****

**Texas Education Data Standards (TEDS)**

**2019-2020 Cumulative Change Log – Section 4 – Description of Codes**

Final Version 2020.1.0

March 1, 2019

Prepared by: Information Technology Services Business Management Division

**Table of Contents**

[**TSDS & PEIMS Code Table Changes** 3](#_Toc2329178)

[**C022 – SERVICE-IDS** 3](#_Toc2329179)

[**C061 – LEP-INDICATOR-CODE** 5](#_Toc2329180)

[**C093 – PARENTAL-PERMISSION-CODE** 6](#_Toc2329181)

[**C122 – ELIGIBILITY-PARTICIPATION-CODE** 8](#_Toc2329182)

[**C159 – OBJECT-CODE** 8](#_Toc2329183)

[**C161 – STUDENT-ATTRIBUTION-CODE** 8](#_Toc2329184)

[**C165 – DISCIPLINARY-ACTION-REASON-CODE** 8](#_Toc2329185)

[**C171 – SSI-PROMOTION-RETENTION-CODE** 9](#_Toc2329186)

[**C175 – BILINGUAL-PROGRAM-TYPE-CODE** 9](#_Toc2329187)

[**C176 – ESL-PROGRAM-TYPE-CODE** 13](#_Toc2329188)

[**C214 – INDUSTRY-CERTIFICATION-LICENSURE-CODE** 15](#_Toc2329189)

[**C218 – ELO-TYPE (NEW)** 15](#_Toc2329190)

[**C219 – CAMPUS-ENROLLMENT-TYPE-CODE (NEW)** 16](#_Toc2329191)

[**C220 – PROGRAM-OF-STUDY-CODE (NEW)** 16](#_Toc2329192)

[**C221 – ALTERNATIVE-LANGUAGE-PROGRAM (NEW)** 19](#_Toc2329193)

[**DC063 – GRADE-LEVEL-TYPE** 20](#_Toc2329194)

[**DC143 – CLASSROOM-POSITION-TYPE** 20](#_Toc2329195)

[**DC154– ASSESSMENT-TITLE-CODE** 20](#_Toc2329196)

NEW = this indicates that the code table and code(s) are new to TEDS

ADDED = this indicates that the code is new to the code table which already exists in TEDS

REVISED = this indicates that the code has been updated in TEDS

DELETED = this indicates that the code table/code has been deleted from TEDS

## **TSDS & PEIMS Code Table Changes**

| **C022 – SERVICE-IDS** |
| --- |
| **VERSION** | **CODE** | **PREVIOUS ENTRY** | **CURRENT ENTRY** | **ACTION** |
| 2020.0.0 | 03200531 |  | English Learners Language Arts (ELLA), Grade 7 | ADDED |
| 2020.0.0 | 03200532 |  | English Learners Language Arts (ELLA), Grade 8 | ADDED |
| 2020.0.0 | 03380084 |  | Ethnic Studies: Mexican American Studies | ADDED |
| 2020.0.0 | N1130023 | Mexican American Studies |  | DELETED |
| 2020.0.0 | 03150600 | Music II,I Orchestra II | Music II, Orchestra II | REVISED |
| 2020.0.0 | 03580140 | CTE Course: BLANK | CTE Course: H | REVISED |
| 2020.0.0 | 03580200 | CTE Course: BLANK | CTE Course: H | REVISED |
| 2020.0.0 | 03580360 | CTE Course: BLANK | CTE Course: H | REVISED |
| 2020.0.0 | A3580300 | CTE Course: BLANK | CTE Course: H | REVISED |
| 2020.1.0 | 02530004 |  | Physical Education, Grade 1 | ADDED |
| 2020.1.0 | 02530005 |  | Physical Education, Grade 2 | ADDED |
| 2020.1.0 | 02530006 |  | Physical Education, Grade 3 | ADDED |
| 2020.1.0 | 02530007 |  | Physical Education, Grade 4 | ADDED |
| 2020.1.0 | 02530008 |  | Physical Education, Grade 5 | ADDED |
| 2020.1.0 | 82210XXX |  | Local-Credit Course-Physical Education, Grade 6 | ADDED |
| 2020.1.0 | 82220XXX |  | Local-Credit Course-Health, Grade 6 | ADDED |
| 2020.1.0 | 82931XXX |  | Local-Credit Course-Physical Education, Grade 7 | ADDED |
| 2020.1.0 | 82932XXX |  | Local-Credit Course-Health, Grade 7 | ADDED |
| 2020.1.0 | 83210XXX |  | Local-Credit Course-Physical Education, Grade 8 | ADDED |
| 2020.1.0 | 83220XXX |  | Local-Credit Course-Health, Grade 8 | ADDED |
| 2020.1.0 | I3830300 |  | IB Film Standard Level  | ADDED |
| 2020.1.0 | I3830400 |  | IB Film Higher Level  | ADDED |
| 2020.1.0 | 82200XXX | Local-Credit Course-Physical Education & Health, Grade 6 |  | DELETED |
| 2020.1.0 | 82930XXX | Local-Credit Course-Physical Education & Health, Grade 7 |  | DELETED |
| 2020.1.0 | 83200XXX | Local-Credit Course-Physical Education & Health, Grade 8 |  | DELETED |
| 2020.1.0 | N1290320  | IB Film Standard Level  |  | DELETED |
| 2020.1.0 | N1290321  | IB Film Higher Level  |  | DELETED |

| **C061 – LEP-INDICATOR-CODE** |
| --- |
| **VERSION** | **CODE** | **PREVIOUS ENTRY** | **CURRENT ENTRY** | **ACTION** |
| 2020.1.0 | 0 | Not LEP | Not LEP/English proficient (EP) | REVISED |
| 2020.1.0 | 1 | Identified As Limited English Proficient (LEP) | Identified as LEP/English learner (EL) | REVISED |
| 2020.1.0 | F | Student Exited From LEP Status - Monitored 1 (M1) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her first year of monitoring as required by 19 TAC §89.1220(l) and is not eligible for funding due to the fact that he or she is not LEP | 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. | REVISED |
| 2020.1.0 | S | Student Exited From LEP Status - Monitored 2 (M2) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her second year of monitoring as required by 19 TAC §89.1220(l) and is not eligible for funding due to the fact that he or she is not LEP | 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. | REVISED |
| 2020.1.0 | 3 | Student Exited from LEP Status - Monitored 3 (M3) - student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her third year of monitoring as permitted by ESSA, 1111(b)(3)(B) and is not eligible for funding due to the fact that they are not LEP | 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 permitted by ESSA, 1111(b)(3)(B), and is not eligible for Bilingual Education Allotment (BEA) funding due to the fact that he or she is not identified as LEP/EL. | REVISED |
| 2020.1.0 | 4 | Student Exited from LEP Status - Monitored 4 (M4) - student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her fourth year of monitoring as permitted by ESSA, 1111(b)(3)(B) and is not eligible for funding due to the fact that they are not LEP | 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 permitted by ESSA, 1111(b)(3)(B), and is not eligible for Bilingual Education Allotment (BEA) funding due to the fact that he or she is not identified as LEP/EL. | REVISED |
| 2020.1.0 | 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 and is not eligible for Bilingual Education Allotment (BEA) funding due to the fact that he or she is not identified as LEP/EL. | ADDED |

| **C093 – PARENTAL-PERMISSION-CODE** |
| --- |
| **VERSION** | **CODE** | **PREVIOUS ENTRY** | **CURRENT ENTRY** | **ACTION** |
| 2020.1.0 | 3 | Parent Or Guardian Has Requested Placement Of A Non-LEP Student In The Bilingual Program | Parent or guardian has requested placement of a non-LEP/English proficient (EP) student in the Bilingual program | REVISED |
| 2020.1.0 | C | Parent Or Guardian Has Denied Placement Of A LEP Student In Any Special Language Program | Parent or guardian has denied placement of a LEP/English learner (EL) student in any and all special language programs (Bilingual program, ESL program) | REVISED |
| 2020.1.0 | G | Parent Or Guardian Has Approved The Placement Of A Recently Exited Non-LEP Student In A Bilingual Or English As A Second Language Special Language Program | Parent or guardian has approved the placement of a reclassified non-LEP/English proficient (EP) student in a Bilingual or ESL program | REVISED |
| 2020.1.0 | H | Parent or Guardian Has Requested Placement Of A Non-LEP Student In The English As A Second Language Program | Parent or guardian has requested placement of a non-LEP/English proficient (EP) student in the ESL program | REVISED |
| 2020.1.0 | A | Parent Or Guardian Has Denied Placement Of A LEP Student In The Required Bilingual Program, But Has Approved Placement Of A LEP Student In The ESL Program | 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 | REVISED |
| 2020.1.0 | B | Parent Or Guardian Has Approved Placement Of A Grade PK-8 LEP Student In The Required ESL Program |  | DELETED |
| 2020.1.0 | D | Parent Or Guardian Has Approved Placement Of A LEP Student in The Bilingual Program | Parent or guardian has approved placement of a LEP/English learner (EL) student in the Bilingual program | REVISED |
| 2020.1.0 | E | Parent Or Guardian Has Approved Placement Of A LEP Student In The Bilingual Program, But The District Has Requested Or Will Request An Exception Approved Under 19 TAC §89.1207; Parent Has Therefore Approved Placement Of A LEP Student In The ESL Program | 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. | REVISED |
| 2020.1.0 | F | Parent Or Guardian Of A Grade 9-12 LEP Student Has Approved Services In Accordance With The LPAC Plan. The LPAC plan may include English I for Speakers of Other Languages, English II for Speakers of Other Languages and/or modified (sheltered) courses for LEP students. Modified (sheltered) courses for LEP students may be taught by non-ESL certified teachers who have received training in modified (sheltered) instruction but English I for Speakers of Other Languages and English II for Speakers of Other Languages must be taught by ESL certified teachers. |  | DELETED |
| 2020.1.0 | J | Parent Or Guardian Has Approved The Placement Of A LEP Student In The ESL Program, But The Program Is An Alternative Language Program Approved By The Texas Education Agency. (See TAC 19.89.1207) Districts that use Parental Permission Code J have or should have submitted a waiver to the TEA ESL program.  | 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. | REVISED |
| 2020.1.0 | K |  | Parent or guardian has approved placement of a LEP/English learner (EL) student in the ESL program. | ADDED |

| **C122 – ELIGIBILITY-PARTICIPATION-CODE** |
| --- |
| **VERSION** | **CODE** | **PREVIOUS ENTRY** | **CURRENT ENTRY** | **ACTION** |
| 2020.1.0 | 9 | The Student Does Not Attend A School That Is Designated By The District As A Title I, Part A School; However, The student receives Title I, Part A services because the student is homeless as defined **by NCLB, Title X, Part C, Section 725(2),** the term “homeless children and youths” | The Student Does Not Attend A School That Is Designated By The District As A Title I, Part A School; However, The student receives Title I, Part A services because the student is homeless as defined by **42 U.S.C. Section 11434(a),** the term “homeless children and youths” | ADDED |

| **C159 – OBJECT-CODE** |
| --- |
| **VERSION** | **CODE** | **PREVIOUS ENTRY** | **CURRENT ENTRY** | **ACTION** |
| 2020.0.0 | 6491 |  | Statutorily Required Public Notices | ADDED |

| **C161 – STUDENT-ATTRIBUTION-CODE** |
| --- |
| **VERSION** | **CODE** | **PREVIOUS ENTRY** | **CURRENT ENTRY** | **ACTION** |
| 2020.0.0 | 29 |  | South Texas ISD [For South Texas ISD Use Only] | ADDED |

| **C165 – DISCIPLINARY-ACTION-REASON-CODE** |
| --- |
| **VERSION** | **CODE** | **PREVIOUS ENTRY** | **CURRENT ENTRY** | **ACTION** |
| 2020.1.0 | 21 | Violation Of Student Code Of Conduct Not Included Under TEC §§37.002(b), 37.006, or 37.007 (does not include student code of conduct violations covered in reason codes 33 and 34) | Violation Of Student Code Of Conduct Not Included Under TEC §§37.002(b), 37.006, or 37.007  | REVISED |
| 2020.1.0 | 33 | Possessed, Purchased, Used, or Accepted a Cigarette Or Tobacco Product As defined in the Health and Safety Code, Section 3.01, Chapter 161.252 |  | DELETED |
| 2020.1.0 | 34 | School-Related Gang Violence Action by three or more persons having a common identifying sign or symbol or an identifiable sign or symbol or an identifiable leadership who associate in the commission of criminal activities under Penal Code §71.01 |  | DELETED |

