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**Texas Education Data Standards (TEDS)**

**2021-2022 Cumulative Change Log – Code Tables**

Post-Addendum Version 2022.2.3

November 1, 2021

Prepared by: Information Technology Services Business Management Division

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Action column:

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 Code Table Changes**

| **C021 – ROLE-ID** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E0721 | ROLE-ID | TX-StaffRole | StaffResponsibilitiesExtension | TSDSFALL(1)EXYR (4) | CRPEIMS | CRFCRWFallExt Year |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.2.1 | 114 | Other Campus Exempt Professional Auxiliary: Serves as a professional staff member at one or more campuses. Do not use this role unless no other role applies to the staff member.Some examples of staff who are to be shown with this role are:**• campus/community liaisons**• campus volunteer coordinators• dean and• instructional officers assigned to a campus | Other Campus Exempt Professional Auxiliary: Serves as a professional staff member at one or more campuses. Do not use this role unless no other role applies to the staff member.Some examples of staff who are to be shown with this role are:• campus volunteer coordinators• dean and• instructional officers assigned to a campus | Revised |
| 2022.2.1 | 119 |  | Family and Community Liaison | Added |
| 2022.2.1 | 120 |  | Instructional Coach | Added |

| **C022 – SERVICE-ID** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E0724 | SERVICE-ID | ID, TX-ServiceId | CourseOfferingCourseStaffResponsibilitiesExtensionCourseTranscriptExtension | TSDSFALL(1)SUMR(3)EXYR(4) | CRECDSPEIMS | CRF, CRWECDS-KGECDS-PKFallSummerExt Year |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.1.0 | 02670070 | Technology Applications, Grade 6 (Integrated) |  | Deleted |
| 2022.1.0 | 03580110 | Technology Applications, Grade 7 (Integrated) |  | Deleted |
| 2022.1.0 | 03580130 | Technology Applications, Grade 8 (Integrated) |  | Deleted |
| 2022.1.0 | N1160510 | Orientation and Mobility |  | Deleted |
| 2022.1.0 | 03251300 | Theatre **1**, Theatre and Media Communications I | Theatre **I**, Theatre and Media Communications I | Revised  |
| 2022.1.0 | 02670060 | Technology Applications, Grade 6 **(Course)** | Technology Applications, Grade 6 | Revised |
| 2022.1.0 | 03580100 | Technology Applications, Grade 7 **(Course)** | Technology Applications, Grade 7 | Revised |
| 2022.1.0 | 03580120 | Technology Applications, Grade 8 **(Course)** | Technology Applications, Grade 8 | Revised |
| 2022.2.0 | 02561005 | Spanish Language Arts, Kindergarten |  | Deleted |
| 2022.2.0 | 02561010 | Spanish Language Arts, Grade 1 |  | Deleted |
| 2022.2.0 | 02561020 | Spanish Language Arts, Grade 2 |  | Deleted |
| 2022.2.0 | 02561030 | Spanish Language Arts, Grade 3 |  | Deleted |
| 2022.2.0 | 02561040 | Spanish Language Arts, Grade 4 |  | Deleted |
| 2022.2.0 | 02561050 | Spanish Language Arts, Grade 5 |  | Deleted |
| 2022.2.0 | 03210520 | Spanish Language Arts, Grade 6 |  | Deleted |
| 2022.2.0 | 02620001 | Reading, Kindergarten |  | Deleted |
| 2022.2.0 | 02620010 | Reading, Grade 1 |  | Deleted |
| 2022.2.0 | 02620020 | Reading, Grade 2 |  | Deleted |
| 2022.2.0 | 02620030 | Reading, Grade 3 |  | Deleted |
| 2022.2.0 | 02620040 | Reading, Grade 4 |  | Deleted |
| 2022.2.0 | 02620050 | Reading, Grade 5 |  | Deleted |
| 2022.2.0 | 02630001 | English Language Arts, Kindergarten |  | Deleted |
| 2022.2.0 | 02630010 | English Language Arts, Grade 1 |  | Deleted |
| 2022.2.0 | 02630020 | English Language Arts, Grade 2 |  | Deleted |
| 2022.2.0 | 02630030 | English Language Arts, Grade 3 |  | Deleted |
| 2022.2.0 | 02630040 | English Language Arts, Grade 4 |  | Deleted |
| 2022.2.0 | 02630050 | English Language Arts, Grade 5 |  | Deleted |
| 2022.2.0 | 02800000 | English Language Arts, Grade 6 |  | Deleted |
| 2022.2.0 | 02810000 | Reading, Grade 6 |  | Deleted |
| 2022.2.0 | 03200540 | English Language Arts, Grade 7 |  | Deleted |
| 2022.2.0 | 03200550 | English Language Arts, Grade 8 |  | Deleted |
| 2022.2.0 | 03273440 | Reading, Grade 7 |  | Deleted |
| 2022.2.0 | 03273450 | Reading, Grade 8 |  | Deleted |
| 2022.2.0 | I3100100 | IB Mathematical Studies Standard Level |  | Deleted |
| 2022.2.0 | I3100200 | IB Mathematical Standard Level |  | Deleted |
| 2022.2.0 | I3100300 | IB Mathematics Higher Level |  | Deleted |
| 2022.2.0 | I3100400 | IB Further Mathematics Higher Level |  | Deleted |
| 2022.2.0 | 02562005 |  | Spanish Language Arts and Reading, Kindergarten | Added |
| 2022.2.0 | 02562010 |  | Spanish Language Arts and Reading, Grade 1 | Added |
| 2022.2.0 | 02562020 |  | Spanish Language Arts and Reading, Grade 2 | Added |
| 2022.2.0 | 02562030 |  | Spanish Language Arts and Reading, Grade 3 | Added |
| 2022.2.0 | 02562040 |  | Spanish Language Arts and Reading, Grade 4 | Added |
| 2022.2.0 | 02562050 |  | Spanish Language Arts and Reading, Grade 5 | Added |
| 2022.2.0 | 03210525 |  | Spanish Language Arts and Reading, Grade 6 | Added |
| 2022.2.0 | 02625001 |  | English Language Arts and Reading, Kindergarten | Added |
| 2022.2.0 | 02625010 |  | English Language Arts and Reading, Grade 1 | Added |
| 2022.2.0 | 02625020 |  | English Language Arts and Reading, Grade 2 | Added |
| 2022.2.0 | 02625030 |  | English Language Arts and Reading, Grade 3 | Added |
| 2022.2.0 | 02625040 |  | English Language Arts and Reading, Grade 4 | Added |
| 2022.2.0 | 02625050 |  | English Language Arts and Reading, Grade 5 | Added |
| 2022.2.0 | N1170195 |  | Dance Appreciation | Added |
| 2022.2.0 | N1170196 |  | Instrument Repair Technician | Added |
| 2022.2.0 | N1170197 |  | Piano Technician I | Added |
| 2022.2.0 | N1170198 |  | Piano Technician II | Added |
| 2022.2.0 | N1170199 |  | Piano Technician III | Added |
| 2022.2.0 | N1170200 |  | Piano Technician IV | Added |
| 2022.2.0 | N1300272 |  | Geographic Information Systems (GIS) for Agriculture | Added |
| 2022.2.0 | N1300996 |  | Practicum in Digital Audio Technology | Added |
| 2022.2.0 | N1302120 |  | Allied Health Therapeutic Services | Added |
| 2022.2.0 | N1302121 |  | Clinical Ethics | Added |
| 2022.2.0 | N1302122 |  | Dental Anatomy and Physiology | Added |
| 2022.2.0 | N1302123 |  | Imaging Technology I | Added |
| 2022.2.0 | N1302124 |  | Kinesiology II | Added |
| 2022.2.0 | N1302125 |  | Medical Intervention Evaluation and Research | Added |
| 2022.2.0 | N1302126 |  | Optical Technician | Added |
| 2022.2.0 | N1302127 |  | Pharmacy I | Added |
| 2022.2.0 | N1302128 |  | Physical Therapy I | Added |
| 2022.2.0 | N1302129 |  | Science of Nursing | Added |
| 2022.2.0 | N1302275 |  | Practicum in Event and Meeting Planning | Added |
| 2022.2.0 | N1302543 |  | Social and Community Services | Added |
| 2022.2.0 | N1303425 |  | Practicum in Entrepreneurship | Added |
| 2022.2.0 | N1303690 |  | Programmable Logic Controller II | Added |

