

The background of the slide is an aerial photograph. The top half shows a city skyline with several tall buildings, including a prominent one with a glass facade, under a blue sky with light clouds. The bottom half shows a river flowing through a city, with green trees on the banks and a small dock with colorful umbrellas. A white rectangular box is overlaid in the center, containing the title and date.

Virtual and Hybrid School CDCN Application Webinar

March 24, 2022

Opening and Introductions

Application Overview

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Introductions



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Senate Bill 15 allows for LEAs who meet specific criteria to offer a local remote learning program. In the instance that if there is no statute in place by September 1, 2023, all LEAs who have applied for a CDCN for a virtual or hybrid school will need to return the number back to the Texas Education Agency.



New Virtual or Hybrid School Application

Due Date: May 20, 2022

**Application
Window Opens**
March 24, 2022

**Applications
Reviewed on
Rolling Basis**

**Application
Window Closes**
May 20, 2022

Why offer a virtual or hybrid model?

Virtual models can improve flexibility and customization of school, making it more accessible for learners by:

- giving students some control over the place, path, or pace at which they learn;
- crafting student schedules to offer more targeted learning options such as small
- group sessions and tutoring on campus;
- facilitating personalized, self-directed learning through which students build self-efficacy and time management skills; and
- leveraging educational technology tools to deliver instruction and engage students by practicing concepts through fun, feedback-rich, interactive programs.

Key Definitions: Models for Virtual Learning

Virtual Program

One virtual program (no new CDCN / school number) set up to support all 100% remote learners in the LEA; other students attend school on campus



Virtual School

One virtual school (new CDCN / school number) set up to support all 100% remote learners in the LEA; other students attend school on campus



Hybrid Learning

Hybrid grade(s) or school(s) (new CDCN / school number) with learners who are on campus part of the week and remote for the rest of the week



Note: **Blended Learning** is an instructional model that combines face-to-face instruction with online learning to help teachers effectively differentiate instruction for all students

Two Key Components

1. Submission of this application and virtual or hybrid school plan to the TEA demonstrates meeting all key requirements. This includes evidence of **LEA board approval** of the request for a new CDCN and virtual or hybrid school plan.
2. Upon TEA approval of the application in Step #1 – Complete the CDCN Request Form and submit it to AskTed@tea.Texas.gov or CharterAskTed@tea.texas.gov .

LEAs must meet key requirements in order to receive funding under SB 15 (87th)



LEA Eligibility

- C or higher performance rating



Program Requirements

- At least one STAAR-assessed grade level, *or* complete high school program
- Provide families an on-campus option
- Administer assessments to remote students in same manner as on-campus students



Teacher Requirements

- Professional development on virtual instruction
- No concurrent instruction

LEAs may only enroll up to 10% of their total enrollment in a local remote learning program

Who counts toward the 10% cap?

- Any student who enrolled for even a portion of the year in local remote instruction under SB 15 (87th)
- Any student receiving remote instruction NOT under the local remote program who received more than 50% of instructional days via remote learning. This can include:
 - Medically fragile
 - Placed in a remote learning setting by an admission, review, and dismissal committee
 - Receiving accommodations under Section 504 of the Rehabilitation Act of 1973
 - Served via remote conferencing



For a student to count toward ADA under SB 15, certain eligibility requirements must be met

Based on student information from the preceding school year, if a student received remote instruction for a majority of their instructional days in the previous school year, they also must have:

- Achieved satisfactory achievement or higher on each STAAR assessment administered.
- Had a number of unexcused absences that is 10 percent or fewer out of all instructional days.
- Earned a grade of C or higher in the foundation curriculum courses taken virtually or remotely in the preceding school year.

If a student did *not* receive a majority of their instructional time in the preceding school year via remote instruction, then the criteria noted above do not apply to determine student eligibility for remote learning. However, criteria noted in the next section apply to all students.

Based on student information from the current school year:

- The student is enrolled in a school district or open-enrollment charter school.
- The student has reasonable access to in-person services at a LEA or school facility.
- The student has fewer than 10 unexcused absences over a six-month period.

Application Components

- School Information
- School Schedule
- Education Program and Professional Development
 - Academic Plan
 - Curriculum and Instructional Practices
 - Assessment Strategies
 - Progress Monitoring and Learning Gaps
 - Student Engagement and Culture
 - Professional Development Learning Objectives
- Student Engagement and Culture
- Student Recruitment and Enrollment
- Special Populations and At-Risk Students
- Staffing Plans
- Facilities
- Board Approval
- Assurances

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

Academic Plan

High Quality Instructional Materials

- Eureka Math Curriculum digitized for lessons
- TEKS-aligned virtual lab software

Progress Monitoring

- Summative check-point assessments every month
- Feedback on 2 graded asynchronous assignments every week. Data is organized by learning objectives and standards within the LMS.

Modality specific approach to instruction

- In Math, 20 mins of synchronous instruction via zoom and 20 mins of small group work
- Asynchronous work is captured on See-Saw or Go-Formative to see student thinking and give timely feedback

Cohesive learning experience

- The LMS is Google Classroom. Students can access all assignments, links to synchronous sessions and receive feedback on the platform.
- Edpuzzle assignment grades go directly to the LMS. The teacher uses the data from Edpuzzle to create small groups to work with

Application Requirements

- Please include all the required attachments and mark "yes"
- In some sections, you may type the responses in the text boxes and/or include links to other documents with explanations
- The attachment or artifact must meet the approval criteria. In some cases, an explanation may be necessary

2. School Schedule

In this section, you may type the responses in the text boxes and/or include links to other documents with an explanation.

1. **Attachment 1:** Submit a master **schedule** that meets the virtual or hybrid school criteria.

Attachment 1 Included? ☐Yes ☐No

If a link, enter here:

Application Rubric

Applications will be scored against a rubric. If additional information is needed, LEAs may be asked to participate in an interview.

Section 2: School Schedule

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

Approval Criteria

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

☐ 0 points

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

☒ 1 point

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

Meets Requirement: ☒ Yes ☐ No

Follow up notes:

New Virtual or Hybrid School Application Summary Ratings

Initial Review

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

Initial review score:

Does this applicant qualify for a capacity interview? ☐ Yes ☐ No

Post Interview

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

Score post-interview:

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

Section	Meets Requirements?	Initial Review Score	Initial Review Summary Comments	Post Interview Score	Post Interview Comments
Section 1- School Information	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Section 2- School Schedule	<input type="checkbox"/> Yes <input type="checkbox"/> No				

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AskTed CDCN Requirements

An LEA that qualifies as an instructional campus by meeting the following criteria may apply for a CDCN:

- Has an assigned administrator
- Has enrolled students who are counted for average daily attendance
- Has students eligible for funding for remote learning (LEA demonstrates student eligibility in accordance to criteria set in SB 15)
- Has assigned instructional staff
- Provides instructional services to students
- Has one or more grades in the range from early childhood education through grade 12 or is ungraded
- It is not a program for students enrolled in another public school
- Complies with Texas laws

Resources: TEA [Webpage](#) on Campus ID, [Form](#) to apply for a CDCN

****Requests to AskTed for a new CDCN must come from the District TED Administrator or Superintendent.***

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TexasHomeLearning

Texas Home Learning 3.0 (THL 3.0) launched to provide free access to high quality instructional material that operates effectively in in-person and virtual environments.

Materials cover:

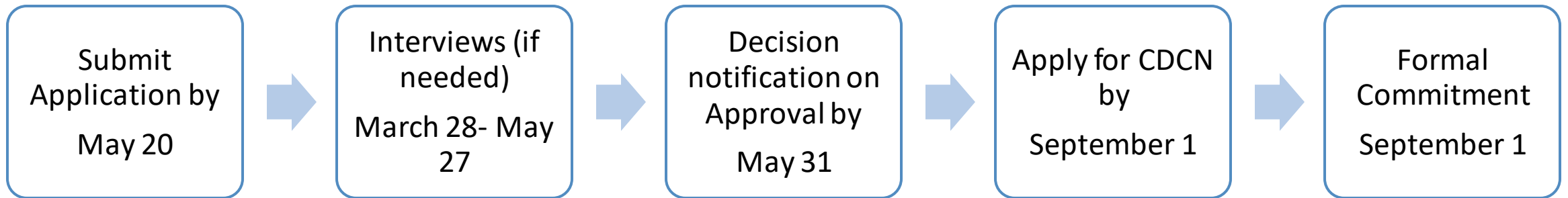
- Pre-K
- RLA K-12 (incl. Spanish K-5)
- Math K-12
- Science K-5



- [Virtual and Hybrid Program Accelerator](#)
- Virtual and Hybrid School Design Guidebook

Next Steps

Virtual or Hybrid School CDCN Application Window



Please email all questions to

remote.learning@tea.Texas.gov

Please visit the [Remote Learning webpage](#) to access the application.