| **C171 – SSI-PROMOTION-RETENTION-CODE** |
| --- |
| **VERSION** | **CODE** | **PREVIOUS ENTRY** | **CURRENT ENTRY** | **ACTION** |
| 2020.0.0 | 07 | 5th Grade Student In Previous School Year Did Not Perform Satisfactorily On The Reading And Mathematics Assessment Instruments And Is Promoted **Yo** 6th Grade Or Higher In Current School Year By Decision Of His Or Her Grade Placement Committee Even Though The Student Did Not Meet The SSI Requirements (for students enrolled in 5th grade in 2004-2005 and thereafter) | 5th Grade Student In Previous School Year Did Not Perform Satisfactorily On The Reading And Mathematics Assessment Instruments And Is Promoted **To** 6th Grade Or Higher In Current School Year By Decision Of His Or Her Grade Placement Committee Even Though The Student Did Not Meet The SSI Requirements (for students enrolled in 5th grade in 2004-2005 and thereafter) | ADDED |

| **C175 – BILINGUAL-PROGRAM-TYPE-CODE** |
| --- |
| **VERSION** | **CODE** | **PREVIOUS ENTRY** | **CURRENT ENTRY** | **ACTION** |
| 2020.1.0 | 2 | Transitional Bilingual/Early Exit A bilingual program that serves students identified as students of limited English proficiency in both English and Spanish, or another language, and transfers students to English-only instruction. It provides instruction in literacy and academic content areas through the medium of the student’s first language, along with instruction in English oral and academic language development. Non-academic subjects such as art, music, and physical education may also be taught in English. Exiting to an all English program of instruction will occur not earlier than the end of first grade, or if the student enrolls in school during or after first grade, the student will remain in the program for a minimum of two to five years before being eligible to exit the bilingual program. Students that have met exit criteria in accordance with TAC §89.1225 (h)(i)(k) may continue receiving services but the school district will not be allocated the bilingual allotment - TEC §42.153. Students who are proficient in English may also be served in this program only with appropriate parental permission but are not eligible for Bilingual Program allotment. | Transitional Bilingual/Early ExitA 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. | REVISED |
| 2020.1.0 | 3 | Transitional Bilingual/Late Exit: a bilingual program that serves students identified as students of limited English proficiency in both English and Spanish, or another language, and transfers a student to English-only instruction; academic growth is accelerated through cognitively challenging academic work in the student’s first language along with meaningful academic content taught through the student’s second language, English. The goal is to promote high levels of academic achievement and full academic language proficiency in the student’s first language and English. Students enrolled in the transitional bilingual/late exit program are eligible to exit the program not earlier than six or later than seven years after the students enroll in school. Students that have met exit criteria in accordance with TAC §89.1225 (h)(i)(k) may continue receiving services but the school district will not be allocated the bilingual allotment - TEC §42.153. Students who are proficient in English may also be served in this program only with appropriate parental permission but are not eligible for Bilingual Program allotment. | 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 thisprogram is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(2), for the assigned grade level and content area. | REVISED |
| 2020.1.0 | 4 | Dual Language Immersion/Two-Way: - a biliteracy program that integrates students proficient in English and students identified as students of limited English proficiency in both English and Spanish, or another language, and transfers a student identified as a student of limited English proficiency to English-only instruction; instruction is provided to both native English speakers and native speakers of another language in an instructional setting where language learning is integrated with content instruction. Academic subjects are taught to all students through both English and the other language. Program exit will occur not earlier than six or later than seven years after the student enrolls in school; students that have met exit criteria in accordance with TAC §89.1225 (h)(i)(k) may continue receiving services but the school district will not be allocated the bilingual allotment - TEC §42.153. | 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 bedelivered 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. | REVISED |
| 2020.1.0 | 5 | Dual Language Immersion/One-Way: - a biliteracy program that serves only students identified as students of limited English proficiency in both English and Spanish, or another language, and transfers a student to English-only instruction in an instructional setting where language learning is integrated with content instruction. Academic subjects are taught to all students through both English and the other language. Program exit will occur not earlier than six or later than seven years after the student enrolls in school; students that have met exit criteria in accordance with TAC §89.1225 (h) (i)(k) may continue receiving services but the school district will not be allocated the bilingual allotment - TEC § 42.153. Students who are proficient in English may also be served in this program only with appropriate parental permission but are not eligible for Bilingual Program allotment. | 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 differentteacher certified in ESL in accordance with TEC, §29.061. | REVISED |

| **C176 – ESL-PROGRAM-TYPE-CODE** |
| --- |
| **VERSION** | **CODE** | **PREVIOUS ENTRY** | **CURRENT ENTRY** | **ACTION** |
| 2020.1.0 | 2 | English As a Second Language/Content-Based An English program that serves students identified as students of limited English proficiency in English only by providing a full-time teacher certified under TEC §29.061(c) to provide supplementary instruction for all content area instruction. It integrates English-as-a-second-language instruction with subject matter instruction which focuses not only on learning a second language but using that language as a medium to learn mathematics, science, social studies, or other academic subjects. Exiting to an all English program of instruction will occur not earlier than the end of first grade, or if the student enrolls in school during or after first grade, the student will remain in the program for a minimum of two to five years before being eligible to exit the ESL program. Students that have met state requirements for exit criteria in accordance with TAC §89.1225 may continue receiving services but the school district will not be allocated the bilingual allotment - TEC §42.153; At the high school the LEP student receives sheltered instruction in all content areas | English As a Second Language/Content-BasedAn 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 andreading, 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 languagedevelopment 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 EducationAllotment (BEA) funds. | REVISED |
| 2020.1.0 | 3 | English As A Second Language/Pull-Out An English program that serves students identified as students of limited English proficiency in English only by providing a certified teacher under TEC §29.061(c) to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the ESL teacher in a pull-out or inclusionary delivery model. Exiting to an all English program of instruction will occur not earlier than the end of first grade, or if the student enrolls in school during or after first grade, the student will remain in the program for a minimum of two to five years before being eligible to exit the ESL program. Students that have met state requirements for exit criteria in accordance with TAC §89.1225 may continue receiving services but the school district will not be allocated the bilingual allotment - TEC §42.153 | English As A Second Language/Pull-OutAn 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. | REVISED |

| **C214 – INDUSTRY-CERTIFICATION-LICENSURE-CODE** |
| --- |
| **VERSION** | **CODE** | **PREVIOUS ENTRY** | **CURRENT ENTRY** | **ACTION** |
| 2020.0.0 | 000 | Not Applicable |  | DELETED |

| **C218 – ELO-TYPE (NEW)** |
| --- |
| **VERSION** | **CODE** | **PREVIOUS ENTRY** | **CURRENT ENTRY** | **ACTION** |
| 2020.0.0 | 01 |  | Non-Voluntary Extended School Day (Submission 3 Only) | NEW |
| 2020.0.0 | 02 |  | Non-Voluntary Extended School Year (Submission 3 Only) | NEW |
| 2020.0.0 | 03 |  | Voluntary Expanded Learning - Before School and After School (Submission 3 Only) | NEW |
| 2020.0.0 | 04 |  | Voluntary Expanded Learning - Summer (Submission 4 Only) | NEW |

| **C219 – CAMPUS-ENROLLMENT-TYPE-CODE (NEW)** |
| --- |
| **VERSION** | **CODE** | **PREVIOUS ENTRY** | **CURRENT ENTRY** | **ACTION** |
| 2020.1.0 | 01 |  | **Zoned Enrollment School (no transfers accepted)**School in which attendance is based on the student’s home address. | NEW |
| 2020.1.0 | 02 |  | **Zoned Enrollment School (transfers accepted)**School in which attendance is based on the student’s home address or allowance of transfer students from another zoned school or district. | NEW |
| 2020.1.0 | 03 |  | **Open Enrollment School**School that allows enrollment to any student regardless of the home address. | NEW |
| 2020.1.0 | 04 |  | **Selective Enrollment School**School that uses some sort of selective criteria (e.g., student grades, audition, interview) for determination of enrollment of all students. Enrollment in these schools may or may not be based on the student’s home address. | NEW |
| 2020.1.0 | 05 |  | **Blended Enrollment School**School that bases enrollment on a combination of zoned enrollment, open enrollment, and/or selective enrollment. | NEW |
| 2020.1.0 | 06 |  | **ISS/DAEP/JJAEP School**School that enrolls students for the express purpose of disciplinary removals (ISS, DAEP or JJAEP). | NEW |

| **C220 – PROGRAM-OF-STUDY-CODE (NEW)** |
| --- |
| **VERSION** | **CODE** | **PREVIOUS ENTRY** | **CURRENT ENTRY** | **ACTION** |
| 2020.1.0 | 001 |  | Accounting and Financial Services | NEW |
| 2020.1.0 | 002 |  | Advanced Manufacturing and Machinery Mechanics | NEW |
| 2020.1.0 | 003 |  | Agribusiness | NEW |
| 2020.1.0 | 004 |  | Animal Science | NEW |
| 2020.1.0 | 005 |  | Applied Agricultural Engineering | NEW |
| 2020.1.0 | 006 |  | Architectural Design  | NEW |
| 2020.1.0 | 007 |  | Automotive | NEW |
| 2020.1.0 | 008 |  | Aviation | NEW |
| 2020.1.0 | 009 |  | Bio-Medical Science | NEW |
| 2020.1.0 | 010 |  | Building Code and Inspection | NEW |
| 2020.1.0 | 011 |  | Business Management | NEW |
| 2020.1.0 | 012 |  | Carpentry | NEW |
| 2020.1.0 | 013 |  | Cosmetology and Personal Care Services | NEW |
| 2020.1.0 | 014 |  | Culinary Arts | NEW |
| 2020.1.0 | 015 |  | Cybersecurity  | NEW |
| 2020.1.0 | 016 |  | Diesel and Heavy Equipment | NEW |
| 2020.1.0 | 017 |  | Digital Communications | NEW |
| 2020.1.0 | 018 |  | Distribution and Logistics | NEW |
| 2020.1.0 | 019 |  | Early Learning | NEW |
| 2020.1.0 | 020 |  | Electrical  | NEW |
| 2020.1.0 | 021 |  | Emergency Services | NEW |
| 2020.1.0 | 022 |  | Engineering | NEW |
| 2020.1.0 | 023 |  | Entrepreneurship | NEW |
| 2020.1.0 | 024 |  | Environmental and Natural Resources | NEW |
| 2020.1.0 | 025 |  | Exercise Science and Wellness | NEW |
| 2020.1.0 | 026 |  | Family and Community Services | NEW |
| 2020.1.0 | 027 |  | Food Science and Technology | NEW |
| 2020.1.0 | 028 |  | Government and Public Administration | NEW |
| 2020.1.0 | 029 |  | Graphic Design and Multimedia Arts  | NEW |
| 2020.1.0 | 030 |  | Health and Wellness | NEW |
| 2020.1.0 | 031 |  | Health Informatics | NEW |
| 2020.1.0 | 032 |  | Healthcare Diagnostics | NEW |
| 2020.1.0 | 033 |  | Healthcare Therapeutic | NEW |
| 2020.1.0 | 034 |  | HVAC and Sheet Metal  | NEW |
| 2020.1.0 | 035 |  | Information Technology Support and Services | NEW |
| 2020.1.0 | 036 |  | Law Enforcement, Investigations, Corrections, and Security | NEW |
| 2020.1.0 | 037 |  | Legal Studies | NEW |
| 2020.1.0 | 038 |  | Lodging and Resort Management | NEW |
| 2020.1.0 | 039 |  | Manufacturing Technology | NEW |
| 2020.1.0 | 040 |  | Marketing and Sales | NEW |
| 2020.1.0 | 041 |  | Masonry | NEW |
| 2020.1.0 | 042 |  | Networking Systems | NEW |
| 2020.1.0 | 043 |  | Nursing | NEW |
| 2020.1.0 | 044 |  | Oil and Gas Exploration and Production | NEW |
| 2020.1.0 | 045 |  | Plant Science | NEW |
| 2020.1.0 | 046 |  | Plumbing and Pipefitting | NEW |
| 2020.1.0 | 047 |  | Programming and Software Development | NEW |
| 2020.1.0 | 048 |  | Refining and Chemical Processes | NEW |
| 2020.1.0 | 049 |  | Renewable Energy | NEW |
| 2020.1.0 | 050 |  | Teaching and Training | NEW |
| 2020.1.0 | 051 |  | Travel, Tourism, and Attractions | NEW |
| 2020.1.0 | 052 |  | Web Development | NEW |
| 2020.1.0 | 053 |  | Accounting and Financial Services | NEW |

| **C221 – ALTERNATIVE-LANGUAGE-PROGRAM (NEW)** |
| --- |
| **VERSION** | **CODE** | **PREVIOUS ENTRY** | **CURRENT ENTRY** | **ACTION** |
| 2020.1.0 | 00 |  | Student does not participate in the alternative language program.  | NEW |
| 2020.1.0 | 01 |  | Alternative Bilingual Language ProgramThe 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.  | NEW |
| 2020.1.0 | 02 |  | Alternative ESL Language ProgramThe 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.  | NEW |

| **DC063 – GRADE-LEVEL-TYPE** |
| --- |
| **VERSION** | **CODE** | **PREVIOUS ENTRY** | **CURRENT ENTRY** | **ACTION** |
| 2020.1.0 | 01 | Adult Education |  | DELETED |
| 2020.1.0 | 08 | Grade 13 |  | DELETED |
| 2020.1.0 | 09 | Infant/toddler |  | DELETED |
| 2020.1.0 | 12 | Other |  | DELETED |
| 2020.1.0 | 13 | Postsecondary |  | DELETED |
| 2020.1.0 | 20 | Transitional Kindergarten |  | DELETED |
| 2020.1.0 | 22 | Ungraded |  | DELETED |

| **DC143 – CLASSROOM-POSITION-TYPE** |
| --- |
| **VERSION** | **CODE** | **PREVIOUS ENTRY** | **CURRENT ENTRY** | **ACTION** |
| 2020.1.0 | 05 |  | PK Classroom Aide | ADDED |

| **DC154– ASSESSMENT-TITLE-CODE** |
| --- |
| **VERSION** | **CODE** | **PREVIOUS ENTRY** | **CURRENT ENTRY** | **ACTION** |
| 2020.1.0 | 05 | BOY KG easyCBM-LTR NAMES |  | DELETED |
| 2020.1.0 | 06 | BOY KG easyCBM-LTR SOUNDS |  | DELETED |
| 2020.1.0 | 07 | BOY KG IDEL-Fluidez en Nombrar Letras (FNL) |  | DELETED |
| 2020.1.0 | 08 | BOY KG IDEL-Fluidez en la Segmentacion de Fonemas (FSF) |  | DELETED |
| 2020.1.0 | 19 | BOY KG PALS Summed Score |  | DELETED |
| 2020.1.0 | 22 | BOY KG Tejas LEE Results Seccion 1 |  | DELETED |
| 2020.1.0 | 24 | BOY KG Tejas LEE Results Seccion 3 |  | DELETED |
| 2020.1.0 | 26 | BOY KG Tejas LEE Results Seccion 6 |  | DELETED |
| 2020.1.0 | 27 | BOY KG Tejas LEE Results Seccion 7 |  | DELETED |
| 2020.1.0 | 28 | BOY KG Tejas LEE Results Seccion 8 |  | DELETED |
| 2020.1.0 | 29 | BOY KG Tejas LEE Results Seccion 9 |  | DELETED |
| 2020.1.0 | 30 | BOY KG Tejas LEE Results Seccion 10 |  | DELETED |
| 2020.1.0 | 33 | BOY KG ISIP Espanol Overall |  |  |
| 2020.1.0 | 36 | BOY KG PAPI For Same/Different Score |  | DELETED |
| 2020.1.0 | 37 | BOY KG PAPI For Rhyming Words Score |  | DELETED |
| 2020.1.0 | 38 | BOY KG PAPI For Beginning Sounds Score |  | DELETED |
| 2020.1.0 | 39 | BOY KG PAPI For Ending Sounds Score |  | DELETED |
| 2020.1.0 | 40 | BOY KG PAPI For Letter ID (upper) Score |  | DELETED |
| 2020.1.0 | 41 | BOY KG PAPI For Letter ID (lower) Score |  | DELETED |
| 2020.1.0 | 42 | BOY KG PAPI-S For Same/Different Score |  | DELETED |
| 2020.1.0 | 43 | BOY KG PAPI-S For Rhyming Words Score |  | DELETED |
| 2020.1.0 | 44 | BOY KG PAPI-S For Beginning Sounds Score |  | DELETED |
| 2020.1.0 | 45 | BOY KG PAPI-S For Ending Sounds Score |  | DELETED |
| 2020.1.0 | 46 | BOY KG PAPI-S For Letter ID (upper) Score |  | DELETED |
| 2020.1.0 | 47 | BOY KG PAPI-S For Letter ID (lower) Score |  | DELETED |
| 2020.1.0 | 48 | BOY KG WJ-III-Total Reading |  | DELETED |