| **C035 – TX-INSTRUCTIONAL-SETTING-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E0173E1639 | INSTRUCTIONAL-SETTING-CODEPRIOR-INSTRUCTIONAL-SETTING-CODE | Various | Various | TSDSSUMR(3)EXYR(4) | RFTSp Ed Lang AcqPEIMS | RFTSp Ed Lang AcqSummerExt Year |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.2.0 | 31 | Home-based Instruction **(not included in submission 3)** | Home-based Instruction  | Revised |
| 2022.2.0 | 32 | Center-based Instruction **(not included in submission 3)** | Center-based Instruction  | Revised |
| 2022.2.0 | 34 | Other environment **(not included in submission 3)** | Other environment  | Revised |
| 2022.2.0 | 40 | Mainstream **(not included in submission 3)** | Mainstream  | Revised |
| 2022.2.0 | 50 | Residential Nonpublic School Program **(not included in submission 3)** | Residential Nonpublic School Program  | Revised |
| 2022.2.0 | 60 | Nonpublic Day School **(not included in submission 3)** | Nonpublic Day School  | Revised |
| 2022.2.0 | 70 | Texas School For The Blind And Visually Impaired **(not included in submission 3)** | Texas School For The Blind And Visually Impaired | Revised |
| 2022.2.0 | 71 | Texas School For The Deaf **(not included in submission 3)** | Texas School For The Deaf  | Revised |

| **C059 – ADA-ELIGIBILITY-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E0787 | ADA-ELIGIBILITY-CODE | TX-ADAEligibility | StudentExtension | FALL(1) | PEIMS | Fall |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.2.1 | 9 |  | Enrolled, Not In Membership Due To Virtual Learning | Added |

| **C061 – EMERGENT-BILINGUAL-INDICATOR-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E0790 | EMERGENT-BILINGUAL-INDICATOR-CODE | TX-LEPIndicator | StudentExtension TX-StudentCharacteristicsType | FALL(1)SUMR(3)EXYR(4) | PEIMS | FallSummerExt Year |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.2.1 |  | Code Table Name: **LEP**-INDICATOR-CODE | Code Table Name: **EMERGENT-BILINGUAL**-INDICATOR-CODE | Revised |
| 2022.2.1 | 0 | **Not LEP/English proficient (EP)** | **Non-Emergent Bilingual (Non-EB)/Non-English learner (Non-EL)** | Revised |
| 2022.2.1 | 1 | Identified As **LEP**/English learner (EL) | Identified As **Emergent Bilingual (EB)**/English learner (EL) | Revised |
| 2022.2.1 | 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). | Student Reclassified from **Emergent Bilingual (EB)**/English learner (EL) Status - Monitored 1 (M1) - student has met reclassification criteria, is no longer classified as **EB**/EL in PEIMS, is in his or her first year of monitoring as required by 19 TAC §89.1220(k). | Revised |
| 2022.2.1 | 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). | Student Reclassified from **Emergent Bilingual (EB)**/English learner (EL) