



Virtual and Hybrid Education

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Virtual/Hybrid Education Team



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Virtual and Hybrid Education Overview

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



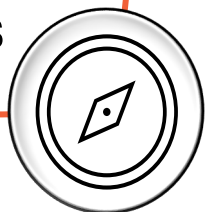
Operational Flexibility

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, and **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 an **application process**
- **Increased accountability** requirements

Virtual and Hybrid Model Definitions

Virtual



Hybrid



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

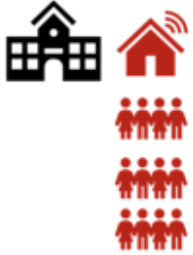
Class 7

Virtual and Hybrid Model Definitions

Virtual

Hybrid

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.

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.



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**.

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.



Less than 50% of total enrollment is in the program

Less than 50% of total enrollment is in the program

Course



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

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.



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

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 based on the number of **full-time equivalent (FTE) students enrolled at the campus** and multiplied by the 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

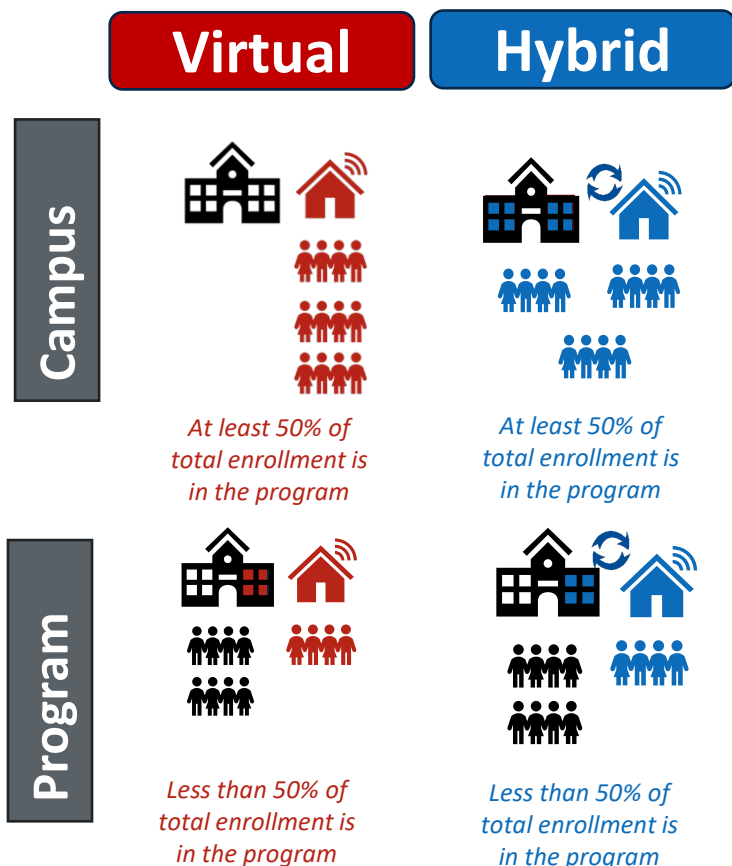
At least 50% of enrolled students participate in an authorized full-time virtual program.



Full-Time Hybrid Campus

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





Instructional Delivery

Synchronous Instruction: real-time, scheduled learning sessions where instructors and students interact simultaneously over the internet through live video and interactive tools

Asynchronous Instruction: online learning where students access the instructional material and complete assignments at an individual pace and schedule. Minimal to no mandatory real-time sessions with the instructor

Campus, Program, or Courses?

What School Systems Consider Before Deciding

Full-time Virtual or Full-time Hybrid CAMPUS	Full-time Virtual or Full-time Hybrid PROGRAM	Virtual or Hybrid COURSE Offerings
Enrollment-Based Funding <i>(Enrolled students x attendance 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



**TEC, Chapter 30B is undergoing the rulemaking process.
Rules will go into effect in the Summer of 2026**



Attendance and Funding

- TXVSN Online Schools and Waiver Schools continue operating under TEC 30A as before, except for changes in funding.
- Shared [TAA](#) on SB 569 for offering virtual and hybrid options in SY 2025-26 and clarity around attendance and funding

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

overview-of-senate-bill-569-virtual-and-hybrid-delivery-formats-attendance-requirements-and-operational-guidance-for-school-year-20252026.pdf 241.82 KB	
Date:	August 21, 2025
Subject:	SB 569 Overview: Virtual and Hybrid Learning Guidance for the 2025-2026 School Year
Category:	Virtual and Hybrid Education, Remote/Hybrid Dropout Recovery Programs
Next Steps:	Share this information with PEIMS, finance, and program staff.

Overview

Senate Bill (SB) 569, passed during the 89th Regular Legislative Session, 2025, repeals Texas Education Code (TEC), Chapter 30A, related to the Texas Virtual School Network (TXVSN), establishes TEC, Chapter 30B, creating a new policy framework for virtual and hybrid education, and provides a transition period for already existing courses, programs, and campuses.

Under TEC, Chapter 30B, school systems may now offer virtual and hybrid instruction through a variety of models, including individual courses, programs, or full-time virtual and hybrid campuses. This breadth of options allows districts to align offerings with their instructional goals and operational capacity, whether by starting with targeted courses or implementing comprehensive models such as full-time virtual and hybrid programs and campuses.

Offering individual courses can help address staffing challenges, support credit recovery, and expand learning opportunities without requiring major changes to existing structures. In contrast, full-time virtual or hybrid programs and campuses provide a more strategic approach to advancing school system goals and meeting a broader range of stu-

Attendance and Funding

	Full-time Virtual and Hybrid Campuses (Existing schools that operated under, or have a previous waiver for, TEC Chapter 30A—such as TXVSN and TXVSN waiver schools)	Full-time Virtual and Hybrid Programs (Programs under TEC, Chapter 30B)	Virtual or Hybrid Courses (supplemental courses such as in TXVSN course catalog or new courses under TEC, Chapter 30B)
Attendance Taking for Funding Purposes	A student is reported as present for each day the student is enrolled on the campus.	<p>Report attendance for students participating in either synchronous or asynchronous methods based on the school system-approved instructional plan and policy.</p> <p>Attendance is taken daily and may be conducted anytime between 12:00 am and 11:59 pm each day the campus is open, or within a more specific daily time frame as specified by the approved policy.</p> <p>Daily measurement options for attendance include:</p> <ul style="list-style-type: none"> • Daily progress in the learning management system (LMS) that confirms students accessed instruction, as defined by the school system; or • Daily check-in via teacher-student interactions that confirm students accessed instruction, as defined by the school system; or • Completion/turn-in of assignments from student to teacher (potentially via email or online). <p>School systems must maintain documentation to support the daily attendance a student has earned.</p>	<p>Students enrolled in virtual or hybrid courses who are present on campus for part of the day will have their attendance recorded during their scheduled on-campus class times.</p> <p>If a student is on campus for part of the day but not during the official attendance-taking period, attendance may be recorded during an alternative attendance-taking time.</p> <p>See 3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations for instructions on how to record attendance for these students.</p>
Funding Calculation	<p>For full-time hybrid or virtual campuses, average daily attendance will be calculated using the number of enrolled full-time equivalent students multiplied by the average attendance rate of the district or charter school offering the campus, excluding students enrolled in those hybrid or virtual campuses.</p> <p>If a reliable attendance rate is not available, the statewide average will be used instead.</p>	Districts and open-enrollment charter schools receive the same amount of funding per student for a full-time hybrid program, or full-time virtual program as it would for the same course or program offered fully in person.	Districts and open-enrollment charter schools receive the same amount of funding per student for a hybrid course, virtual course, as it would for the same course or program offered fully in person.

Full-time Virtual and Hybrid Campuses

- Existing schools that operated under, or have a previous waiver for, TEC Chapter 30A—such as TXVSN and TXVSN waiver schools)

Attendance Taking for Funding Purposes	A student is reported as present for each day the student is enrolled on the campus.
Funding Calculation	For full-time hybrid or virtual campuses, average daily attendance will be calculated using the number of enrolled full-time equivalent students multiplied by the average attendance rate of the district or charter school offering the campus, excluding students enrolled in those hybrid or virtual campuses. If a reliable attendance rate is not available, the statewide average will be used instead.

Full-time Virtual and Hybrid Programs

■ Existing schools with Programs under TEC, Chapter 30B

Attendance Taking for Funding Purposes	<p>Report attendance for students participating in either synchronous or asynchronous methods based on the school system-approved instructional plan and policy.</p> <p>Attendance is taken daily and may be conducted anytime between 12:00 am and 11:59 pm each day the campus is open, or within a more specific daily time frame as specified by the approved policy.</p> <p>Daily measurement options for attendance include:</p> <ul style="list-style-type: none">• Daily progress in the learning management system (LMS) that confirms students accessed instruction, as defined by the school system; or• Daily check-in via teacher-student interactions that confirm students accessed instruction, as defined by the school system; or• Completion/turn-in of assignments from student to teacher (potentially via email or online). <p>School systems must maintain documentation to support the daily attendance a student has earned.</p>
Funding Calculation	<p>Districts and open-enrollment charter schools receive the same amount of funding per student for a full-time hybrid program, or full-time virtual program as it would for the same course or program offered fully in person.</p>

- Supplemental courses such as in TXVSN course catalog or new courses under TEC, Chapter 30B

Attendance Taking for Funding Purposes	<p>Students enrolled in virtual or hybrid courses who are present on campus for part of the day will have their attendance recorded during their scheduled on-campus class times.</p> <p>If a student is on campus for part of the day but not during the official attendance-taking period, attendance may be recorded during an alternative attendance-taking time.</p> <p>See 3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations for instructions on how to record attendance for these students.</p>
Funding Calculation	<p>Districts and open-enrollment charter schools receive the same amount of funding per student for a hybrid course, virtual course, as it would for the same course or program offered fully in person.</p>

Remote/Hybrid Dropout Recovery

Remote/hybrid dropout recovery programs must now operate as full-time hybrid or virtual programs or campuses under TEC, Chapter 30B.

NEW - TEC §29.081

- (e-2) A remote or hybrid dropout recovery education program must:
 - (9) be a full-time hybrid program or a full-time virtual program, as those terms are defined by TEC, §30B.001, or a full-time hybrid or virtual campus authorized under Chapter 30B
 - (f-1) The commissioner shall include a student enrolled in a remote or hybrid dropout recovery education program under Subsection (e-2) in the computation of the district's or school's average daily attendance for funding purposes in the same manner as students enrolled in a full-time hybrid or virtual program or full-time hybrid or virtual campus, as applicable, under TEC, Chapter 30B.
- Removed course completion for funding starting in SY2025-26
 - Remote/Hybrid dropout recovery programs must be virtual or hybrid programs under TEC, Chapter 30B.
 - Funding and attendance reporting for these programs now follow the same rules as other full-time hybrid/virtual programs under TEC, Chapter 30B.

- **For SY 25-26**, all remote/hybrid dropout recovery programs were **treated as virtual and hybrid programs** since there was not yet a path to authorize campuses under TEC, Chapter 30B.
- **Attendance:** Mechanism aligned with daily attendance for virtual and hybrid programs
 - Report **daily attendance** for students in synchronous or asynchronous instruction per approved local policy, using options such as access instructional content and show progress via LMS activity, teacher-student check-in, or assignment submission.
- These programs follow dropout recovery requirements of **43,200 minutes**, compared to **75,600 minutes** for other virtual/hybrid programs under TEC, Chapter 30B.
- **ADA Eligibility:** Students must be scheduled for and receive 120 minutes/day for half-day or 240 minutes/day for full-day ADA funding

Data Reporting for Virtual/Hybrid Programs, Remote/Hybrid Dropout Recovery Programs, and Optional Flexible School Day Program (OFSDP) for SY 2025-2026



	Virtual or Hybrid Programs	Remote/Hybrid Dropout Recovery Programs without OFSDP	Remote/Hybrid Dropout Recovery Programs with OFSDP
Attendance	Report attendance daily for students participating in either synchronous or asynchronous methods based on the school system-approved instructional plan and policy.	Report attendance daily for students participating in either synchronous or asynchronous methods based on the school system-approved instructional plan and policy.	Report attendance daily for students participating in either synchronous or asynchronous methods based on the school system-approved instructional plan and policy.
ADA Eligibility (E0787/C059)	01 – Eligible for Full Day Attendance 02 – Eligible for Half Day Attendance	01 – Eligible for Full Day Attendance 02 – Eligible for Half Day Attendance	07 – Eligible – Flexible Attendance Program 08 – Ineligible – Flexible Attendance Program Participation
Non-Campus Based Instruction (E1072/C182)	12 – Local Virtual Course 13 – Statewide Virtual Course	12 – Local Virtual Course 13 – Statewide Virtual Course	11 - Optional Flex School Day Online Dropout Recovery Program - TEC 29.081 (e-2)
Calendar Type (E1600/C215)	18 - Full-time Hybrid or Virtual Program	05 - Dropout Recovery Program/Campus TEC	05 - Dropout Recovery Program/Campus TEC
Full Time Hybrid Virtual Program Participation (E3131/C363)	01 - Full-Time Hybrid Program Participation 02 - Full-Time Virtual Program Participation	01 - Full-Time Hybrid Program Participation 02 - Full-Time Virtual Program Participation	01 - Full-Time Hybrid Program Participation 02 - Full-Time Virtual Program Participation
Flex Attendance Program (E1045/C177)			6 – OFSDP Online Dropout Recovery Program – TEC 29.081(e-2)
Attendance Event Category (E3008/C329)			7 – OFSDP Online Dropout Recovery Program

- **Pre-Existing Campus Eligibility Requirements** (SB 569 did not affect this)
 - Campus must be designated by TEA as an Alternative Education Campus (AEC) of Choice – Dropout Recovery School (DRS) through the Alternative Education Accountability (AEA process) TEC §29.081(e-2)(7).
- Dropout recovery programs serve at-risk students who need flexible attendance options. Many dropout recovery programs used the Optional Flexible School Day Program (OFSDP) for attendance flexibility.
- Attendance-taking requirements for virtual and hybrid programs under TEC, Ch.30B limits flexibility by requiring daily attendance.
- ***Pending Rules*** – Beginning SY 26-27, dropout recovery programs may choose the attendance path that best meets student needs.

Pathways for Remote/Hybrid Dropout Recovery Programs in SY 26-27 (Pending Rules)

Pathway Options	Requirements	Benefits	TEA Process
Run a virtual or hybrid program under Chapter 30B	<ul style="list-style-type: none"> • Must comply with requirements under TEC, Ch 30B. • Attendance-taking method relies on daily engagement 	<ul style="list-style-type: none"> • Does not have to meet requirements in TEC §29.081(e-2) 	<ul style="list-style-type: none"> • No application or review for programs
School offers a remote/hybrid dropout recovery program under TEC §29.081(e-2)	<ul style="list-style-type: none"> • Must comply with virtual/hybrid program requirements under TEC Ch 30B • Must meet requirements in TEC §29.081(e-2) 	<ul style="list-style-type: none"> • Follows a more robust approach for programmatic requirements that is specific to this type of virtual/hybrid program. 	<ul style="list-style-type: none"> • There is no current application or review of these programs.
School offers a remote/hybrid dropout recovery program under TEC §29.081(e-2) and utilize OFSDP	<ul style="list-style-type: none"> • Must comply with virtual/hybrid program requirements under TEC Ch 30B • Must meet requirements in TEC §29.081(e-2) • Must meet requirements in TEC §29.0822(OFSDP). • Since funding based on course completion is no longer an option, schools need a system to track minutes 	<ul style="list-style-type: none"> • Removes the requirement for daily engagement via OFSDP. Schools can track instructional minutes. 	<ul style="list-style-type: none"> • There is an application process for OFSDP

Data Reporting for Virtual/Hybrid Programs, Remote/Hybrid Dropout Recovery Programs, and Optional Flexible School Day Program (OFSDP) for SY 2026-2027



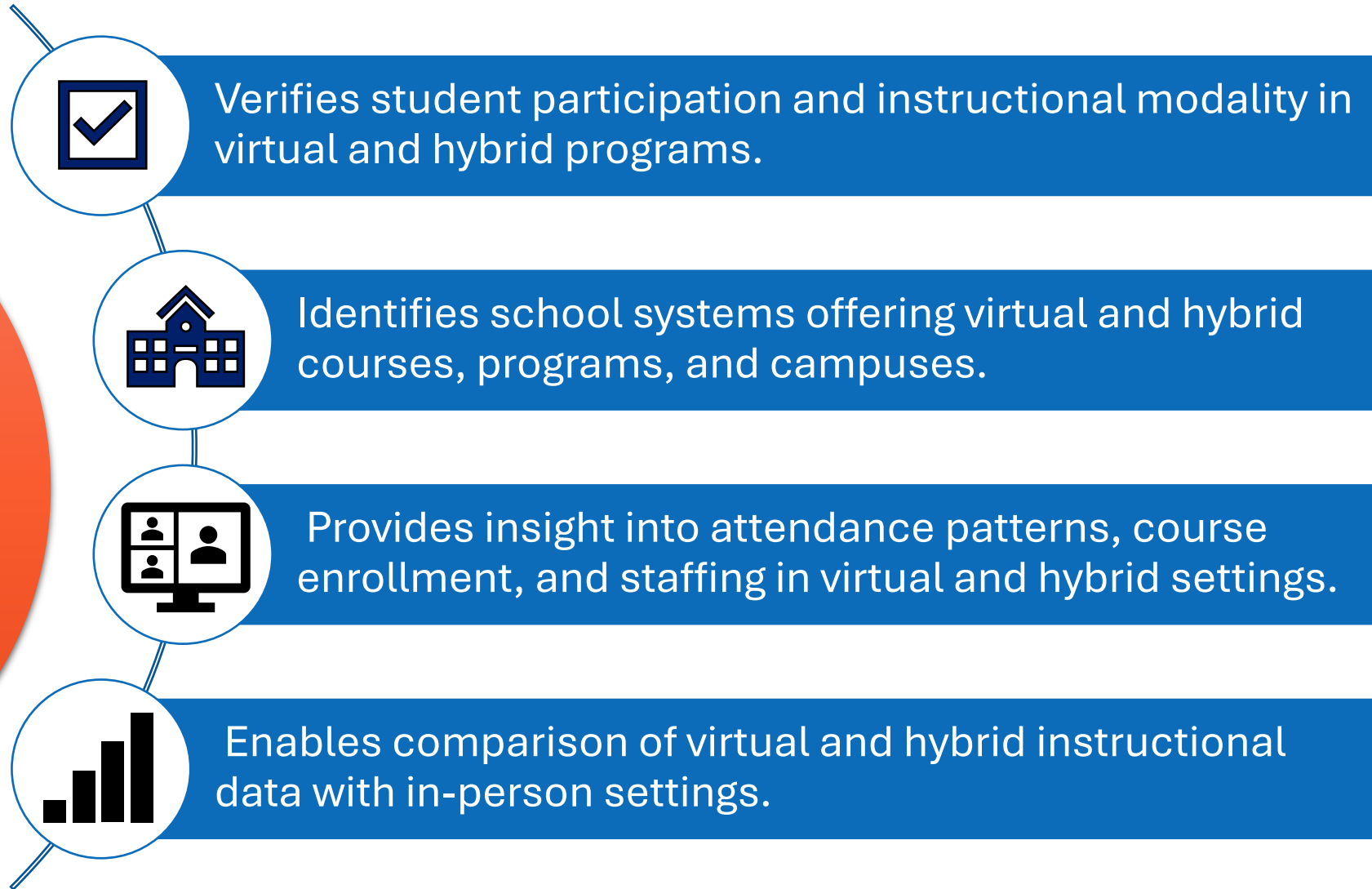
	Virtual or Hybrid Programs	Remote/Hybrid Dropout Recovery Programs without OFSDP	Remote/Hybrid Dropout Recovery Programs with OFSDP – Proposed Changes
Attendance	Report attendance daily for students participating in either synchronous or asynchronous methods based on the school system-approved instructional plan and policy .	Report attendance daily for students participating in either synchronous or asynchronous methods based on the school system-approved instructional plan and policy .	For each four hours or 240 minutes of eligible instruction a student receives, the student earns one eligible day present. Eligible days present are then converted to ADA for funding purposes
ADA Eligibility (E0787/C059)	01 – Eligible for Full Day Attendance 02 – Eligible for Half Day Attendance	01 – Eligible for Full Day Attendance 02 – Eligible for Half Day Attendance	07 – Eligible – Flexible Attendance Program 08 – Ineligible – Flexible Attendance Program Participation
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Flex Attendance Program (E1045/C177)			6 – OFSDP Online Dropout Recovery Program – TEC 29.081(e-2)
Attendance Event Category (E3008/C329)			7 – OFSDP Online Dropout Recovery Program

Pathways for Remote/Hybrid Dropout Recovery Programs

Pathway Options	Requirements	Benefits	TEA Process
Run a virtual or hybrid program under Chapter 30B	Must comply with requirements		
School offers a remote/hybrid dropout recovery program under TEC §29.081(e-2)	<p>Reminder: Virtual and Hybrid Programs may only serve up to 50% of the total campus enrollment.</p> <p>If a campus intends to offer these programs to more than 50% of the campus enrollment, they must be an existing virtual or hybrid campus or apply for authorization to operate a virtual or hybrid campus under Chapter 30B.</p>		
School offers a remote/hybrid dropout recovery program under TEC §29.081(e-2) and utilize OFSDP			

How is the data collected used?

For virtual and hybrid instructional models, PEIMS reporting data plays several key roles:



Questions
