



**2019-2020
Texas Education Data Standards
(TEDS)**

**Section 4
Description of Codes**

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DESCRIPTION OF CODES

This section contains an alphabetical listing of the names of the code tables used with the data elements described in TEDS Section 2. The code tables are arranged in code table ID number sequence.

The code tables translate the code values and explain the translations where necessary. A description of the information to be found in each code table is as follows.

| Information | Description |
|---------------|---|
| Code Table ID | Code Table Reference Number in The Form <ul style="list-style-type: none">• "C---" which represents the PEIMS Code Tables• "DC---" which represents the TSDS Dashboard Code Tables |
| Name | Name of The Code Table |
| XML Name | XML name or tag for the data element as found in the XML schema |
| Date Issued | Date the Code Was Published |
| Date Updated | Date of The Last Change to The Code Table |
| Code | A String of Characters Which Represents the Translation |
| Translation | Meaning of The Code |

| Code Table ID | Name | XML Name | Date Issued | Date Updated |
|---------------|---|---------------------|-------------|--------------|
| C061 | LEP-INDICATOR-CODE | TX-LEPIndicatorType | 4/10/1989 | 3/1/2019 |
| Code | Translation | | | |
| 0 | Not LEP/English proficient (EP) | | | |
| 1 | Identified As LEP/English learner (EL) | | | |
| F | Student Reclassified from LEP/English learner (EL) Status - Monitored 1 (M1) - student has met reclassification criteria, is no longer classified as LEP/EL in PEIMS, is in his or her first year of monitoring as required by 19 TAC § 89.1220(k), and is not eligible for Bilingual Education Allotment (BEA) funding due to the fact that he or she is not identified as LEP/EL. | | | |
| S | Student Reclassified from LEP/English learner (EL) Status - Monitored 2 (M2) - student has met reclassification criteria, is no longer classified as LEP/EL in PEIMS, is in his or her second year of monitoring as required by 19 TAC § 89.1220(k), and is not eligible for Bilingual Education Allotment (BEA) funding due to the fact that he or she is not identified as LEP/EL. | | | |
| 3 | Student Reclassified from LEP/English learner (EL) Status - Monitored 3 (M3) - student has met reclassification criteria, is no longer classified as LEP/EL in PEIMS, is in his or her third year of monitoring as required by 19 TAC § 89.1220(k), and is not eligible for Bilingual Education Allotment (BEA) funding due to the fact that he or she is not identified as LEP/EL. | | | |
| 4 | Student Reclassified from LEP/English learner (EL) Status - Monitored 4 (M4) - student has met reclassification criteria, is no longer classified as LEP/EL in PEIMS, is in his or her fourth year of monitoring as required by 19 TAC § 89.1220(k), and is not eligible for Bilingual Education Allotment (BEA) funding due to the fact that he or she is not identified as LEP/EL. | | | |
| 5 | Former LEP/EL Student (effective after fourth year of monitoring) - student has previously been identified as LEP/EL, has met reclassification criteria, and has completed four years or monitoring. The student continues with this status through the remainder of his or her school years in Texas and is not eligible for Bilingual Education Allotment (BEA) funding due to the fact that he or she is not identified as LEP/EL. | | | |

| Code Table ID | Name | XML Name | Date Issued | Date Updated |
|----------------------|-----------------------------------|-----------------|--------------------|---------------------|
| C092 | LANGUAGE-CODE | TX-LanguageType | 4/10/1989 | 3/1/2017 |
| Code | Translation | | | |
| 01 | Spanish | | | |
| 02 | Vietnamese | | | |
| 03 | Laotian (Lao) | | | |
| 04 | Cambodian (Khmer) | | | |
| 06 | Korean | | | |
| 07 | Japanese | | | |
| 08 | French | | | |
| 09 | German | | | |
| 98 | English | | | |
| 99 | Other languages | | | |
| 1A | Afrikaans (Taal) | | | |
| 1B | Akan (Fante, Asante) | | | |
| 1C | Albanian, Gheg (Kosovo/Macedonia) | | | |
| 1D | Albanian, Tosk (Albania) | | | |
| 1E | Algonquin | | | |
| 1F | Amharic | | | |
| 1G | Apache | | | |
| 1H | Arabic | | | |
| 1I | Armenian | | | |
| 1J | Assyrian (Syriac, Aramaic) | | | |
| 1K | Balinese | | | |
| 1L | Bengali | | | |
| 1M | Bosnian | | | |
| 1N | Bulgarian | | | |
| 1O | Burmese | | | |
| 1P | Cantonese (Chinese) | | | |
| 1Q | Cebuano (Visayan) | | | |
| 1R | Chamorro | | | |

| Code Table ID | Name | XML Name | Date Issued | Date Updated |
|--------------------------|----------------------------|-----------------|------------------------|-------------------------|
| C092 | LANGUAGE-CODE | TX-LanguageType | 4/10/1989 | 3/1/2017 |
| Code | Translation | | | |
| 1S | Chaochow/Teochiu (Chinese) | | | |
| 1T | Cherokee | | | |
| 1U | Chippewa/Ojibawa/Ottawa | | | |
| 1V | Choctaw | | | |
| 1W | Comanche | | | |
| 1X | Coushatta | | | |
| 1Y | Creek | | | |
| 1Z | Croatian | | | |
| 2A | Crow | | | |
| 2B | Czech | | | |
| 2C | Danish | | | |
| 2D | Dard | | | |
| 2E | Dutch/Flemish | | | |
| 2F | Efik | | | |
| 2G | Eskimo | | | |
| 2H | Estonian | | | |
| 2I | Ethiopic | | | |
| 2J | Ewe | | | |
| 2K | Farsi (Persian) | | | |
| 2L | Finnish | | | |
| 2M | Fukien/Hokkien (Chinese) | | | |
| 2N | Gaelic (Irish) | | | |
| 2O | Gaelic (Scottish) | | | |
| 2P | Greek | | | |
| 2Q | Gujarati | | | |
| 2R | Guyanese | | | |
| 2S | Hainanese (Chinese) | | | |
| 2T | Haitian-Creole | | | |

| Code Table ID | Name | XML Name | Date Issued | Date Updated |
|--------------------------|----------------------|-----------------|------------------------|-------------------------|
| C092 | LANGUAGE-CODE | TX-LanguageType | 4/10/1989 | 3/1/2017 |
| Code | Translation | | | |
| 2U | Hakka (Chinese) | | | |
| 2V | Hausa | | | |
| 2W | Hebrew | | | |
| 2X | Hindi | | | |
| 2Y | Hmong | | | |
| 2Z | Hopi | | | |
| 3A | Hungarian | | | |
| 3B | Ibo/Igbo | | | |
| 3C | Icelandic | | | |
| 3D | Ilonggo (Hiligaynon) | | | |
| 3E | Indonesian | | | |
| 3F | Italian | | | |
| 3G | Kache (Kaje, Jju) | | | |
| 3H | Kannada (Kanarese) | | | |
| 3I | Kanuri | | | |
| 3J | Kashmiri | | | |
| 3K | Kickapoo | | | |
| 3L | Konkani | | | |
| 3M | Kpelle | | | |
| 3N | Krio | | | |
| 3O | Kurdish | | | |
| 3P | Kwa | | | |
| 3Q | Latvian | | | |
| 3R | Lingala | | | |
| 3S | Lithuanian | | | |
| 3T | Luganda | | | |
| 3U | Lunda | | | |
| 3V | Luyia (Luhya) | | | |

| Code Table ID | Name | XML Name | Date Issued | Date Updated |
|----------------------|--------------------|-----------------|--------------------|---------------------|
| C092 | LANGUAGE-CODE | TX-LanguageType | 4/10/1989 | 3/1/2017 |
| Code | Translation | | | |
| 3W | Macedonian | | | |
| 3X | Malay | | | |
| 3Y | Malayalam | | | |
| 3Z | Maltese | | | |
| 4A | Mandarin (Chinese) | | | |
| 4B | Mande | | | |
| 4C | Marathi | | | |
| 4D | Menominee | | | |
| 4E | Mien (Yao) | | | |
| 4F | Navajo | | | |
| 4G | Nepali | | | |
| 4H | Norwegian | | | |
| 4I | Okinawan | | | |
| 4J | Oneida | | | |
| 4K | Oriya | | | |
| 4L | Orri (Oring) | | | |
| 4M | Pampangan | | | |
| 4N | Panjabi (Punjabi) | | | |
| 4O | Pashto (Pushto) | | | |
| 4P | Pilipino (Tagalog) | | | |
| 4Q | Pima | | | |
| 4R | Polish | | | |
| 4S | Portuguese | | | |
| 4T | Pueblo | | | |
| 4U | Romanian | | | |
| 4V | Romany (Gypsy) | | | |
| 4W | Russian | | | |
| 4X | Samoan | | | |

| Code Table ID | Name | XML Name | Date Issued | Date Updated |
|----------------------|--------------------------------------|-----------------|--------------------|---------------------|
| C092 | LANGUAGE-CODE | TX-LanguageType | 4/10/1989 | 3/1/2017 |
| Code | Translation | | | |
| 4Y | Serbian | | | |
| 4Z | Shanghai (Chinese) | | | |
| 5A | Shona | | | |
| 5B | Sikkimese | | | |
| 5C | Sindhi | | | |
| 5D | Sinhalese (Sri Lanka) | | | |
| 5E | Sioux (Dakota) | | | |
| 5F | Slavic | | | |
| 5G | Slovenian (Slovene) | | | |
| 5H | Somali | | | |
| 5I | Sotho | | | |
| 5J | Swahili | | | |
| 5K | Swedish | | | |
| 5L | Taiwanese/Formosan/Min Nan (Chinese) | | | |
| 5M | Tamil | | | |
| 5N | Telugu (Telegu) | | | |
| 5O | Thai | | | |
| 5P | Tibetan | | | |
| 5Q | Tigrinya | | | |
| 5R | Tiwa | | | |
| 5S | Tuluau | | | |
| 5T | Turkish | | | |
| 5U | Ukrainian | | | |
| 5V | Urdu | | | |
| 5W | Welsh | | | |
| 5X | Winnebago | | | |
| 5Y | Yiddish | | | |
| 5Z | Yombe | | | |

| Code Table ID | Name | XML Name | Date Issued | Date Updated |
|--------------------------|--------------------|-----------------|------------------------|-------------------------|
| C092 | LANGUAGE-CODE | TX-LanguageType | 4/10/1989 | 3/1/2017 |
| Code | Translation | | | |

6A Yoruba

| Code Table ID | Name | XML Name | Date Issued | Date Updated |
|---------------|--------------------------|---------------------------|-------------|--------------|
| C093 | PARENTAL-PERMISSION-CODE | TX-ParentalPermissionType | 4/10/1989 | 3/1/2019 |
| Code | Translation | | | |

The following PARENTAL-PERMISSION-CODES do not allow a student to generate TOTAL-ELIG-BILINGUAL/ESL-DAYS-PRESENT (E0938)

- 3 Parent or guardian has requested placement of a non-LEP/English proficient (EP) student in the Bilingual program.
- 7 Parent Or Guardian Did Not Respond
- 8 Parent Or Guardian Was Not Contacted
- C Parent or guardian has denied placement of a LEP/English learner (EL) student in any and all special language programs (Bilingual program, ESL program)
- G Parent or guardian has approved the placement of a reclassified non-LEP/English proficient (EP) student in a Bilingual or ESL program
- H Parent or guardian has requested placement of a non-LEP/English proficient (EP) student in the ESL program

The following PARENTAL-PERMISSION-CODES do allow a student to generate TOTAL-ELIG-BILINGUAL/ESL-DAYS-PRESENT (E0938)

- A Parent or guardian has denied placement of a LEP/English learner (EL) student in the required Bilingual program, but has approved placement of a LEP/English learner (EL) student in the ESL program
- D Parent or guardian has approved placement of a LEP/English learner (EL) student in the Bilingual program
- E Parent or guardian has approved placement of a LEP/English learner (EL) student in the Bilingual program, but the LEA is implementing an alternative language program approved by the Texas Education Agency due to the LEAs submission of a Bilingual Education Exception for the current school year, per 19 TAC §89.1207
- J Parent or guardian has approved the placement of a LEP/English learner (EL) student in the ESL program, but the LEA is implementing an alternative language program approved by the Texas Education Agency due to the LEAs submission of an ESL Waiver for the current school year, per 19 TAC §89.1207
- K Parent or guardian has approved placement of a LEP/English learner (EL) student in the ESL program

| Code Table ID | Name | XML Name | Date Issued | Date Updated |
|----------------------|-----------------------------|-------------------------|--------------------|---------------------|
| C175 | BILINGUAL-PROGRAM-TYPE-CODE | TX-BilingualProgramType | 3/3/2008 | 3/1/2019 |
| Code | Translation | | | |

0 Student does not participate in the bilingual education program

2 **Transitional Bilingual/Early Exit**
 A bilingual program model in which students identified as LEP/English learners (EL) are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school. Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(1), for the assigned grade level and content area.

3 **Transitional Bilingual/Late Exit**
 A bilingual program model in which students identified as LEP/English learners (EL) are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(2), for the assigned grade level and content area.

4 **Dual Language Immersion/Two-Way**
 A bilingual/biliteracy program model in which students identified as LEP/English learners (EL) are integrated with students proficient in English and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061, for the assigned grade level and content area. Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC, §29.061, for the assigned grade level and content area.

5 **Dual Language Immersion/One-Way**
 A bilingual/biliteracy program model in which students identified as LEP/English learners (EL) are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061. Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC, §29.061.

| Code Table ID | Name | XML Name | Date Issued | Date Updated |
|---------------|-----------------------|-------------------|-------------|--------------|
| C176 | ESL-PROGRAM-TYPE-CODE | TX-ESLProgramType | 3/3/2008 | 3/1/2019 |
| Code | Translation | | | |

0 Student Does Not Participate In The English As A Second Language (ESL) Program

2 English As a Second Language/Content-Based
 An English acquisition program that serves students identified as LEP/English learners (EL) through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies. The goal of content-based ESL is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies. English Proficient (EP) students may also participate in this program with parental permission, but they are not eligible for generating Bilingual Education Allotment (BEA) funds.

3 English As A Second Language/Pull-Out
 An English acquisition program that serves students identified as LEP/English learners (EL) through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model. English proficient (EP) students may also participate in this program with parental permission, but they are not eligible for generating Bilingual Education Allotment (BEA) funds.

| Code Table ID | Name | XML Name | Date Issued | Date Updated |
|---------------|------------------------------|-------------------------------|-------------|--------------|
| C221 | ALTERNATIVE-LANGUAGE-PROGRAM | TX-AlternativeLanguageProgram | 3/1/2019 | |
| Code | Translation | | | |

00 Student does not participate in the alternative language program.

01 Alternative Bilingual Language Program

The LEA is implementing an alternative bilingual language program approved by the Texas Education Agency due to the submission of a bilingual education exception for the current school year, per 19 TAC §89.1207.

02 Alternative ESL Language Program

The LEA is implementing an alternative ESL language program approved by the Texas Education Agency due to the submission of an ESL waiver for the current school year, per 19 TAC §89.1207.