- LEAs **may offer** individual virtual or hybrid courses and **certify** that those courses cover **the TEKS**, provide grade-level **rigor and mastery** of the subject or grade-level, & **meets standards of quality**

Full-Time Virtual/Hybrid Programs

- LEAs may offer virtual/hybrid programs within campuses **without authorization** if enrollment is **less than 50%** of students enrolled at the campus

Full-Time Virtual/Hybrid Campuses

- LEAs may offer virtual/hybrid campuses **after receiving authorization** from TEA through **application process**
- Increased accountability** requirements

Virtual and Hybrid Model Definitions

Campus

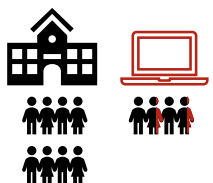


Full-Time Virtual Campus is a school district or open-enrollment charter school **campus at which at least 50 percent of the enrolled students are enrolled in a full-time virtual program** authorized under TEC, Chapter 30B.



Less than 50% of total enrollment is in the program

Full-Time Virtual Program is an educational option where **students attend almost entirely online**, receiving instruction and content primarily via the Internet, either synchronously or asynchronously, with **minimal to no in-person attendance**.



Virtual Course is a course in which instruction and content are delivered synchronously or asynchronously primarily over the internet.

Program

Course

Hybrid

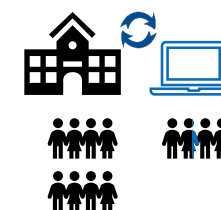
Full-Time Hybrid Campus is a school district or open-enrollment charter school **campus at which at least 50 percent of the enrolled students are enrolled in a full-time hybrid program** authorized under TEC, Chapter 30B.

Full-Time Hybrid Program is a full-time educational option **where a student attends in-person classes for less than 90% of instructional time**. Instruction can be delivered online (synchronously or asynchronously), in person, or through other methods.

Hybrid Course is a course in which a student is in attendance **in person for less than 90%** of instructional minutes; and the instruction and content may be delivered synchronously, asynchronously over the Internet, in person, or through other means.



Less than 50% of total enrollment is in the program



Schedule Option A: All hybrid classes

Schedule Option B: Some in-person classes and some virtual classes

Schedule A

Class 1

Class 2

Class 3

Class 4

Class 5

Class 6

Class 7

Schedule B

Class 1

Class 2

Class 3

Class 4

Class 5

Class 6

Class 7

Hybrid

Schedule A

Class 1

Class 2

Class 3

Class 4

Class 5

Class 6

Class 7

a student attends in-person classes for less than 90% of instructional time.

Instruction can be delivered online (synchronously or asynchronously), in person, or through other methods.

Schedule Option A:
All hybrid classes

Schedule Option B:
Some in-person classes
and some virtual
classes

Schedule B

Class 1

Class 2

Class 3

Class 4

Class 5

Class 6

Class 7

Campus, Program, or Courses?

What to Consider Before You Decide

Full-time Virtual or Full-time Hybrid CAMPUS	Full-time Virtual or Full-time Hybrid PROGRAM	Virtual or Hybrid COURSE
Enrollment-Based Funding <i>(Enrolled Students x District ADA Rate)</i>	ADA Funding <i>(Daily Engagement Evidence)</i>	ADA Funding <i>(Same as In-Person)</i>
Requires Authorization from TEA	School Systems May Launch Independently	School Systems May Launch Independently
School Systems Create a New Campus with a Specific Focus	Exists within a Current Campus Serves less than 50% of students	Offer District or Statewide

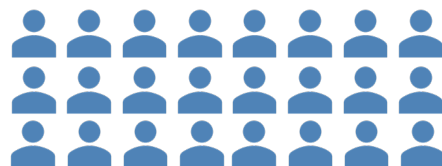
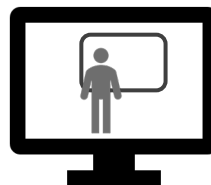
Virtual and Hybrid Program and Campuses

Full-Time Virtual and Hybrid Campuses

- Must be **authorized to operate** a full-time hybrid or virtual campus
- Schools must **receive a unique campus designation number**
- Funding for full-time virtual and hybrid campuses will be determined using the Foundation School Program (FSP) formula, based on the number of **full-time equivalent (FTE) students enrolled at the campus** and multiplied by the charter school's average daily attendance (ADA) rate or state ADA rate.
- Authorization continues indefinitely unless the school receives a D or F rating for the three preceding years

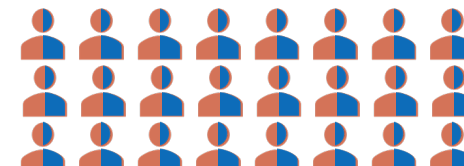
Full-Time Virtual Campus

At least 50% of enrolled students participate in an authorized full-time virtual program.



Full-Time Hybrid Campus

At least 50% of enrolled students participate in an authorized full-time hybrid program.





FROM **WEAK** TO **STRONG** VIRTUAL/HYBRID MODEL IN K-12 EDUCATION



Shifting from reactive and one-size-fits-all to intentional, flexible, and student-centered.

WEAK VIRTUAL/HYBRID MODEL Common Characteristics		...	STRONG VIRTUAL/HYBRID MODEL Key Characteristics	
1	 Traditional online seat-time schedule Rigid blocks of live time; emphasis on attendance.	→	 Balanced instructional design Intentional blend of synchronous and asynchronous learning.	
2	 One teacher handling everything All instruction, support, and communication on one person.	→	 Defined staff roles with sustainable schedules Clear roles, shared responsibilities, and protected planning time.	
3	 Same pace/structure for all students Uniform assignments and deadlines for every learner.	→	 Flexible pathways based on student needs Personalized pacing, choice, and multiple learning routes.	
4	 Passive courseware with minimal interaction Watch, click, complete— little engagement.	→	 Active engaging instruction Small group discussion, collaboration, and timely feedback that deepens learning.	
5	 Grades-only monitoring Focus on scores after the fact; limited visibility.	→	 Ongoing data cycles with built-in intervention blocks Frequent checks, data-driven decisions, and time built in to respond.	
6	 Reactive supports after students fall behind Intervene only when issues become critical.	→	 Proactive support systems that identify needs early Early indicators, tiered supports, and consistent check-ins.	



STRONG SYSTEMS • EMPOWERED EDUCATORS • ENGAGED STUDENTS • BETTER OUTCOMES





Key Components of High-Quality Virtual and Hybrid Models

Structured, Active Learning with Regular Touchpoints

Provide flexible options with sync and async instruction and intervention to respond to students needs

Frequent Teacher Interaction and Timely Feedback

Establish clear response time expectations and provide multiple channels for student-teacher communication

Proactive Monitoring and Early Intervention Systems

Track engagement indicators and implement automated alerts with clear intervention protocols



Key Components of High-Quality Virtual and Hybrid Models

Comprehensive Student Onboarding and Readiness Support

Assess virtual learning readiness and provide orientation to platforms, time management and self-advocacy skills

High Academic Expectations and Rigorous Instruction

Align curriculum to grade-level TEKS with standards equivalent to in-person instruction

Intentional Community Building and Support

Create peer interaction opportunities and integrate supports with accessible counseling services

Approved Campuses Must Include



A newly approved full-time virtual or hybrid campus **must complete a year of planning** prior to serving students.



At least one grade level in which an assessment instrument is required to be administered under TEC, §39.023.



Sufficient grade levels to allow for the annual evaluation of the performance of students who complete the courses offered.



Campuses may only be approved to operate a full-time hybrid campus or a full-time virtual campus.

Campus Authorization Requirements

TEC §30B.101(e) — The Commissioner may only authorize a campus if the authorization of the campus is likely to result in improved student learning opportunities.



§30B.101(a)

Planning Year

One year of planning must occur before offering courses. Courses must be designed according to high-quality criteria before the campus begins instruction.



§30B.101(b)(2)

Academic Plan

TEKS-aligned curriculum, documented instructional practices, progress monitoring systems, intervention strategies, and a compliance plan for special populations (IDEA, Section 504, at-risk, EL, GT).



§30B.101(b)(3)

Operations Plan

Staffing models, school leader designation, professional development plan, student and family engagement, calendars and schedules, enrollment criteria, cybersecurity, data privacy, and third-party provider disclosure.



§30B.101(b)(4)

Capacity Demonstration

Evidence that the leadership team can execute the plans successfully. May include interviews. Commissioner considers historical performance of any third-party providers involved.



§30B.101(c)

Assessment Requirements

Must include at least one STAAR-assessed grade level, or sufficient grade levels for annual performance evaluation, or commissioner-approved alternative performance measures.



§30B.051

Course Quality Standards

All courses must meet national quality standards (VLLA, Quality Matters, or DLAC) until the Commissioner adopts Texas-specific standards. Courses must align with TEKS at appropriate rigor.

Eligibility Criteria for Hybrid and Virtual Enrollment

Virtual and Hybrid Enrollment

- Students cannot be required to enroll in a virtual or hybrid **campus**.
- School systems cannot discourage students from enrolling in virtual **courses**.

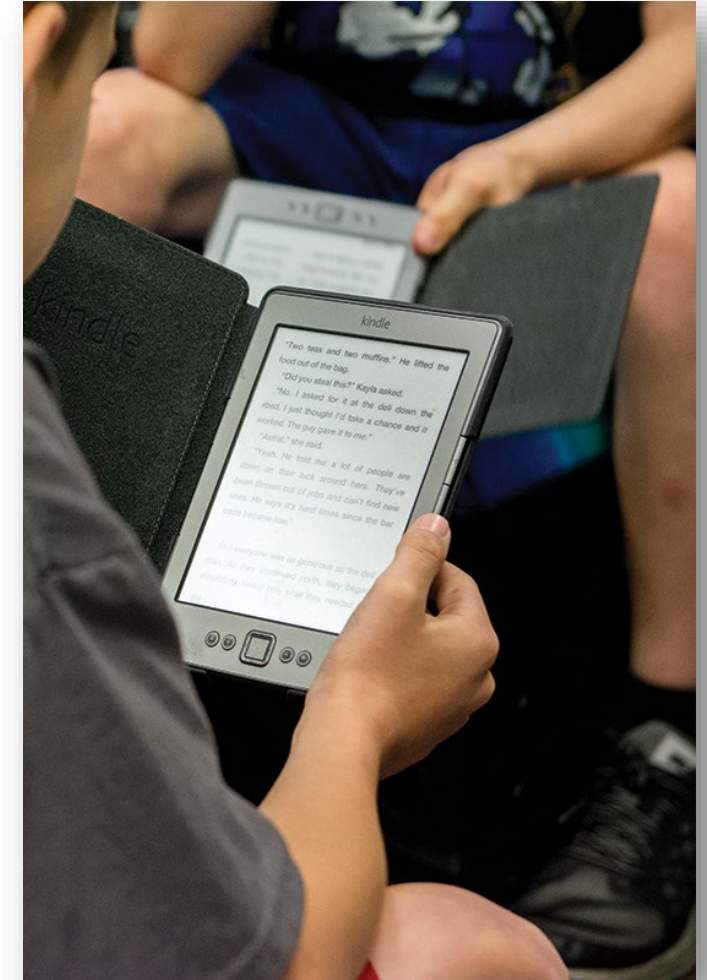
Hybrid Campus Enrollment

- All students eligible for Texas public schools can enroll full-time in hybrid **campuses**.

Virtual Campus Enrollment

A student is eligible to enroll in a full-time virtual campus if the student:

- attended a public school in this state for a **minimum of six weeks** in the current school year or in the preceding school year;
- 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;
- was not required to attend public school in this state due to non residency during the preceding school year;
- is a dependent of a member of the United States military who has been deployed; or
- has been placed in substitute care in this state.



- **TEC §30B.057**
 - Requires the agency to publish a list of virtual courses offered by school systems.
 - This is an annual process
 - School system must certify the hybrid and virtual courses meet TEC §30B.051

[Home](#) / [Academics](#) / [Learning Support](#) / [Virtual/Hybrid Education](#) / [Virtual Course List](#)

Virtual Course List: All Courses

The following list includes virtual courses offered across Texas by school districts and open enrollment charter schools. The school systems have a reported these courses and certify that the listed courses:

- align with the Texas Essential Knowledge and Skills (TEKS),
- meet National Standards for Quality Online Courses,
- provide instruction at the appropriate level of rigor for the grade level at which the course is offered, and
- are designed to prepare students for the next grade level or subsequent course in a similar subject area.

Local courses are available only to students enrolled in the offering school system, while statewide courses may be accessible to students from any school system.

How to Use:

The virtual course list can be filtered, sorted, and customized by adding or removing columns.

[An Excel spreadsheet is also available for download.](#)

- Authorization of a full-time hybrid or full-time virtual campus continues indefinitely unless revoked under TEC, § 30B.102.
- The commissioner shall or may revoke authorization under the following conditions:
 - 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 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.

What to review before applying for a Virtual or Hybrid Campus?



SENATE BILL 569



INSTRUCTION AND
GUIDANCE DOCUMENT



ADDENDUM FOR
VIRTUAL/HYBRID
CAMPUSES



ASSURANCES IN THE
ADDENDUM

The proposed virtual or hybrid model should be clearly described throughout the narrative responses, including how the applicant plans to implement and operate the model if authorized.

Resources for Virtual and Hybrid Education

Senate Bill 569 TAA

To the Administrator Addressed (TAA) Correspondence

SB 569 Overview: Virtual and Hybrid Learning Guidance for the 2025–2026 School Year

About This TAA

Date: August 21, 2025

Subject: SB 569 Overview: Virtual and Hybrid Learning Guidance for the

[Download PDF Version](#)
overview-of-senate-bill-569-virtual

Hybrid and Virtual Campus Authorization TAA

To the Administrator Addressed (TAA) Correspondence

2027-28 Full-Time Hybrid and Virtual Campus Authorization

About This TAA

Date: July 2, 2026

Subject: 2027-28 Full-Time Hybrid and Virtual Campus Authorization

Division(s): 351- Authorizing & Policy

Next Steps: Share with appropriate staff

[Download PDF Version](#)
taa-2026-07-02-2027-28-full-time-hybrid-and-virtual-campus-authorization.pdf
PDF | 468.42 KB

The Texas Education Agency (TEA) has launched the authorization process for full-time hybrid and virtual campuses, expanding access to high-quality, flexible learning opportunities for students across Texas.

Virtual and Hybrid Webpage

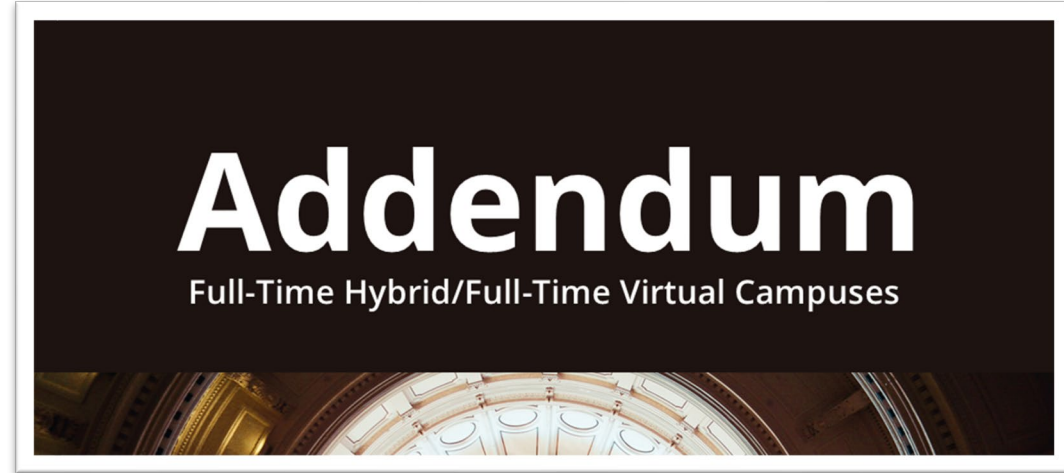
Virtual and Hybrid Education



The virtual and hybrid education webpage serves as a central resource for school systems, students, and parents, offering guidance and information about available options. [Texas Education Code \(TEC\) Chapter 30B](#)

virtual.hybrid@tea.texas.gov

- Applicants may choose one of two pathways:
 - Apply through the Generation 32 Charter Application process.
 - Pursue Virtual/Hybrid Campus Authorization after being a Charter School for another school year.



The narrative and virtual addendum will be reviewed holistically

Address the full-time virtual or hybrid campus information in responses

Instructor Qualifications

Describe the qualifications and certifications of instructional staff proposed for the school. At minimum, include (1) minimum educational requirements for instructors, (2) certification status expected of instructors, (3) any preferred subject-matter credentials, or (4) specialized training relevant to the school's instructional model.

Planning and Performance Management

I. Mission, Vision, Design Elements

Mission Statement

State the mission of the proposed school.

Response is limited to 800 characters (approximately 200 words)

Vision Statement

State the vision of the proposed school.

Response is limited to 800 characters (approximately 200 words)

Design, Guiding Principles, and Innovation

Describe the school design and guiding principles, and explain how they will encourage different learning methods and continuous improvement. Provide evidence supporting the efficacy of the design and guiding principles with the projected student population.

The addendum includes **additional questions** specific to the full-time virtual or hybrid campus only

Academic Program and Progress Monitoring

Outline the education program, detailing how curriculum, core instructional practices, digital tools, and assessment strategies will enhance academic achievement in a virtual or hybrid model. (Include the delivery method (synchronous, asynchronous online, in-person, or other).

Describe teacher and student-facing systems used to track progress and determine student success within the virtual or hybrid learning model.

Identify the manner in which assessment instruments as required in TEC [39.023](#) and [39.025](#) will be administered in-person for students enrolled in a hybrid or virtual course.

Operations

Provide a plan to develop and distribute written information describing each hybrid or virtual course available for enrollment.

Provide a plan to offer (or not offer) any computer equipment and/or Internet for virtual or hybrid students.

Addendum – Whole Program Provider

Addendum- Full-Time Hybrid/Full-Time Virtual Campus

Provide a detailed description of all services to be provided. Describe all goods, instructional materials and associated costs.

Service	Description of Services	Cost

Click to add a row to the table above.

Click to remove a row from the table above.

Discuss the historical performance of the proposed educational service provider in virtual services and any applicable student outcomes.

Describe the oversight and evaluation methods that the governing board will use to oversee the private or third-party provider. Include the frequency, evaluation tool to be used, and expected student outcomes.

Identify the measures that would be taken if the third-party provider does not meet performance and/or student achievement outcome goals.

Describe the plan to operate the school in the event of termination of the management agreement.

Launch intentionally designed, rigorously supported, high-quality virtual or hybrid programs and campuses, with participating campuses achieving an A or B accountability rating

VHPA gives you the funding, the technical assistance, and the two-year runway to get there.



Domain 1

Student Achievement



Domain 2

School Progress



Domain 3

Closing the Gaps

VHPA Program Support and Services

Supports and Services



Cohort-based workshops with other school system leaders



Guided 1:1 coaching support from design to launch and implementation of model



School system leader and team development in essential levers for virtual and hybrid models.



Data-Action Cycles to support in forming metrics and tracking progress to assess model outcomes

What does the school system walk away with?



Virtual/Hybrid Program or Campus plan



Artifacts and deliverables that directly support in the launch plan or authorization process for a virtual or hybrid campus



Systems to support implementation of model to achieve desired outcomes



Funds to support with start-up and implementation of program

- Leader release time for program planning
- Educator stipends or salary support
- HQIM, PD support, Technology
- School community engagement support



You don't have to build this alone.

TEA's commitment to VHPA Awardees



A dedicated TA provider

TEA assigns you a partner who knows this work. They co-design with you — not hand you a template.



Monthly coaching calls

Every month. Working sessions — not check-ins. You bring the real problems; they bring real support.



Cohort-based workshops

Interactive sessions with the full cohort, structured around your actual design and implementation work.



An in-person Summit

The cohort comes together — to share what's working, work through what's hard, and leave with momentum.



A model built for your students

Your TA provider helps you figure out what works for your community — not what worked somewhere else.

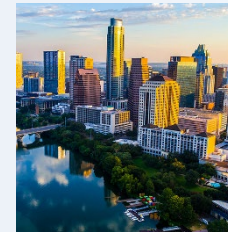


On-demand videos and resource library

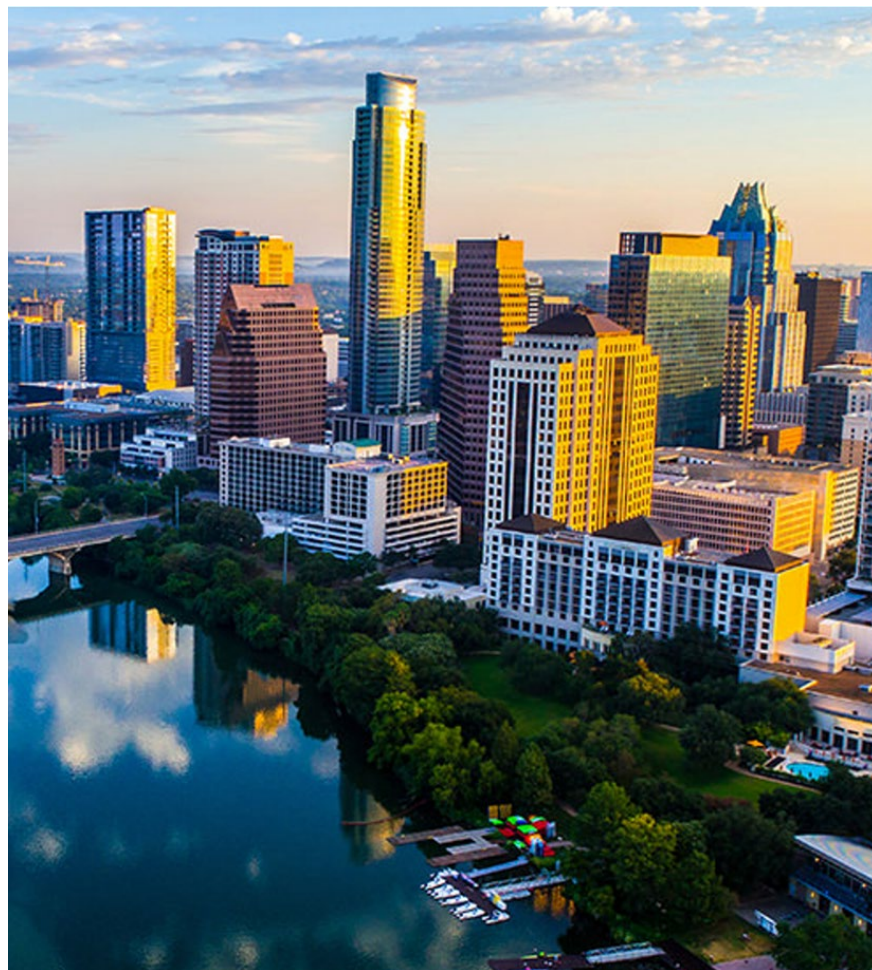
Your cohort will have access to a library with research-based resources and on-demand training and design videos .

Information on applying for LASO 5 VHPA will be made available in the Fall of 2026

Questions



GENERATION 32
APPLICANT INFORMATION
SESSION:
SELECTED LEGAL ISSUES



LEGAL ISSUES OVERVIEW

- Governance
- Applicable Laws and Rules
- Admissions and Enrollment Issues
- 89th Legislative Session

Governance Overview

- Entities Eligible to Hold Charters
- Texas Open Meetings Act (TOMA)
- Nonsectarian Requirement
- Restrictions on Board Service
- General Notes

Eligible Entities

Subchapter D Charter Schools

- Institution of Higher Education (*TEC, §61.003*)
- Nonprofit corporation exempt from taxation under Internal Revenue Code Section 501(c)(3)
 - Must have final IRS determination prior to consideration for interview (*19 TAC, §100.1017(c)(2)(A)*)
 - May not be governed by Sole Member (*19 TAC, §100.1017(c)(2)(B)*)
- A governmental entity.

Eligible Entities

Subchapter C Charter Schools

- Not TEA authorized.

Subchapter E Charter Schools

- A public senior college or university.
- A public junior college.

Subchapter G Charter Schools

- A nonprofit entity, a school district, an open-enrollment charter school, or an institute of higher learning as defined by Section 61.003.

GOVERNANCE

ELIGIBLE ENTITIES

Eligible Entities – Texas Business Organizations Code

- Charter holders that are Texas non-profit corporations must remember to comply with the requirements of the Business Organizations Code (BOC).
- Under *BOC, §22.204*, the number of directors of a corporation shall be not less than three (3).
- Questions regarding non-profit corporations should be directed to the Texas Secretary of State's Corporations Division.

GOVERNANCE

ELIGIBLE ENTITIES

Eligible Entities – Authorization Requirements

The commissioner may grant a charter for an open-enrollment charter school only to applicants that:

- meet applicable standards adopted by the commissioner;
- that the commissioner determines can carry out the responsibilities provided by the charter and is likely to operate a school of high quality; and
 - has not within the preceding 10 years had a charter under this chapter or a similar charter issued under the laws of another state surrendered under a settlement agreement, revoked, denied renewal, or returned; or
 - is not considered to be a corporate affiliate of or substantially related to an entity that has within the preceding 10 years had a charter under this chapter or a similar charter issued under the laws of another state surrendered under a settlement agreement, revoked, denied renewal, or returned. *TEC, §12.101(b)*

GOVERNANCE

ELIGIBLE ENTITIES

Eligible Entities – Required Documentation

- All applicants must submit litigation history that includes documentation regarding any charters (held by the applicant or by a corporate affiliate of or an entity that is substantially related to the applicant) surrendered under a settlement agreement, revoked, denied renewal, or returned in Texas or in other states.
- The documentation must be sufficient to determine if the applicant is ineligible pursuant to *TEC, §12.101(b)*, as discussed in the prior slide.

GOVERNANCE

ELIGIBLE ENTITIES

Eligible Entities - IRS 501(c)(3) Exemption Status

- A revocation of tax-exempt status by the IRS renders the charter null and void without further action by the commissioner. *19 TAC, § 100.1055(b)*
- An automatic revocation of the exemption is effective on the original filing due date of the third annual return or notice.
- The law does not give the IRS authority to undo an automatic revocation and there is no appeal process.
- An automatically revoked organization must apply with the IRS to have its status reinstated, even if the organization was not originally required to file an application for exemption.
- For more information:
 - www.irs.gov/charities-and-nonprofits
 - <https://www.irs.gov/charities-non-profits/automatic-revocation-of-exemption>
 - <https://www.irs.gov/charities-non-profits/annual-filing-and-forms>

GOVERNANCE

TEXAS OPEN MEETINGS ACT

Texas Open Meetings Act (TOMA)

Texas Gov't Code Chapter 551

- TOMA requires that when a quorum of a governing body discusses public business, written notice of the time, place, and subject of the meeting be posted for at least 3 business days prior to the meeting at a place convenient to the public at the central administrative office.
- The Act applies to both charter holder boards and charter school boards.
- For more information:
 - Attorney General's Online TOMA Resources:
<https://www.texasattorneygeneral.gov/open-government/governmental-bodies>
 - *2024 Open Meetings Handbook* is available at:
https://www.texasattorneygeneral.gov/sites/default/files/files/divisions/open-government/openmeetings_hb.pdf

GOVERNANCE

NONSECTARIAN EDUCATIONAL NATURE

Nonsectarian Educational Nature

Like other public schools, charter schools must be nonsectarian in all respects. This includes but is not limited to:

- Student Admission
- Employee Hiring
- Instruction
- Visible Religious Iconography
 - This may require covering décor and existing structures depending on the building used for instruction.
- School Calendars (naming student holidays)

GOVERNANCE

NONSECTARIAN EDUCATIONAL NATURE

Nonsectarian Educational Nature

Why must charter schools be nonsectarian?

- The Establishment Clause in the U.S. Constitution states that: *“Congress shall make no law respecting an establishment of religion.”*
- Article I, §7 of the Texas Constitution states that: *“No money shall be appropriated or drawn from the Treasury for the benefit of a sect or religious society, theological or religious seminary, nor shall property belonging to the State be appropriated for any such purpose.”*

GOVERNANCE

Restrictions on Board Service

- Nepotism – Slides 14-16
- Conflicts of Interest – Slides 17-19
- Criminal History – Slides 20-21

GOVERNANCE

RESTRICTIONS ON BOARD SERVICE

Nepotism Restrictions

19 TAC, §100.1017 & §§100.1131-1141

- **General Rule:** A public official cannot hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual if the individual is related to the public official within the third degree of consanguinity (by blood) or affinity (by marriage).
- Two or more relatives within the third degree cannot serve together on the governing body.
- A board member's relative within the third degree cannot be employed by the charter holder or charter school. Some exceptions apply.

GOVERNANCE

RESTRICTIONS ON BOARD SERVICE

Relatives within the Third Degree (Consanguinity or Affinity)

A public official's or their spouse's:

- | | |
|--|---|
| ☐ Spouse | ☐ Grandchild |
| ☐ Child | ☐ Great-grandchild |
| ☐ Parent | ☐ Sibling |
| ☐ Grandparent | ☐ Aunt/uncle |
| ☐ Great-grandparent | ☐ Niece/Nephew |

NOTE



- Applicants should not contact the agency regarding nepotism issues. 19 TAC, §100.1011(i)
- Agency staff cannot provide an applicant with individualized advice regarding the applicant's governance structure.
- If an applicant is ultimately awarded a charter, agency staff will advise the applicant of any nepotism issues that must be resolved via contingencies prior to execution of the charter contract.

GOVERNANCE

RESTRICTIONS ON BOARD SERVICE

Conflict of Interest Restriction – Compensation

General Rule: A member of a charter holder board cannot receive compensation or remuneration from the charter holder or the charter school (i.e., an individual cannot serve on the board and be an employee). *19 TAC, §100.1143(b)*

Exception: If each charter school operated by a charter holder has received a satisfactory rating for at least two of the preceding three school years, then charter school employees may serve on the governing body of the charter holder. However, the governing body or any committee may not be comprised of a quorum (majority) of charter school employees. *19 TAC, §100.1143(f)*

NOTE: This provision will not apply until the fourth year of operation

NOTE: If the charter school loses the satisfactory rating, then the employees must be removed from the position within 30 days. *19 TAC, § 100.1143(h)*

NOTE



- Applicants should not contact the agency regarding conflict-of-interest issues. 19 TAC, §100.1011(i)
- Agency staff cannot provide an applicant with individualized advice regarding the applicant's governance structure.
- If an applicant is ultimately awarded a charter, agency staff will advise the applicant of any conflict-of-interest issues that must be resolved via contingencies prior to the execution of the charter contract.

GOVERNANCE

RESTRICTIONS ON BOARD SERVICE

Conflict of Interest Restriction

Substantial Interest in a Management Company

A person cannot serve on the governing body of a charter holder or charter school or as an officer or employee of a charter school if the person has a substantial interest in a management company that has a contract for management services with the charter holder or charter school. *19 TAC, § 100.1155*

GOVERNANCE

RESTRICTIONS ON BOARD SERVICE

Criminal History Restriction

A person cannot serve as a board member, employee, or officer if the person has been convicted of:

- a misdemeanor involving moral turpitude;
- a felony;
- any offense listed in TEC, § 37.007(a) (i.e., offenses for which an ISD student must be expelled); or
- any offense listed in the Code of Criminal Procedure Art. 62.001(5). *19 TAC, § 100.1153*

NOTE: *TEC, § 12.120* allows persons to be employed if the person could be employed by a school district.

NOTE



- The charter application requires the CEO of the sponsoring entity to certify that no board member, employee, or officer has been convicted of a misdemeanor involving moral turpitude or any felony.
- Questions regarding whether a misdemeanor offense is a “crime of moral turpitude” must be directed to the charter holder’s private attorney, not TEA. *19 TAC, §100.1011(i)*
- Criminal history checks must be conducted before the person begins service and every year thereafter. The checks must be obtained from the Texas Dept. of Public Safety (DPS).

GOVERNANCE

RESTRICTIONS ON BOARD SERVICE

Non-Delegable Duties

Certain powers and duties must generally be exercised by the governing body of the charter holder itself and not delegated to any other body or individual. *19 TAC, §100.1113(a)(1)*

Specifically, non-delegable duties include:

- final authority to hear or decide employee grievances, citizen complaints, or parental concerns;
- final authority to adopt or amend the budget, or to authorize the expenditure or obligation of state funds or the use of public property;
- final authority to direct the disposition or safekeeping of public records;
- final authority to adopt policies governing charter school operations;
- final authority to approve audit reports under TEC § 44.008(d);
- final authority to select, employ, direct, evaluate, renew, non-renew, terminate, or set compensation for the superintendent/CEO.

GOVERNANCE

GENERAL NOTES

- Statement regarding bankruptcy history must be included.
- There must be a Biographical Affidavit for each board member and every member must make sure information is correct and fully answered by the member.
- Majority of your board members must be qualified voters (Texas residents). *TEC, § 12.1202*

Relevant Statutes for Charter Operation

- Texas Education Code, especially Chapter 12, Subchapter D
- Title 19 of the Texas Administrative Code, especially Chapter 100
- Texas Business Organizations Code
- Texas Government Code
- Texas Local Government Code

Requirements Applicable to Both ISDs and Charter Schools

- Special Education
- Bilingual Ed/ESL
- PEIMS
- TEKS
- STAAR
- Graduation Requirements
- Open Government Laws
- Pre-Kindergarten
- Health & Safety (TEC, Chapter 38)

Differentiation Between ISDs and Charter Schools

- Student/staff ratio
- Teacher certification requirements
- TEC, Chapter 21
- School Calendar
- Admissions

ADMISSIONS AND ENROLLMENT ISSUES

Terminology

Admission Process – when the student is initially seeking to be admitted to school. TEC, §12.1173 requires that the Commissioner adopt a common application form. Pursuant to TEC, §12.117, this form must be used by applicants for admission to an open-enrollment charter school. No additional documentation or questions can be used or required.

Enrollment Process – when the student has been offered admission and is registering for school. At this stage, information regarding past academic achievement, medical history, etc. may be requested.

ADMISSIONS AND ENROLLMENT ISSUES

Admission Policy Requirements

- All students who meet lawful criteria must be eligible for admission.
- Admissions policy must prohibit discrimination on the basis of sex, national origin, ethnicity, religion, disability, academic ability, artistic ability, athletic ability, or the district the student would otherwise attend. *TEC, §12.111(a)(5)*
- Texas law permits charter schools specializing in performing arts to admit students based on artistic ability and audition. *TEC, §12.111(a)(5)(B)*
- Federal law and non-regulatory guidance require charter schools receiving federal funds to use a lottery when a school is oversubscribed.

ADMISSIONS AND ENROLLMENT ISSUES

Admission Policy Requirements (continued)

- A set application period (beginning and ending dates).
- The nondiscrimination statement in TEC, §12.111(a)(5).
- If the policy excludes students who have engaged in certain conduct under TEC, §12.111(a)(5)(A), the admissions policy in your charter application must state the intended exclusions.
- Describe how the application process and lottery process will work, including whether any students are excluded from the lottery and the dates of the admissions window. Be sure to comply with TEC, §12.1173.
- Charter schools may not charge an admission fee to students.
- Charter school may not require parents to volunteer, to attend any sessions, or make any commitment to the charter for admission.

ADMISSIONS AND ENROLLMENT ISSUES

Enrollment Records

- Schools may not prohibit students from enrolling pending receipt of records from the prior school. *19 TAC, §74.26(a)(1)*.
- The failure of a prior school or the person enrolling the student to provide identification or records does not constitute grounds for refusing to admit the student. However, if identifying records are not furnished within 30 days, *TEC, §25.002(c)* requires the school to notify law enforcement and request a determination of whether the student has been reported as missing.
- Federal law requires a school to enroll a homeless student immediately even if the student is unable to produce records normally required.

Legislative Updates

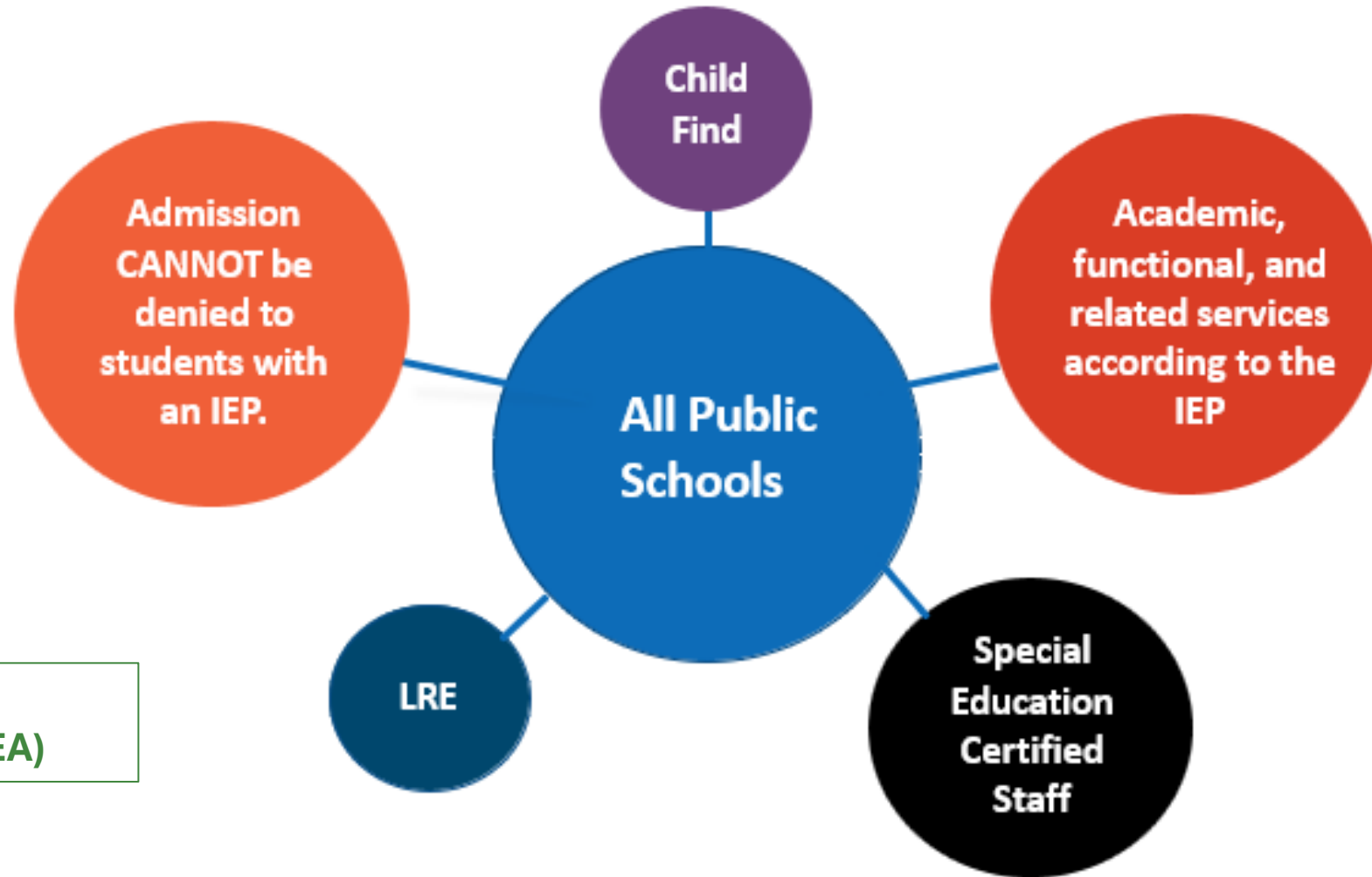
- HB 2 (increases several allotments, including the base allotment, new facilities for charters, and safety and security)
- HB 6 (clarifies disciplinary history of student in charter admissions under TEC, §12.111)
- SB 12 (addresses parental rights as it relates to parental access to instructional material and curricula; the adoption of a parental engagement policy; parental rights to information regarding a student's mental, emotional and physical health needs and services offered by school)
- SB 13 (provides parental access to library catalog and allows a parent to limit access of certain library material by their child)
- SB 569 (creates TEC, Chapter 31B to expand virtual learning opportunities for students)

Thank you for your
dedication to
Texas Public Education!

The background is a solid blue color. On the left side, there is a large, light blue, five-pointed star. In the bottom left corner, there is a faint, stylized image of an open book with its pages fanned out. Two thin, horizontal white lines are positioned above and below the text.

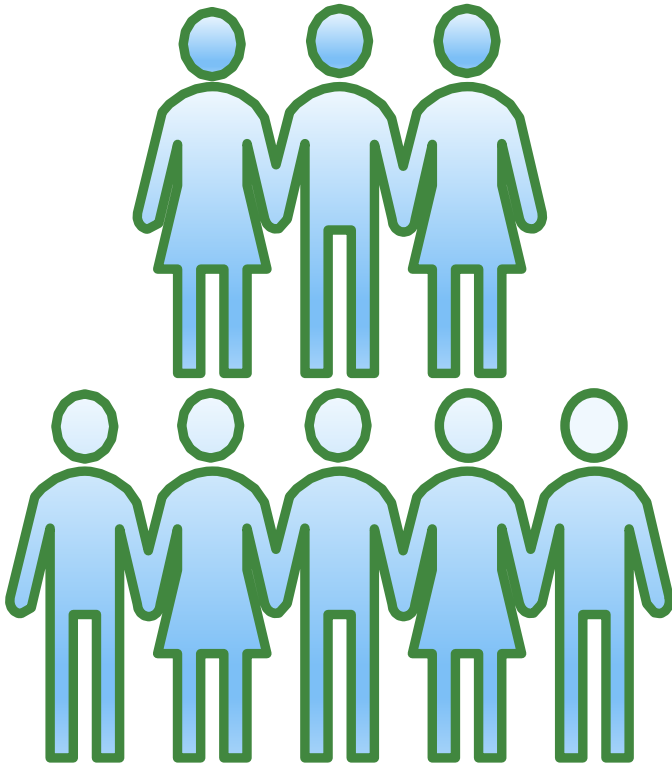
Special Education

Special Education Requirements are the SAME for ALL LEAs



Individuals with
Disabilities Act (IDEA)

Who Supports Special Populations?



Everyone

Year One Site Visit Evidence

Element	Required	Additional Considerations
Child Find	✓ School board policies and procedures linked in the Legal Framework	✓ Procedures for reviewing student progress using an intervention framework ✓ In-state and out-of-state student transfer procedures
Professional Development	✓ Training for teachers and staff on special education topics	✓ Training artifacts (presentation handouts, sign-in sheets, etc.) for Special Education
Self-Monitoring Procedures	✓ Internal monitoring system used to evaluate IEP implementation compliance	✓ Forms or checklists used in IEP development (including software) ✓ Progress reporting documents
Effective Staffing and Operations	✓ Certifications of special education staff	✓ System of professional learning Plan ✓ Inter-agency agreements or contracts address qualification requirements

Year One Monitoring Site Visit



Child Find



Professional
Development



Self
Monitoring
Procedures



Effective
Staffing and
Operations



Continuing Support: Quarterly Support Calls

December

Follow up from Onsite

Education Service Center (ESC) Resources

Dyslexia Screeners/State Assessment

March

Follow up from December

Staffing for upcoming school year

Differentiated Monitoring System (DMS) Overview

May/June

Follow up from March

State Performance Plan Indicators (SPPI)

Professional Development Plan

Child Find

- Technical Assistance: Child Find and Evaluation | Texas Special Education (SPED) Support
- Students with Disabilities Who Transfer In-State and Out-of-State Quick Guide | Texas SPED Support
- Special Education Referral for Initial Evaluation Quick Guide | Texas SPED Support

Individualized Education Program (IEP) Development

- Technical Assistance: Individualized Education Program Development | Texas SPED Support
- Standards-Based Individualized Education Program (IEP) Process Training | Texas SPED Support
- Question and Answer: Individualized Education Program (IEP) Measurable Annual Goals | Texas SPED Support

IEP Implementation

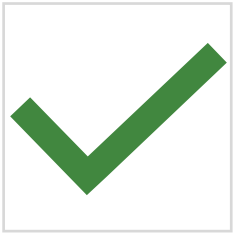
- Admission, Review, Dismissal (ARD) Committee Manager Training | Texas SPED Support
- Teamwork and Transitions | Texas SPED Support
- ARD 101 | Texas SPED Support

Overview of Special Education Monitoring

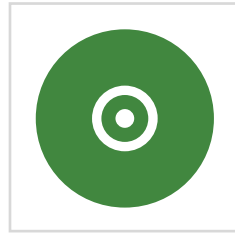


State Performance Plan Indicators (SPPI)

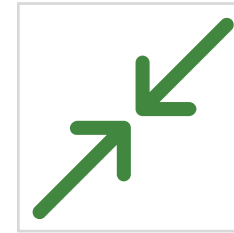
- TEA collects data from LEAs on sixteen State Performance Plan Indicators (SPPIs) identified by the United States Department of Education's Office of Special Education Programs.
- LEAs are required to provide valid, timely, and reliable data that reflect the measurement for each SPPI.
- Information on indicators, data collection and submission timelines can be found on the [State Performance Plan Indicators | Texas Education Agency](#) page.



Indicators 11a, 11b, 12 and 13 are compliance indicators submitted by the LEA in the summer.



The target for each of these indicators is 100%.



LEAs submitting less than 100% may be eligible to participate in pre-finding corrections.



Any LEA unable to correct prefinding noncompliance will receive a notification of noncompliance and engage in the corrective action process.

- LEAs receive a determination level (DL) based on their Results Driven Accountability (RDA) and Federally Required Elements (FRE) Performance Levels (PLS)
- Determination levels:
 - Meets Requirements (DL 1)
 - Needs Assistance (DL 2)
 - Needs Intervention (DL 3)
 - Needs Substantial Intervention (DL4)
- Additional information on RDA, FRE and DLs can be found on the [Results Driven Accountability \(RDA\) | Texas Education Agency](#) page

Strategic Support Plans (SSP)



The SSP is a tool used annually as part of the LEA's continuous improvement process to prioritize essential program elements



When implemented with fidelity, the SSP assists in identifying LEA goals to support root causes of low performance related to RDA determination levels.



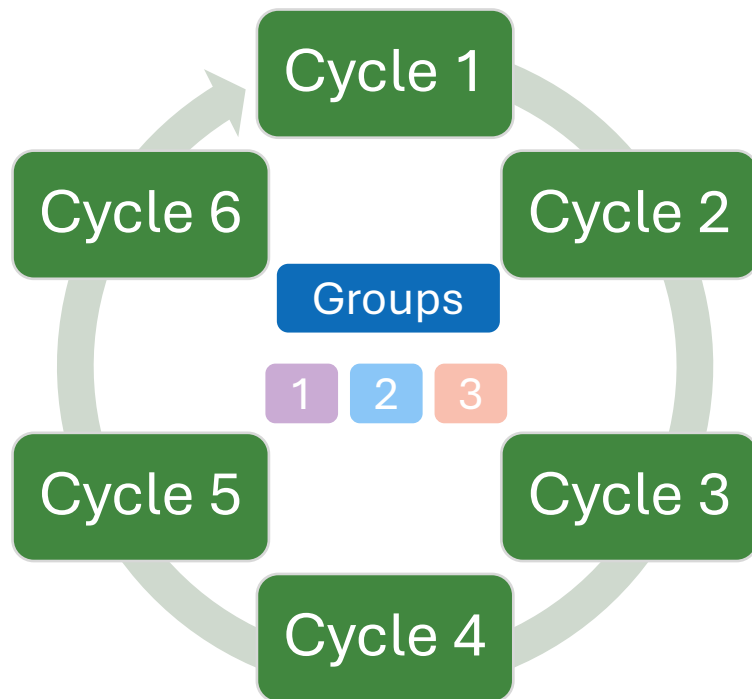
For DL 1 and DL2, LEAs develop and retain the SSP at the local level using the ASCEND TEAL application



For DL 3 and DL 4, LEAs develop and submit the SSP using the ASCEND TEAL application and engage with TEA and their local ESC using a structured cadence of meetings and work sessions.

Cyclical Monitoring

Cyclical monitoring occurs on a six-year rotating schedule, by the end of 6 school years (Cycles) all Texas Local Education Agencies (LEAs) will be monitored.



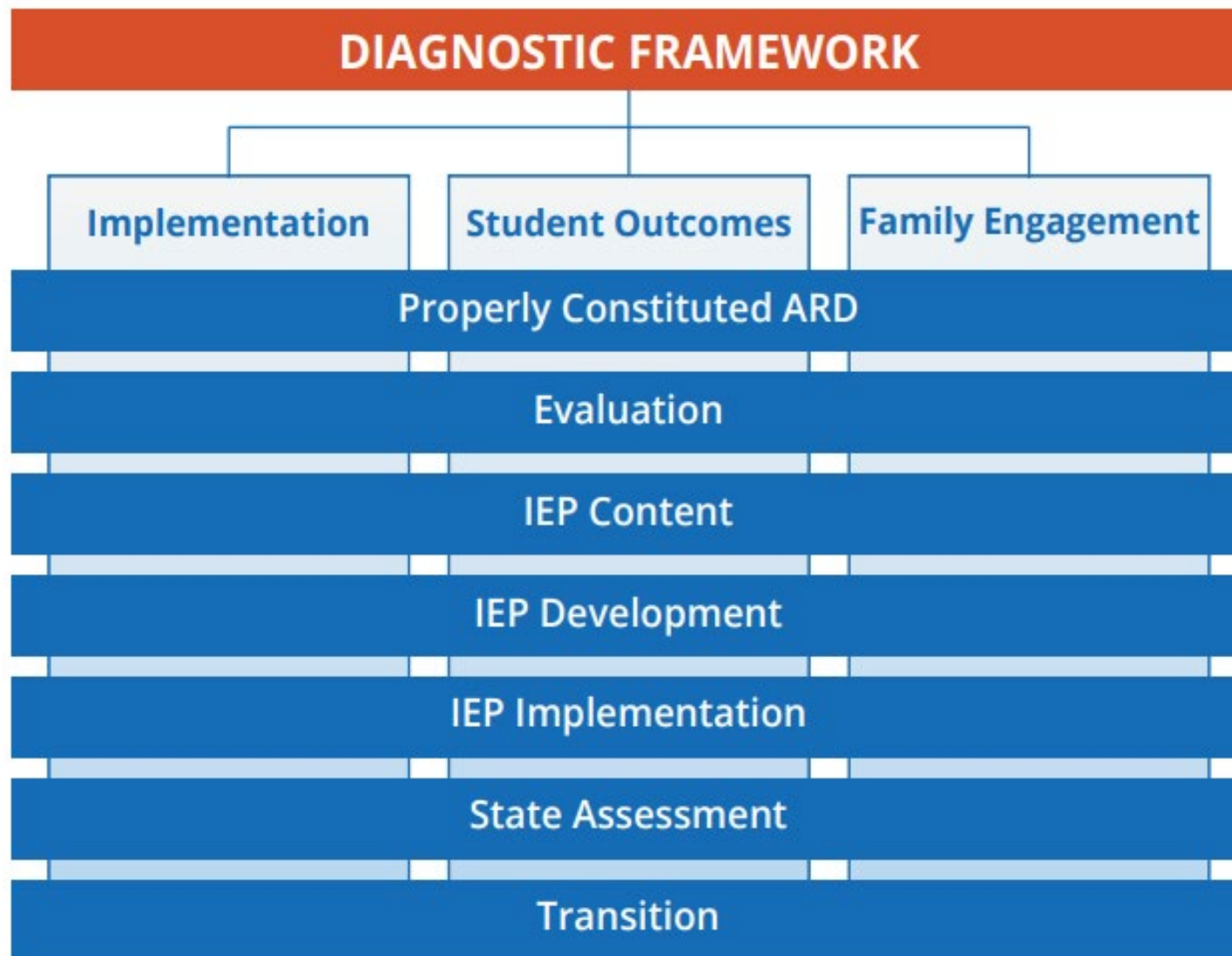
Group 1: October - December

Group 2: January - March

Group 3: April - June



[2025-2031 Cyclical Monitoring Schedule](#)

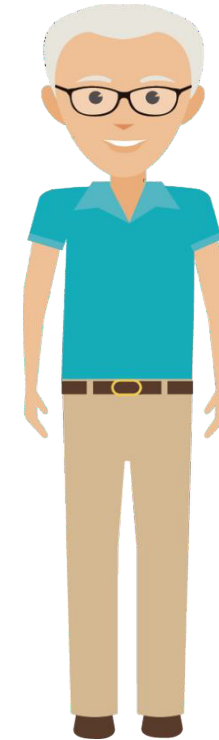
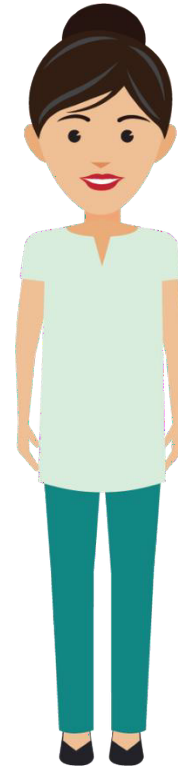




FAQ

Do Special Education Staff Need to Be Certified?

Charter Schools have the same certification, endorsement, and licensing requirements for special education providers as all other public schools



34 Code of Federal Regulations, §300.156; the Texas Education Code (TEC), §§ 21.002, 21.003. and 29.304



Can I Contract for Special Education Services?



LEAs are accountable for all oversight and provision of services provided by any contracted agreement.

Who Can Make a Referral to SPED?



Student's Parents or
Legal Guardian



School Personnel



Another Person Involved
in the Education or Care
of the Student

POINTS TO REMEMBER

Referrals Can be made verbally and NOT required to be in writing

All LEAs must respond no later than 15 School Days after receiving request

Prior to beginning an evaluation, LEA's MUST give parents prior written notice AND Notice of Procedural Safeguards

Who Qualifies for Special Education?



A Child is eligible to receive special education and/or related services if the child:



Is determined to have a disability



As a result of the disability, needs special education and related services

How Long Do I have to Complete an Initial Evaluation?

LEAs have 15 school days to respond to a written request for an evaluation.

Full and Individual Initial Evaluation (FIIIE) must be completed in 45 school days after consent from the family.

ARD meeting must be held 30 calendar days from the date of the FIIIE report.

Who Attends the ARD?

Required members at the ARD Meeting:

	Parent or Adult Student
	Regular Education Teacher
	Special Education Teacher
	LEA Representative
	Individual who can interpret instructional implications of evaluation results

Additional participants who may be required to attend based on student needs or eligibility:

	Student with a disability		TVI
	Agency Representation		TODHH
	LPAC Members		JJAEF Administrator
	CTE Representative		ECI Representative
	Others with knowledge or special expertise (e.g. related service providers)		Dyslexia Specialist



What are IEP Content Considerations?



Accommodations and/or Modifications

Frequency/Duration of Services

Consideration for Extended School Year
(ESY)

Transition Supports

Training

LRE mandates Charter Schools, like all public schools, must provide a continuum of alternative placements to students with disabilities.

This continuum includes the following placement options, as noted in 19 TAC §89.63, instructional arrangements and settings. The entire continuum can be seen in The Legal Framework at this [site](#). Here are some examples:

MAINSTREAM:

Provides services in the general education classroom in accordance with the student's IEP.



RESOURCE ROOM/SERVICES:

Provides services in a setting other than general education classroom for less than 50% of the regular school day



SELF-CONTAINED:

Provides services in a self-contained program for 50% or more of the regular school day



HOMEBOUND:

Provides services to students who are served at home or hospital bedside



What is meant by Special Education Transportation?

The ARD committee determines if a student will require transportation as a related service in order to attend and participate in

- academic services,
- extracurricular programs,
- and related services.

The IEP must describe the way the transportation services will be provided



Individualized Education Program (IEP) Development



Technical Assistance:

Individualized Education Program (IEP) Development



[Link to IEP Development
Guidebook](#)



What is a Section 504 Plan?

**Section 504 plans are formal plans that the
Section 504 committees develop to give
students with disabilities the support they need.
The plan covers any condition that limits daily
activities in a major way.**



Texas SPED Support Technical assistance and support needs for the state. Discover [resources](#) and [learning opportunities](#) from experts in the field.

Texas SPED Support | Texas SPED
Support



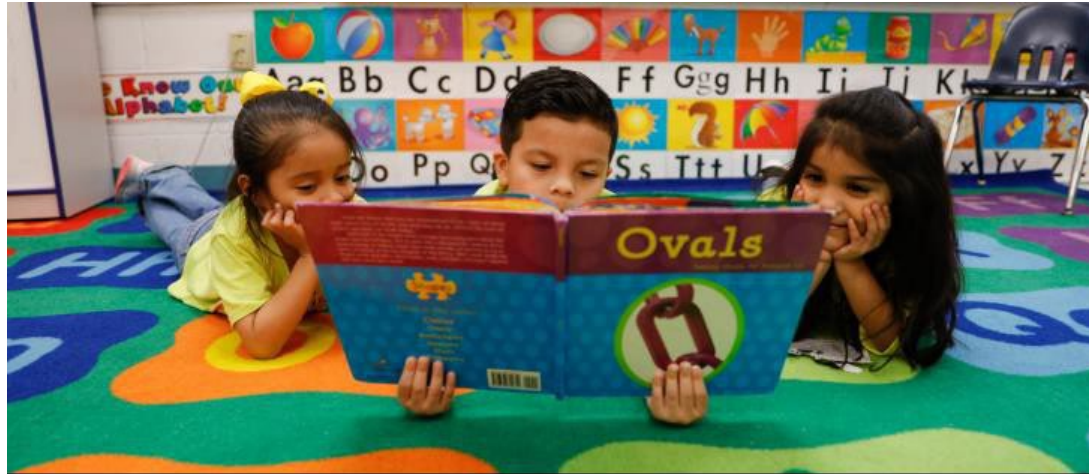


Sign up for updates



Webinars and Newsletters

[Special Student Populations](#)



“Together, we are committed to high expectations and strong systems that achieve equitable outcomes for every student with a disability.”

Thank You



Dana Garza
Director

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Education Specialist

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CSP Start-Up Grant Overview

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- Grant Manager – Division of Grants Administration

CSP Start-Up Grant Session Goals

- Purpose
- Eligible Applicants
- Grant Timelines
- Allowable Use of Funds
- Unallowable Uses of Funds
- CSP Start-Up Grant Application Highlights
- Goal Setting

Purpose of the Charter Schools Program (CSP)



The **purpose** of the Texas Charter Schools Program Grant is to support the **growth of high-quality charter schools** in Texas, through the opening of new charter schools and the expansion of high-quality charter schools.

Future Charter School Program Grant Funding



The U.S. Department of Education awarded Texas a Charter Schools Program (CSP) grant in 2020. This grant concludes September 30, 2026.



TEA applied to the U.S. Department of Education for the 2026 Expanding Opportunities Through Quality Charter Schools Program (CSP) Grants to State Entities competition.



Program requirements, funding allocations, and implementation details for future CSP grant opportunities are subject to federal award and approval.

Eligible Applicants



All CSP grant awards are subject to availability and eligibility.



The completion, submission, and/ or ultimate award of an Open-Enrollment charter school does not entitle an applicant to CSP funds from the state of Texas.

Eligible Applicants Must:

1

Be authorized under Texas Education Code (TEC), Chapter 12, Subchapter D, E, or G.

2

meet the federal definition of a charter school (ESSA);

3

never have received CSP funds under ESSA.

If the applicant is affiliated with or proposing to contract with a CMO, the applicant will have to disclose if:

- The CMO currently receives CSP funds directly from the USDE or not
- The CMO will or will not receive CSP funds directly from the USDE

Note: If an authorized charter campus receives USDE CSP grant funds from their CMO, they may not also receive CSP grant funds from TEA.

Grant Timelines

Grant Start Date – The date that an LEA can start incurring costs related to the grant.

NOGA Date – The date that the NOGA is approved, and the LEA can start entering expenditures for reimbursement.

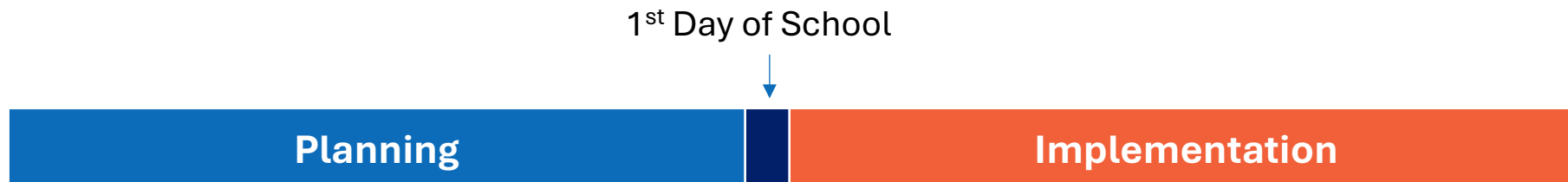
Grant End Date – The date by which the LEA must expend funds and utilize items/services purchased with grant funds.

*All CSP grant awards are subject to availability and eligibility. The completion, submission, and/ or ultimate award of an Open-Enrollment charter school does not entitle an applicant to CSP funds from the state of Texas.

Planning vs. Implementation

Planning – Activities related to the planning and program design of the charter’s educational program. These activities usually take place during the period from the grant start date to the first day the campus starts serving students. Planning activities cannot occur for more than 18 months.

Implementation – Activities related to the implementation of the charter’s educational program. These activities usually occur between the first day the campus begins serving students and the grant end date



Budgeted expenditures are tied to the TYPE of ACTIVITY not when the expenditure occurs.

Planning Activity

Activities or expenditures that are tied to the planning and design of the educational program.

Implementation Activity

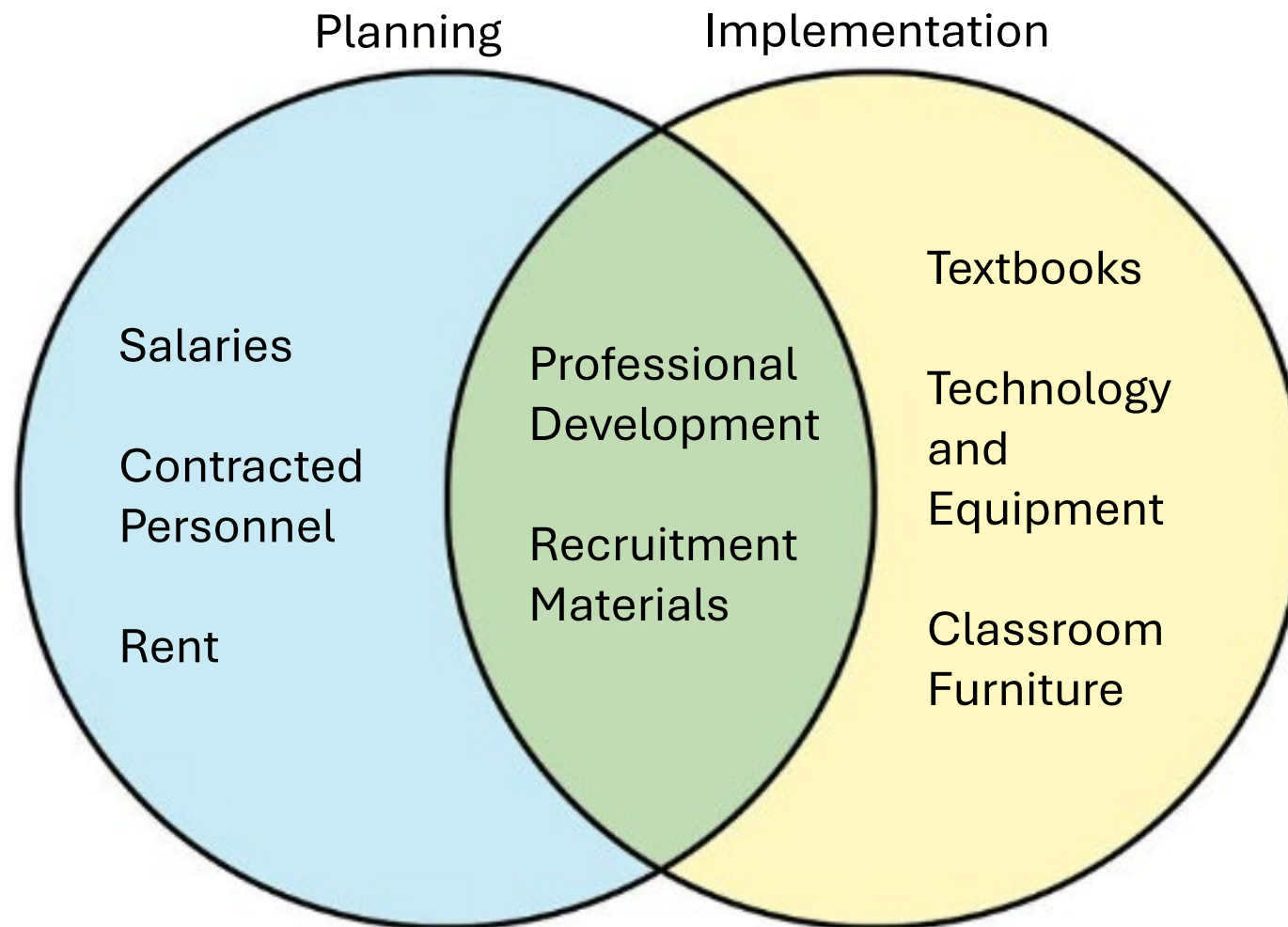
Activities or expenditures that are tied to the implementation of the charter school and the educational program.

Some activities are only allowable in the planning phase, some are only allowable in the implementation phase, and some are allowable in both.

Certain purchases that are allowable during the implementation phase may be purchased during the planning period. These will still be budgeted as part of implementation. The phase in which a purchase is allowable is determined by the **type of activity** and not necessarily when the purchase is made.

Planning vs. Implementation

Some activities are only allowed as planning activities, some are only allowed as implementation activities, and some are allowed as both.



Allowable Uses of Funds

All costs associated with the CSP grant must meet the minimum threshold of being:

- **Necessary** – is the item needed for the start-up of the charter school?
- **Reasonable** – would a reasonable person spend that amount on that item? Would it withstand public scrutiny?
- **Allocable** – is the cost being incurred specifically for start-up and is the cost proportional to the benefit provided?
- **Allowable** – is the item allowed under this grant program?

Allowable Costs – Planning Activities

Planning and design of the charter school's educational program

Professional development/training for teachers and staff

Special Education support



Allowable Costs for Planning Activities

Salaries are allowed for the following positions only:
Teachers, school leaders, and specialized instructional support personnel.



But certain conditions apply!

Conditions for Allowable Payroll Costs

Salaries cannot be paid for activities related to ongoing operations.

Payroll expenditures paid with CSP funds are only allowable for activities that support the planning or program design of the charter campus.

No payroll expenditures are allowed beyond the 30th calendar day after the campus begins serving students.



Allowable Costs for Planning Activities

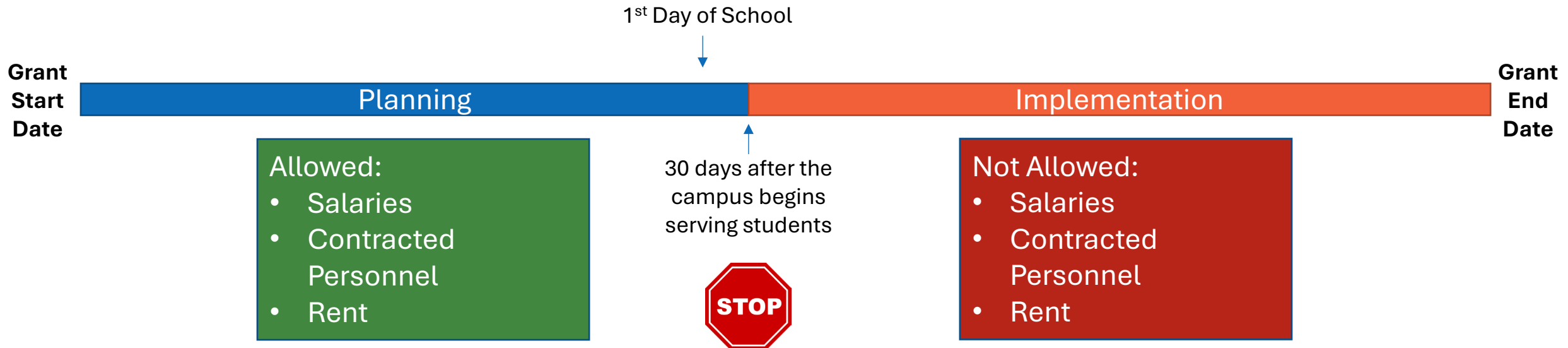


- Contracted personnel may be paid from the grant start date **up to 30 days after the campus begins serving students**



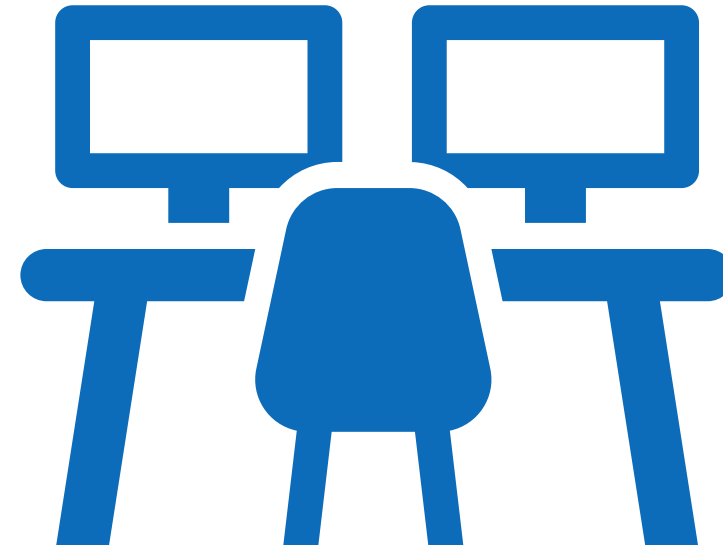
- Rental or occupancy costs for the school facility, **up to 30 days after the campus begins serving students**

Planning vs. Implementation



One time start-up equipment purchases necessary to implement a charter school, which may include:

- Desks, chairs, computers;
- Equipment related to technology, physical education and art; and
- Playground equipment.



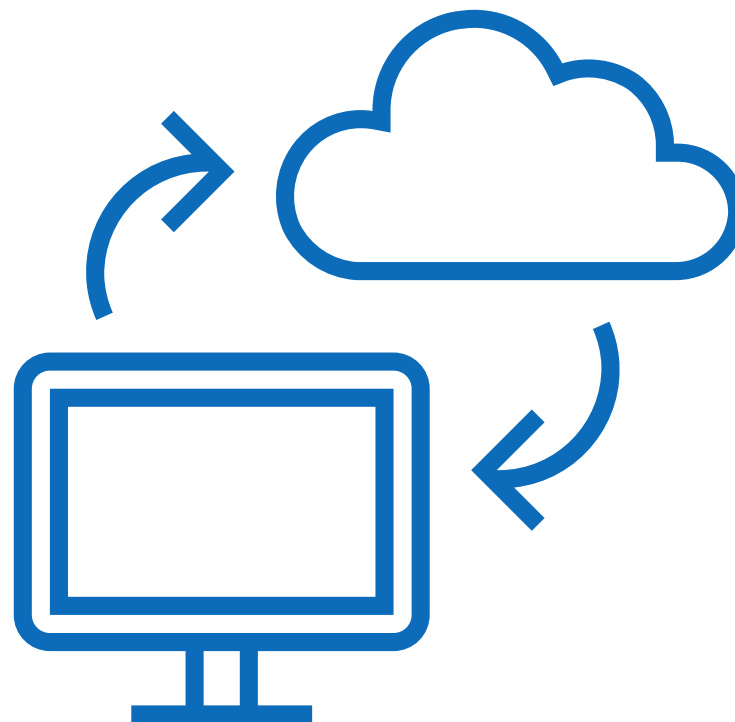


Non-consumable
supplies and materials for start-up activities, including the following:

- Textbooks;
- Library books;
- Reading materials; and
- Teaching materials.

Installation costs associated with the following:

- Computers;
- Data systems;
- Networks; and
- Telephone systems.



Allowable Costs for Implementation Activities



- One-time, startup costs associated with providing transportation to students



- Costs associated with carrying out necessary renovations and minor facilities repairs (*Minor repairs neither add permanent value to the property nor appreciably prolong its intended life.)

Allowable Costs for Implementation Activities



- Financial management software and training



- Property insurance to cover equipment purchased with grant funds



- Other appropriate, non-sustained costs that cannot be supported from other sources

The CSP Grant funds will be allocated into Planning Costs and Implementation Costs. Keep in mind the phase in which the expenditure or activity is allowed when creating the budget.

Program Budget Summary					
Description and Purpose		Source of Funds			
		Class/ Object Code	Planning Cost	Implementation Cost	Total Budgeted Cost
1	Payroll Costs	6100	\$ 114,910	\$ -	\$ 114,910
2	Professional and Contracted Services	6200	\$ 125,000	\$ 41,340	\$ 166,340
3	Supplies and Materials	6300	\$ 5,000	\$ 18,750	\$ 23,750
4	Other Operating Costs	6400	\$ 10,000	\$ 5,000	\$ 15,000
5	Capital Outlay	6600	\$ -	\$ 580,000	\$ 580,000
6	Grand Total of Budgeted Costs :		\$ 254,910	\$ 645,090	\$ 900,000

*Example Program Budget Summary for illustrative purposes only.

CSP grants support the planning, program design, and initial implementation of public charter schools.

One-time costs!

Unallowable Uses of Funds

- Religious instruction, materials, or insignia
- Ongoing costs associated with transportation for students
- Construction
- Consumable instructional or other supplies and materials
- Fields trips
- Any expenditure in which the charter cedes fiscal authority to a Charter Management Organization

Review the Program Guidelines from prior CSP grant opportunities for the complete list of Unallowable Costs.

Program Guidelines

Grant ID	Grant Description	Grant Start Date	Grant End Date	Fund Type
23590111	Charter School Program(Gen 30) Total Funding Available	11/18/2025	09/30/2026	Federal

Application and Support Information

****Please note**** - This is ONLY a viewing copy of the application. If instruction above indicate that the application must be submitted electronically, the application will not be

[General and Fiscal Guidelines, Provisions, Lobbying and Debarment](#)

[Program Guidelines](#)

[Application Part 1 \(PDF\)](#)

[Application Part 2 \(Excel\)](#)

CSP Start-Up Grant Application Highlights

Narrative Responses – Statutory Requirements

Proposed Use of CSP Funds	Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed charter school.
Disaggregated Costs	List all allowable grant-related activities for which the applicant is requesting grant funds in the table below. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, the applicant will be required to budget planned expenditures on a separate attachment provided by TEA.
Financial Sustainability	Describe how the eligible applicant will maintain financial sustainability after the end of the grant period.
Board Oversight	Describe how the board will monitor the implementation of the start-up plan, start-up grant, and associated budget.
CSP SMART Goals	Identify three to five programmatic SMART Goals that will be achieved using CSP start-up grant funds. All programmatic goals should be achieved by the beginning of year 3 and clearly support the board's student outcome goals. Include all progress measures that will be used to track each start-up goal.

Narrative Responses – Statutory Requirements

Roles and Responsibilities	Describe the roles and responsibilities of the sponsoring entity, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.
Community Engagement	Describe how the board and applicant team have assessed and built parent and community demand for the proposed school. Discuss specific outreach strategies that were used.
Community Engagement	Describe plans and strategies that will effectively support the ongoing solicitation and use of effective parent, family, and community engagement input for the implementation and operation of the proposed charter school.

Narrative Responses – Statutory Requirements

Student Transportation	Describe the plan for meeting the general transportation needs of all the students at the proposed charter school. Also, identify projected budget costs and financing arrangements. If transportation will not be provided, explain how the school will ensure the school is accessible to all interested families.
Student Transportation	Describe the plan for meeting the required transportation needs of: (1) students receiving special education who would be unable to attend classes without transportation services outlined in their IEP and (2) students eligible under Section 504 of the Federal Rehabilitation Act who would be unable to attend classes without special transportation services. Also, identify projected budget costs and financing arrangements.
Federal CSP Grant Assurances	Read and initial all CSP Assurances, including the Federal definition of a charter school. These assurances must be met throughout the life of the grant to be eligible to continue to receive funding.

CSP Start-Up Grant Goal Setting

- In the CSP Grant Application, embedded within your document, you will set three to five programmatic SMART Goals that will be achieved using CSP Start-Up Grant funds. All programmatic goals should be achievable by the beginning of Year 3 and clearly support the board's student outcome goals.
- You will also include all progress measures that will be used to track each start-up goal.
- **SMART Goals** are **Specific, Measurable, Achievable, Relevant,** and **Timely.**



Questions?

Generation 32 Application Information Session

Serving Emergent Bilingual Students

August 2026

Topics for this session:

Emergent Bilingual Students in Texas

Bilingual Education Services

Uniformed Process for Serving EB Students

Program Implementation

Instructional Support

Closing



Emergent Bilingual Students In Texas

New Term: Emergent Bilingual Student

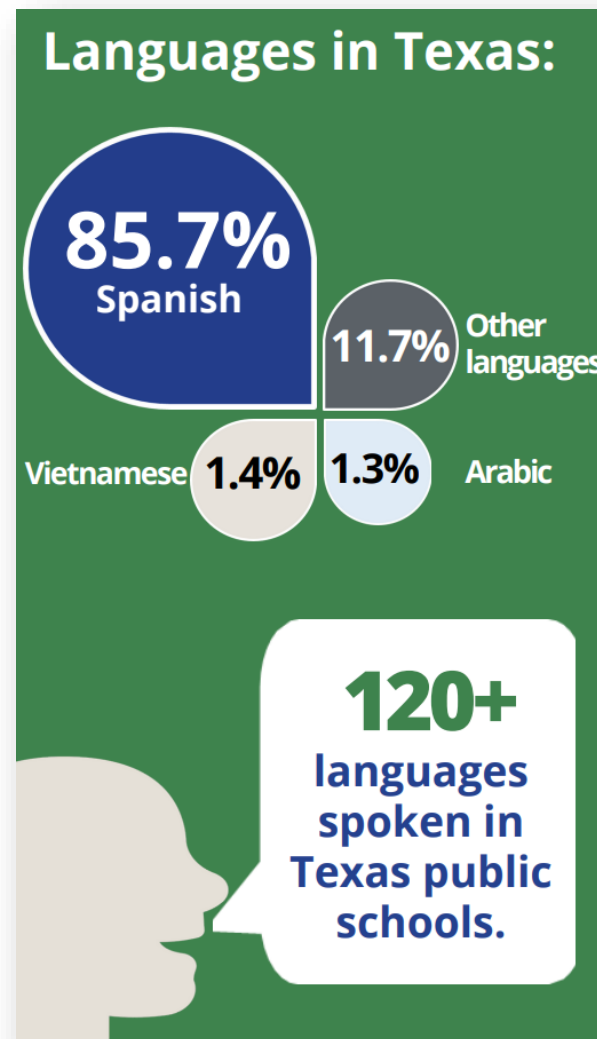
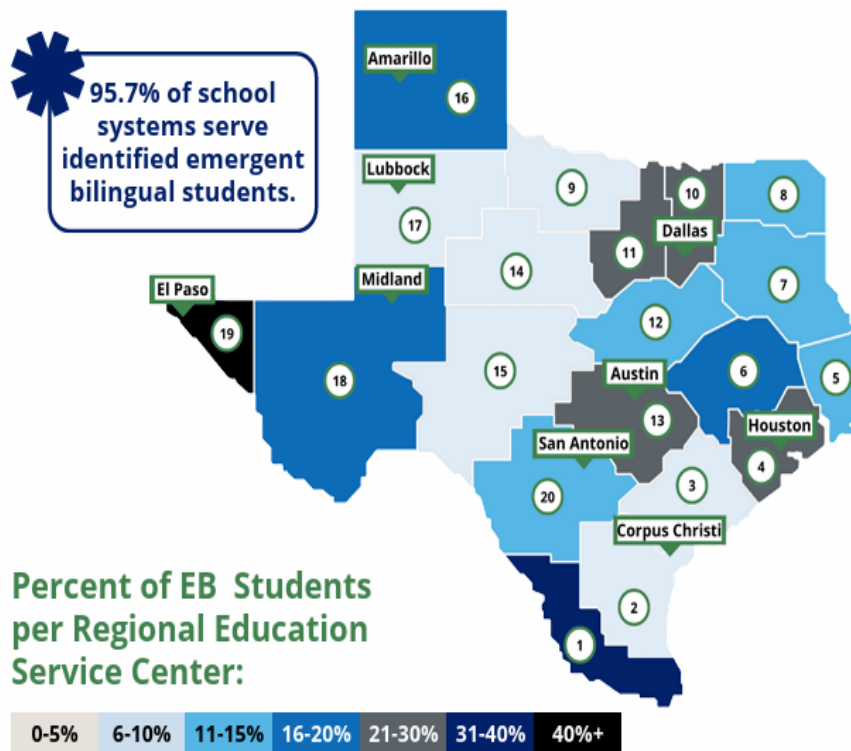
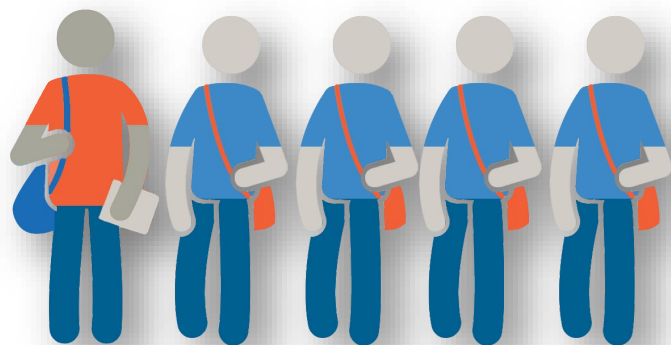
- An **emergent bilingual student** is a student who is in the process of acquiring English and has another language as the home language.
 - Emergent bilingual (EB) student= English Learner(EL)*
- TSDS – PEIMS has updated the terminology and descriptor codes to ensure the data submitted to TEA represents how EB students are being served in all school systems.



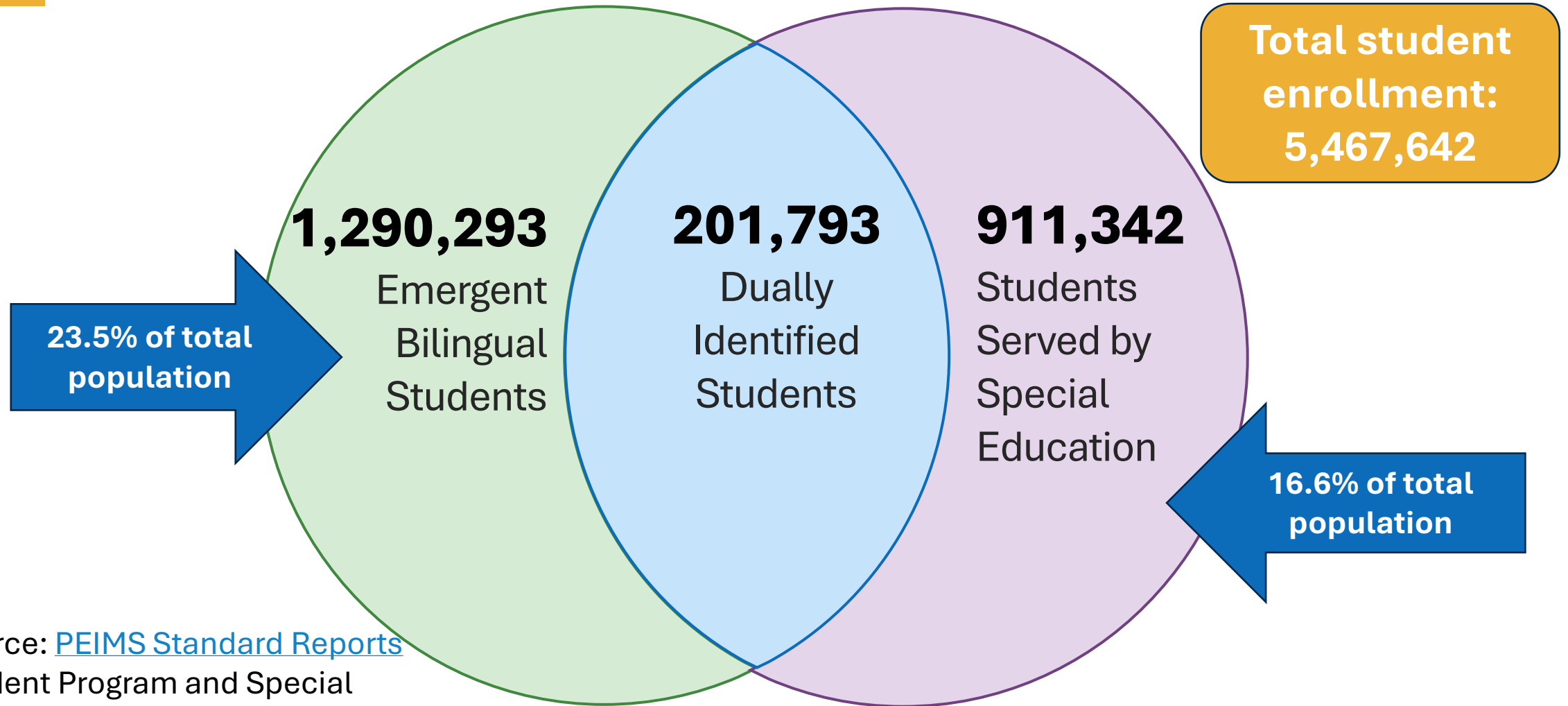
**Note: Used as the federal term for policy and resources*

Who we serve: Emergent Bilingual Students in Texas

24% EB Students in Texas (1.3 million)
1 in 5 students in Texas (5.5 million)



Dually Identified Population - Statewide



Source: [PEIMS Standard Reports](#)
Student Program and Special
Populations Report, EB Student Reports
by Category and Grade
2025-2026

Bilingual Education Services

Are open-enrollment charter schools in Texas required to provide Bilingual Education?



Yes, Texas Education Code (TEC) 12.104 states that open-enrollment charter schools are subject to the requirements outlined in Subchapter B, Chapter 29 related to bilingual education.

Bilingual Education in Texas

Six State-Approved Program Models for EB Students

Statute: TEC 29.066
Rule: TAC 89.1210

Requirement: Districts must serve EB students through Bilingual or ESL

Bilingual Program Models “Rule of 20”

English as a Second Language (ESL) Program Models

Program Requirements:
TAC 89.1205

Dual
Language
Immersion
One-Way

Dual
Language
Immersion
Two-Way

Transitional
Late Exit

Transitional
Early Exit

ESL
Content-
Based

ESL
Pull-Out

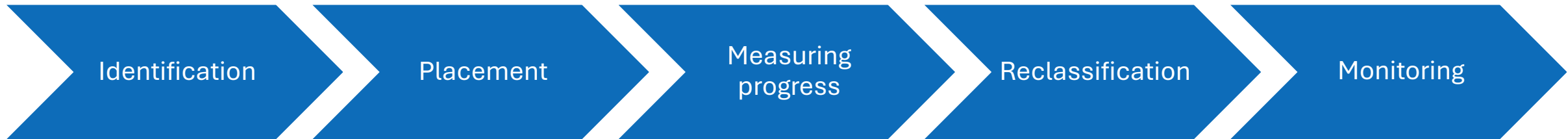
School Systems that meet the **“Rule of 20”** 20 students of the same language in the same grade level district wide.

School Systems that serve an EB student and have **not met** the “Rule of 20”.

Uniform Processes for Serving EB Students

Serving Emergent Bilingual Students

All school systems are required to follow the standardized, statewide process for



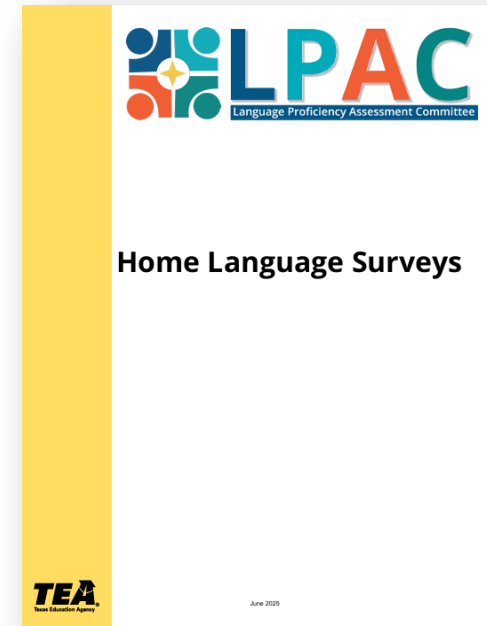
TEC 29, Subchapter B

TAC 89, Subchapter BB

Standardized Letters

The TEA-developed standardized letters are designed to:

- Strengthen the uniform process for EB student **identification, reclassification, and monitoring.**
- **Increase educator and family awareness** of the process and the benefits of bilingualism and biliteracy.



Standardized Letters:

- Home Language Survey: in **91** languages
- Identification & Placement: for all program models
- Denial Letters
- Change of Service
- Reclassification & Program Exit or Continuance for DL Programs

The Standardized HLS

TEA
Texas Education Agency
1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 436-9838 FAX

Commissioner Mike Morath

Student Name: _____ District Name: _____
Student ID#: _____ Campus Name: _____

HOME LANGUAGE SURVEY
19 TAC Chapter 89, Subchapter BB, §89.1215
(Home Language Survey only administered during **initial** enrollment in Texas public schools)

To be completed by Parent or Guardian for students enrolling in Prekindergarten* or grade 8 (or by students in grades 9-12).
* Prekindergarten includes any student enrolling in a 3- or 4-year-old school program.

Part One:
The state of Texas requires that the following information be completed for each student enrolling in a Texas public school for the first time. It is the responsibility of the parent or guardian, not the school, to provide the language information requested by the questions below.

Dear Parent or Guardian:
Please answer the questions below about the languages your child or family uses. Your responses indicate the use of a language other than English, the school will conduct a proficiency assessment to determine how well your child communicates in English. This information will be used to determine any appropriate linguistic supports and instructional recommendations. If you have questions about the purpose and use of the Home Language Survey, or you would like assistance in completing the form, please contact your school/district personnel.
This survey shall be kept in each student's permanent record folder. A copy of this survey shall follow the student while enrolled in any public or open-enrolled charter school.

August 2023

TEA
Texas Education Agency
1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 436-9838 FAX • tea.texas.gov

Commissioner Mike Morath

Part Two:
Please answer the questions to the best of your ability.

1. Which languages are used at home? _____
2. Which languages are used by the child at home? _____
3. If the child had a previous home setting, which languages were used? If there was no previous home setting, answer Not Applicable (N/A). _____

☐ By checking this box, I understand a request to correct an error to this Home Language Survey can only happen if:
1) my child has not yet been assessed for English proficiency; and
2) corrections are made within two calendar weeks of my child's enrollment date.

Note: Please contact your school about the benefits of bilingual education services. The following resources may also provide information on program services that foster bilingualism.
• [Parent/ Guardian Rights](#)
• [Bilingual Education Program](#)
• [Program Information Videos](#)

Please visit the Emergent Bilingual Support Portal (txel.org) for additional information.

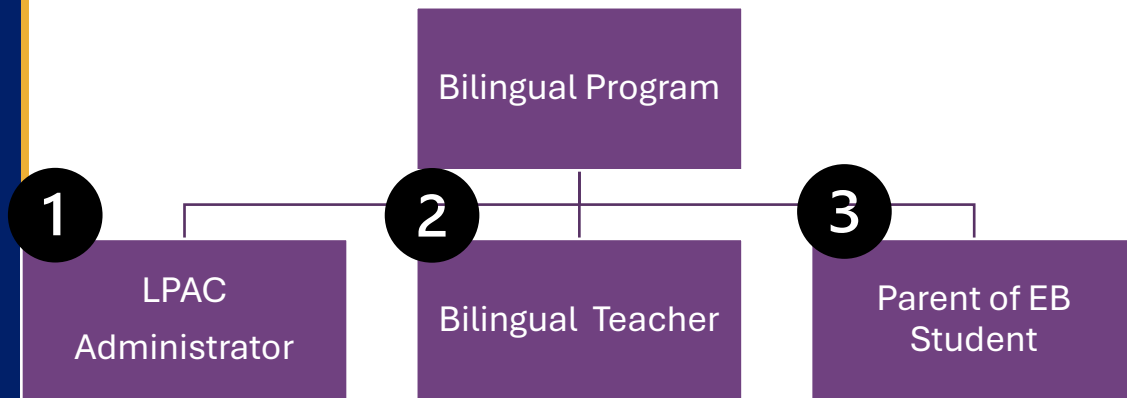
Signature of Parent/Guardian _____ Date _____
Signature of Student if Grades 9-12 _____ Date _____

HLS

- ✓ **Three questions** for parents/families to indicate the:
 - Language(s) spoken at **home**,
 - Language(s) by the **child**, or
 - If the child had a different language from a **previous home setting**
- ✓ Request to make corrections
- ✓ Videos/QR codes with the benefits of bilingual education for parents
- HLS forms available online **should not** have a drop-down menu for entering the language(s) and no edits that change the readability, content, or style of the letter

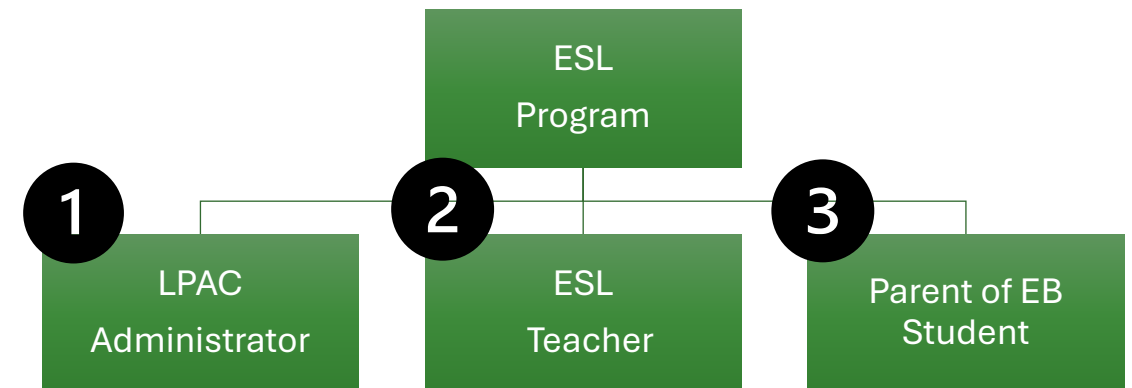
Who is the LPAC Membership?

EB Student participating in a
Dual Language or Transitional
Bilingual Program



TAC §89.1220(a)

EB Student participating
in a Content-Based or
Pull-Out ESL Program



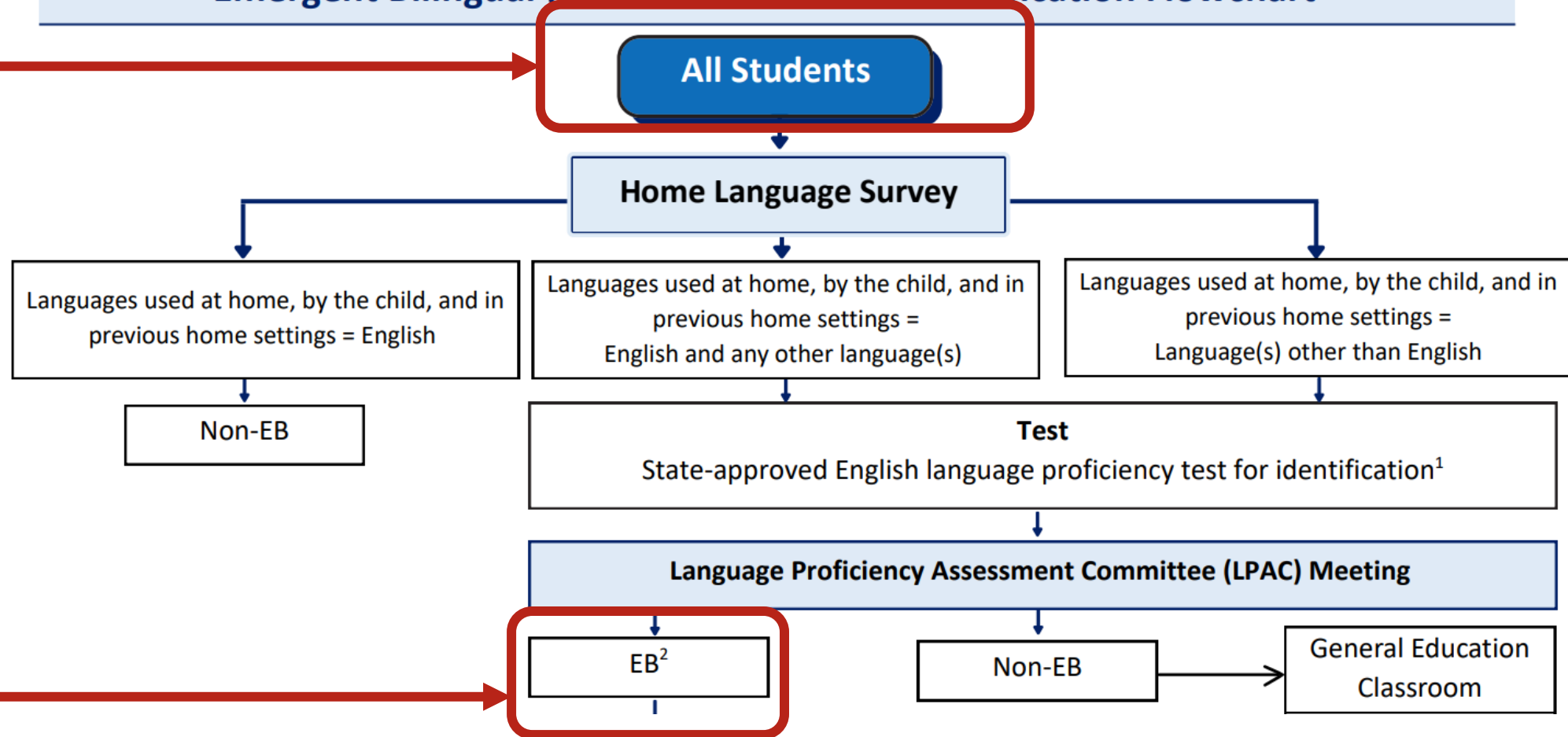
TAC §89.1220(b)

Notes:

- LPAC Administrator is the Campus AP or Principal
- For emergent bilingual students with parental denial of program services, the LPAC members should be the same as the required bilingual/ESL program.

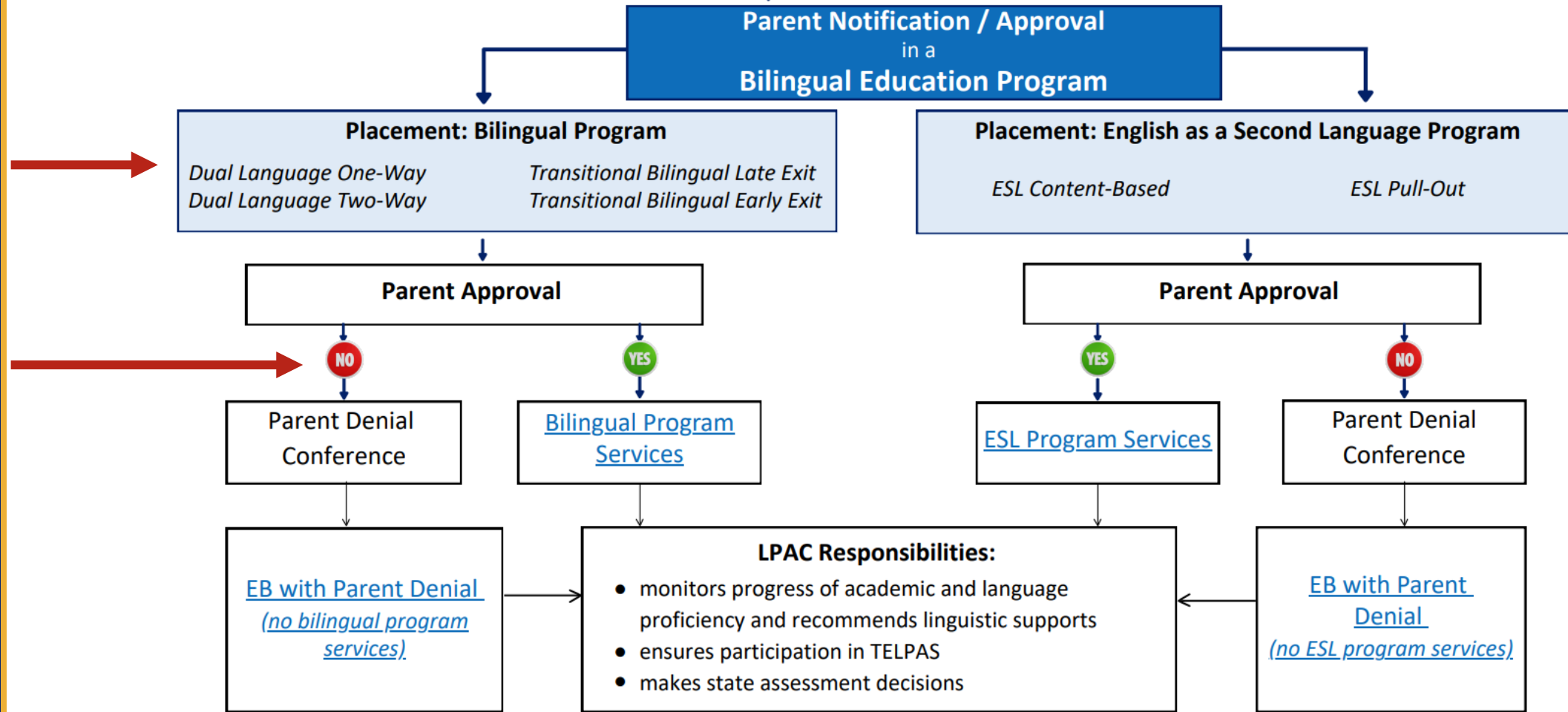
Identification of Emergent Bilingual (EB) Student Decision Chart

Emergent Bilingual (EB) Identification/Reclassification Flowchart



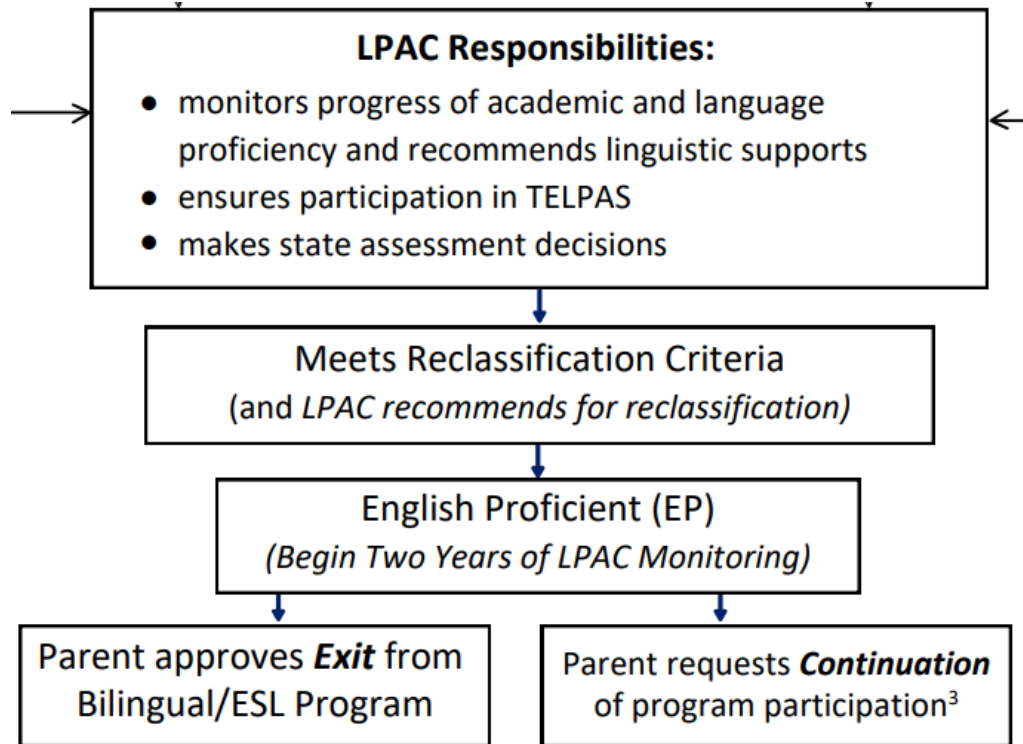
Note: Initial identification happens in the first 4 calendar weeks from enrollment.

Recommendation for Program Placement



Note: A school system that is required to implement a bilingual program, LPAC should recommend placement for the bilingual program.

Reclassification: Exit or Continuation of Services



Texas Education Agency - Emergent Bilingual Support

EMERGENT BILINGUAL STUDENT RECLASSIFICATION CRITERIA CHART

At the end of the school year, a district may reclassify an emergent bilingual (EB) student as English proficient if the student has demonstrated content mastery for the grade level and receives satisfactory performance in the assessment areas below and on the subjective teacher evaluation using the state's form. An EB student may not be reclassified as English proficient in prekindergarten or Kindergarten as per Texas Administrative Code (TAC) §89.1226(i). The language proficiency assessment committee (LPAC) will recommend that reclassified students exit bilingual or English as a second language (ESL) program services or continue participation if in a dual language immersion (DLI) bilingual program. Parental approval for exit or continuation in the program beyond reclassification must be obtained.

Important:

- All emergent bilingual students that receive designated supports for English reading language arts, English I, or English II assessments recommended by the LPAC or other committees will be eligible for reclassification at the end of the school year if the data demonstrates that the student continues linguistic and academic progress and will be able to participate in an all English instruction with no linguistic supports per TAC §89.1226(i).
- For an EB student who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- For an EB student who is blind/visually impaired (VI), braille versions of the TELPAS Reading test will be available and can be provided to an eligible student based on a decision of the ARD committee in conjunction with the LPAC. If the student is not eligible for a braille version of TELPAS Reading and is exempt from participating in the reading domain of TELPAS due to the inability to perform this component of the exam based on the student's disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- For an EB student with most significant cognitive disabilities, the LPAC and ARD committee in collaboration may determine that the state's English language proficiency assessment for reclassification is not appropriate because of the nature of the student's disabling condition.
- The LPAC shall monitor the academic progress of each student, including any student who previously had a parental denial of program participation, who has met reclassification criteria in accordance with TAC §89.056(e), during the first two years after reclassification per TAC §89.1220(u).

Grade(s)	1st/2nd	3rd through 8th	9th	10th	11th	12th
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) A Composite Score of Advanced High					
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa Form E Reading and Language 40th percentile or above on each	STAAR Reading (English)* *Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.			STAAR English I EOC* STAAR English II EOC* TEA Approved Norm-Referenced Standardized Achievement Test: Iowa Form E Reading and Written Expression 40th percentile or above on each	
Subjective Teacher Evaluation	Form: Subjective Teacher(s) Evaluation / ALTERNATIVE Subjective Teacher(s) Evaluation					

Resources:

- State Assessments for Emergent Bilingual Students
- LPAC Guidance: EOY Procedures
- LPAC Guidance for Deaf or Hard of Hearing Emergent Bilingual Students/English Learners
- Guidance on Identification and Reclassification of Dually-Identified Students
- Guidance Related to ARD Committee and LPAC Collaboration

Updated February 2025

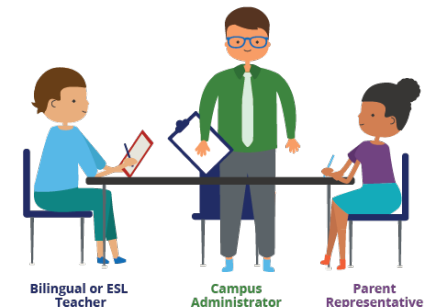
Grade(s)	1st/2nd	3rd through 8th	9th	10th	11th	12th
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		*Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.				
Subjective Teacher Evaluation	Form: Subjective Teacher(s) Evaluation / ALTERNATIVE Subjective Teacher(s) Evaluation					

Note: Students participating in Dual Language Education, LPAC should recommend continuation of DLI participation after reclassification.

The LPAC is responsible for making decisions...

- **The LPAC members review data to make collective recommendations for:**
 - BOY: new students and transfers,
 - MOY: state assessment decisions, including language of assessment and designated supports,
 - Throughout: measure the linguistic and academic progress
 - EOY: reclassification decisions and monitoring of academic progress
- **The LPAC members sign the recommendations during the meeting.**
 - Alternative methods are allowed: virtual participation and digital signatures
- **The LPAC collaborates with ARD when serving dually identified students**
(TAC §89.1220, §89.1226, §89.1230)

LPAC MEETINGS



Note: See the LPAC Guidance: Beginning of the Year Procedures for additional information

Program Implementation

Approved Program Models & Goals

Bilingual Education (Bilingual /ESL Programs)

Dual Language Immersion Programs

$$L1 + L2 = L1 \text{ and } L2$$

Goal: students develop bilingualism and biliteracy in partner language and English throughout all content areas for the duration of the program pathway.

One-way: EB students learn to listen, speak, write, and read content area material in both languages.

Two-way: EB students and non-EB students learn to listen, speak, write, and read content area material in both languages.

Transitional Bilingual Education Programs

$$L2 - L1 = L2$$

Goal: transition students from receiving academic instruction in their primary language to all English instruction.

Late Exit: EB students transition to English only instruction in later grades in elementary and/ or middle school.

Early Exit: EB students transition to English Only instruction as early as 1st grade.

ESL Programs

$$L2 = L2$$

Goal: students receive all English instruction.

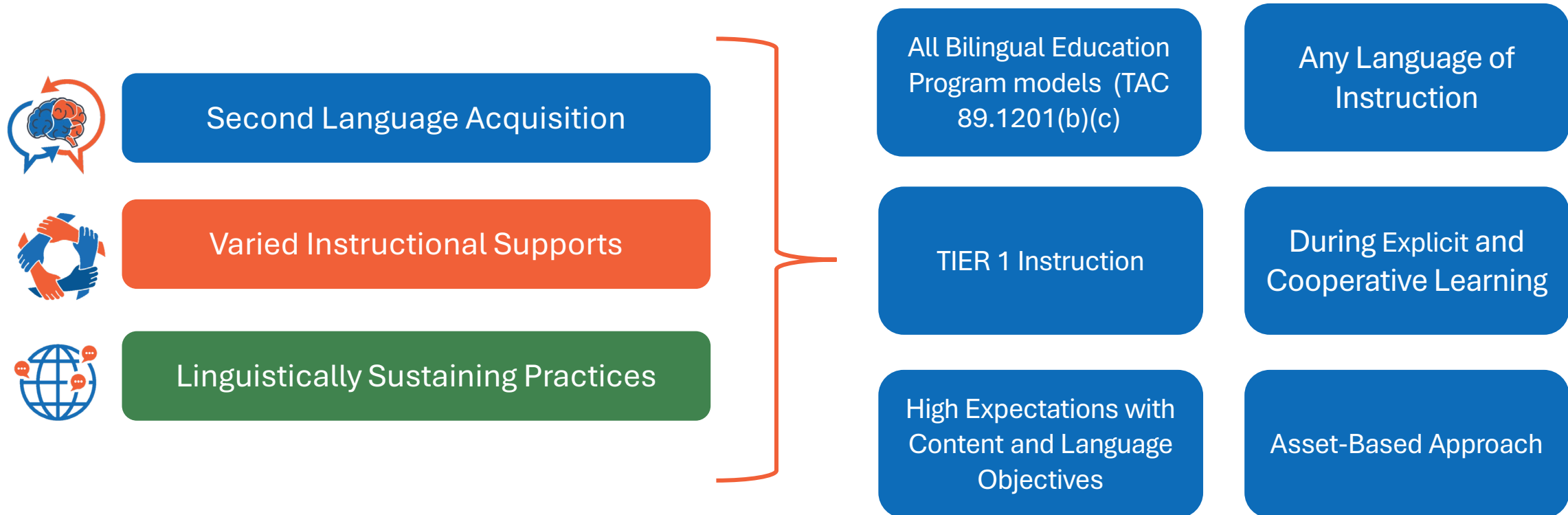
Content-Based: EB students receive English only instruction with linguistic support in all content areas.

Pull-out: EB students are pulled from other instruction to provide additional English only instruction.

EB students are receiving grade level content and developing language through intentional and authentic learning experiences that foster communicated, sequenced, and scaffolded instruction in primary/partner language and English.

Content-Based Language Instruction

An integrated approach to language instruction in which language is developed within the context of content delivery that is **linguistically sustaining practices (LSP)**.



Note: CBLI methods include EB students with parental denial of language services.



Certification Requirements – Bilingual Education

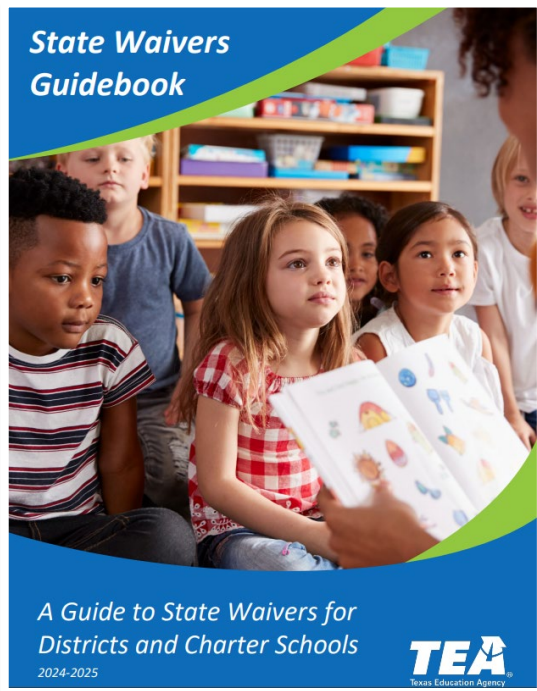
Program Model	Departmentalization	Paired Teaching
Dual Language Program Models • one-way • two- way	Local decision to use more than one content-area teacher to deliver core content instruction Teacher/s must be certified in bilingual education	Local decision to use two content-area teachers to deliver core content instruction Teacher/s instructing in the partner language component of instruction must be certified in bilingual education . Teacher/s delivering the English component of instruction must be certified in either bilingual education or English as a Second Language (ESL)
Transitional Bilingual Education Program Models • early-exit • late-exit	Local decision to use more than one content-area teacher to deliver core content instruction Teacher/s must be certified in bilingual education	Local decision to use two content-area teachers to deliver core content instruction Teachers/ must be certified in bilingual education

Certification Requirements – ESL Program Education

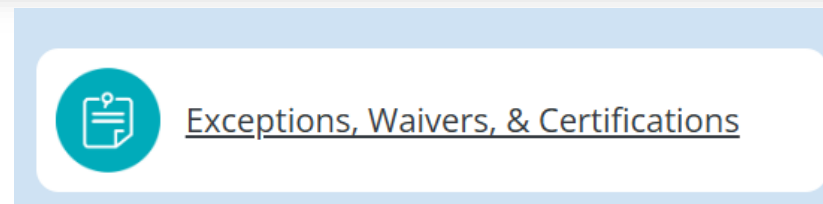
Program Model	Instructional Approach	Teacher
Content-Based ESL	English Proficiency All content Teacher/s must be ESL certified	Emergent bilingual students receive all content area instruction (English Language Arts and Reading, Mathematics, Science, and Social Studies) by teacher(s) certified in ESL and the appropriate grade level and content area.
Pull-Out ESL	ELAR Teacher must be ESL certified	Emergent bilingual students receive instruction in English Language Arts and Reading (ELAR) by an ESL certified teacher .

Cyclical Process for Bilingual Exceptions and ESL Waivers

All school systems, districts, charters, and districts of innovation that are required to implement a bilingual or ESL program and have an insufficient number of appropriately certified teachers shall request an exception and/or waiver by **November 1st** using the agency's TEAL Waiver Platform, as per TAC §89.1207.



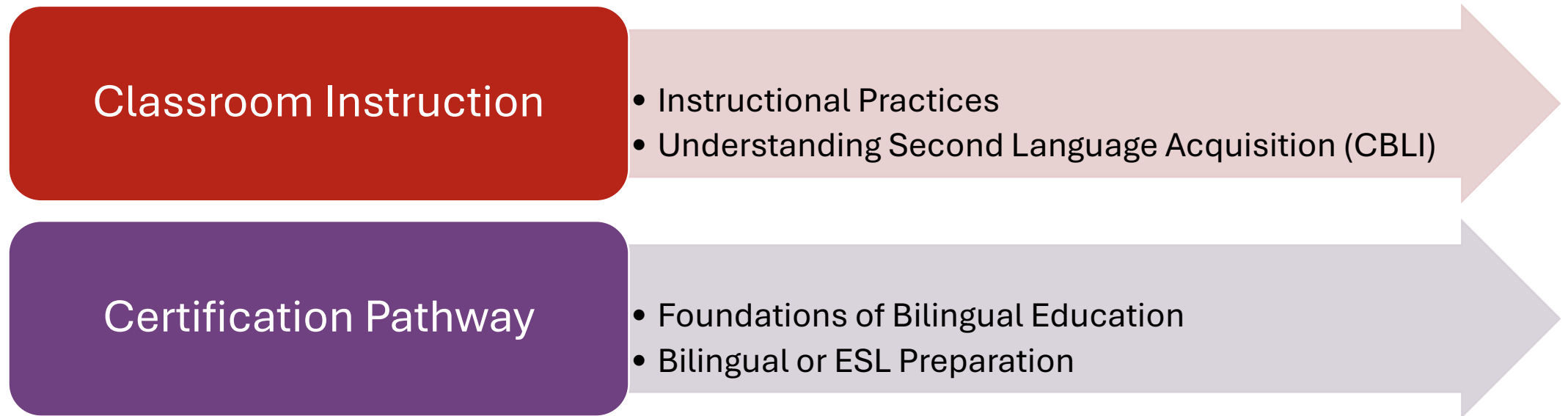
Learn how to file for an exception and/or waiver (see page 19).



Everyone entering data should have the appropriate credentials.

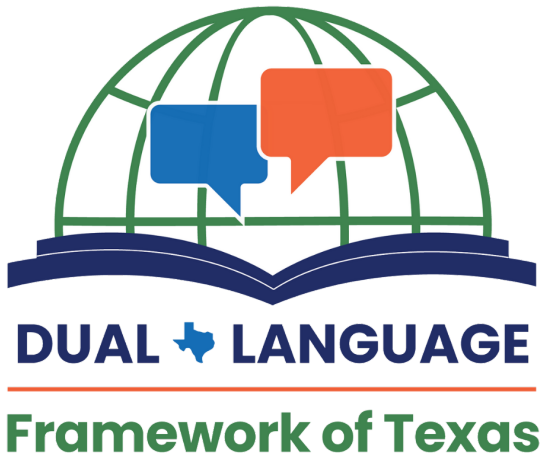
Supporting Teachers Under Bilingual Exceptions and ESL Waivers

- Leveraging the 10% of BEA to support teachers under an exception or waiver.

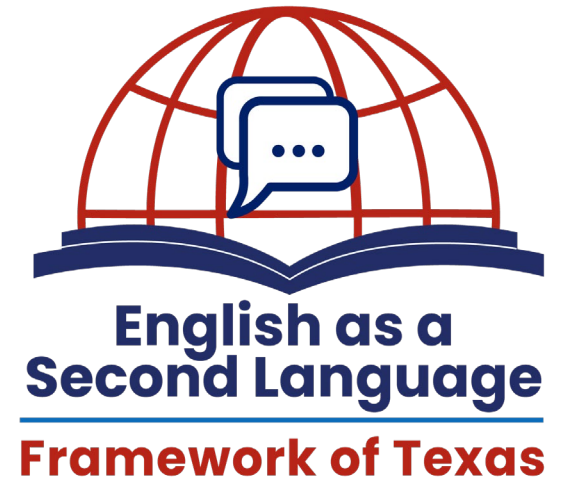


Program Implementation Resources

[Txel.org/ProgramImplementation](https://txel.org/ProgramImplementation)



Transitional Bilingual Rubric



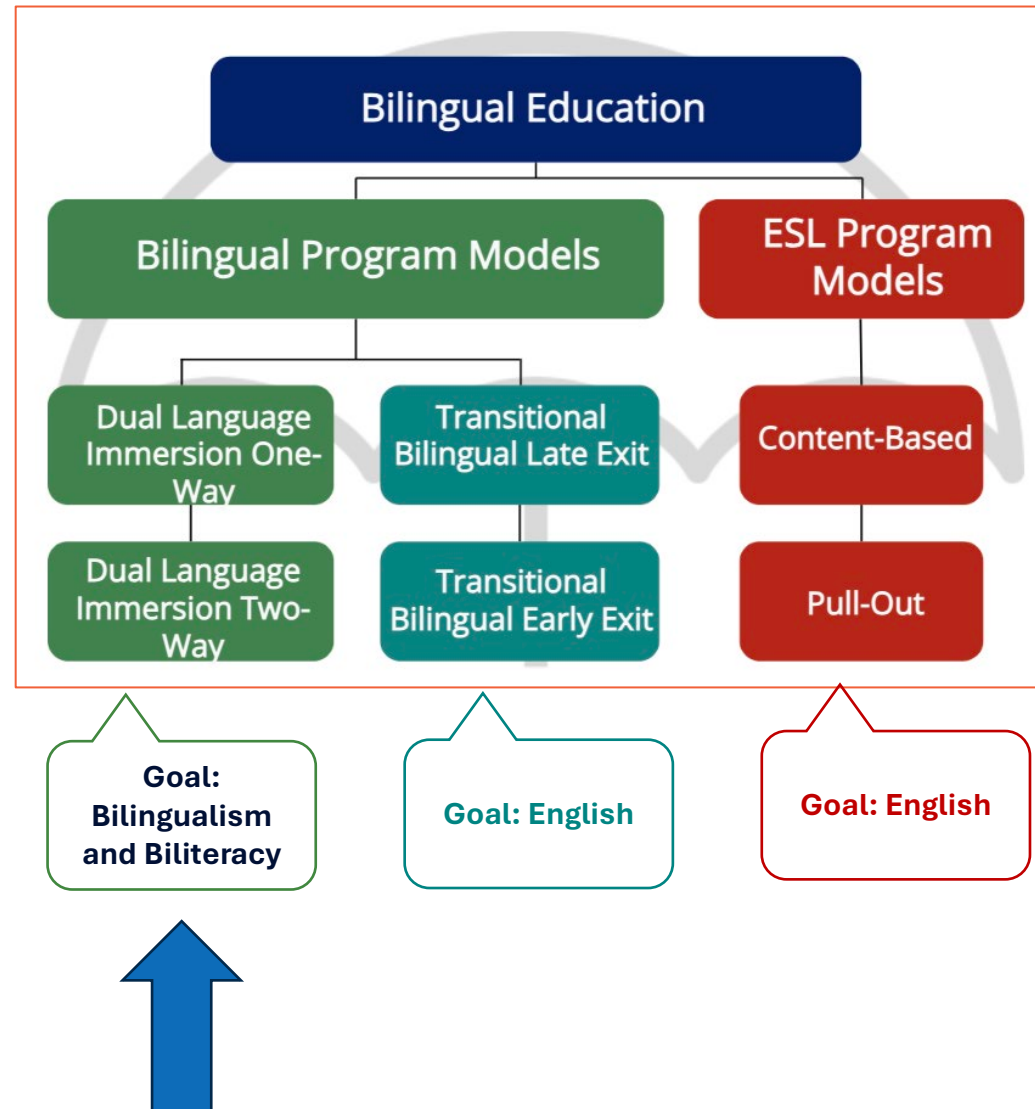
Note: Content-Based Language Instruction is in Lever 4: Lesson Planning and Methods, and appropriately certified teachers are in Lever 3: Staffing and Professional Development.

Instructional Support

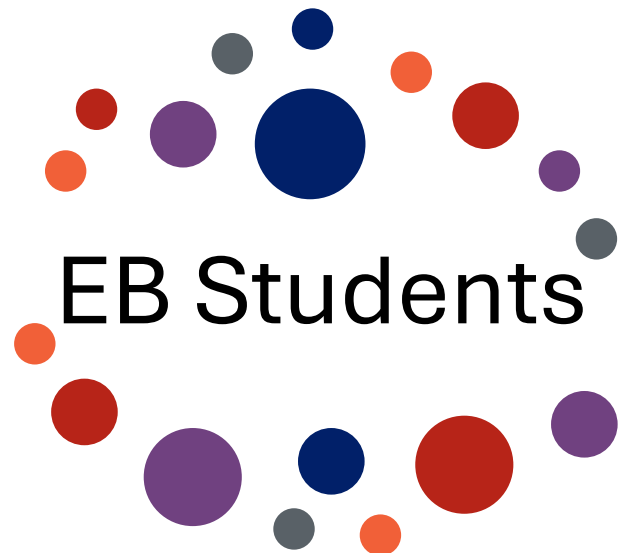
Required Instructional Components

- The Umbrella represents **TAC 89.1201** State Policy

(b) The goal of bilingual program models, including dual-language immersion and transitional bilingual education, shall be to **enable EB students to develop home or partner language literacy and academic skills** through the integrated use of **content-based language instructional methods** to become proficient in listening, speaking, reading, and writing in the English language. Such programs shall include the mastery of **grade-level reading and language arts knowledge and skills in the home or partner language and in English, along with mathematics, science, and social studies knowledge and skills** as integral parts of the academic goals for all students to enable EB students to participate equitably in school



(c) The goal of ESL program models, including content-based and pull-out, shall be to **enable EB students to become proficient in listening, speaking, reading, and writing in the English language** through the integrated use of **content-based language instructional methods**. The ESL program shall include the mastery of **grade-level English reading and language arts, mathematics, science, and social studies knowledge and skills** in English as integral parts of the academic goals for all students to enable EB students to participate equitably in school.



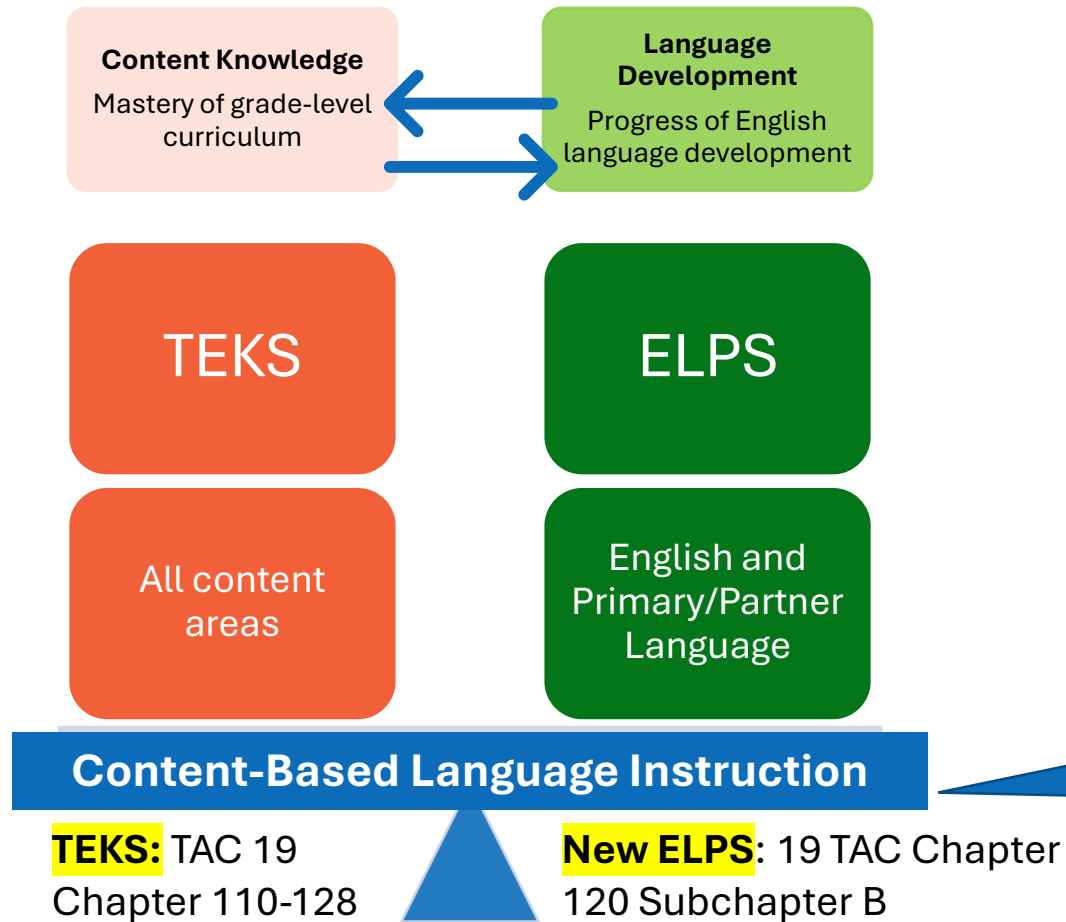
Varied Proficiencies:

- Linguistic
- Academic
- Cognitive
- Behavior



- Rigorous Instruction with access to TEKS / ELPS in **all content areas**
- Linguistic Support based on their proficiency levels in **all language domains**
- Instruction in **Home Language**
- CBLI methods **cross-curricular teaching**

Data Demonstrates Mastery of TEKS and ELPS for EB students



CBLI provides practical, research-based practices that are essential for all EB students.

[Visit the CBLI Webpage](#)

In Closing

Emergent Bilingual Web Portal

For more information on Emergent Bilingual students, please visit our web portal at [TXEL.org](https://txel.org).

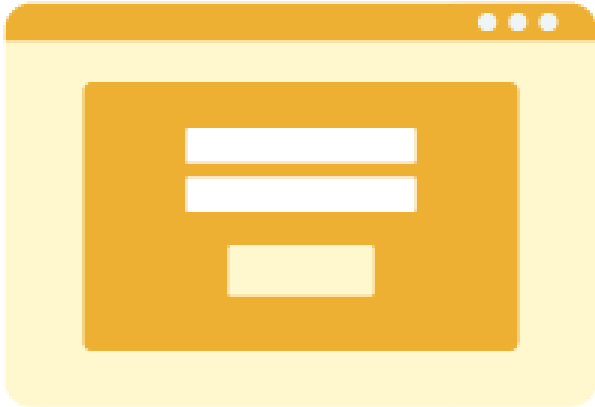
- LPAC Training Modules
- Fact Sheets
- Program Implementation Resources
- CBLI
- Bilingual Exceptions and ESL Waivers
- Professional Development
- Bilingual/ESL Certification Pathways
- Educator Resources
- Parent/Family Resources



Contact Information



EmergentBilingualSupport@tea.texas.gov



TXEL.org

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