



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

**Section 4  
Description of Codes**

Post-Addendum Version 2020.2.1  
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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 Sections 2 and 3. 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"><li>• "C---" which represents the PEIMS Code Tables</li><li>• "DC---" which represents the TSDS Dashboard Code Tables</li></ul> Note that some C--- code tables are used by TSDS collections and some DC--- code tables are used by PEIMS collections.
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	8/26/2019
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).			
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).			
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 ESSA, 1111(b)(3)(B).			
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 ESSA, 1111(b)(3)(B).			
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 of monitoring. The student continues with this status through the remainder of his or her school years in Texas.			

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			

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

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



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

6A Yoruba

Code Table ID	Name	XML Name	Date Issued	Date Updated
C093	PARENTAL-PERMISSION-CODE	TX-ParentalPermissionType	4/10/1989	8/26/2019
Code	Translation			

**The following PARENTAL-PERMISSION-CODEs do not allow a student to generate TOTAL-ELIG-BILINGUAL/ESL-DAYS-PRESENT (E0938) or FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE (E1050).**

- 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)
- H Parent or guardian has requested placement of a non-LEP/English proficient (EP) student in the ESL program

**The following PARENTAL-PERMISSION-CODEs only allow a student to generate TOTAL-ELIG-BILINGUAL/ESL-DAYS-PRESENT (E0938) or FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE (E1050) when they are participating in the Bilingual Dual Language Immersion/Two-Way program.**

- 3 Parent or guardian has requested placement of a non-LEP/English proficient (EP) student in the Bilingual program.
- G Parent or guardian has approved the placement of a reclassified non-LEP/English proficient (EP) student in a Bilingual or ESL program

**The following PARENTAL-PERMISSION-CODEs do allow a student to generate TOTAL-ELIG-BILINGUAL/ESL-DAYS-PRESENT (E0938) and FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE (E1050).**

- 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.

<b>Code Table ID</b>	<b>Name</b>	<b>XML Name</b>	<b>Date Issued</b>	<b>Date Updated</b>
C225	BILINGUAL/ESL-FUNDING-CODE	TX-BilingualESLFundingCode	8/26/2019	
<b>Code</b>	<b>Translation</b>			
BE	Student in standard or alternative Bilingual or ESL program			
D1	Student in Bilingual Dual Language Immersion/One-Way program			
D2	Student in Bilingual Dual Language Immersion/Two-Way program			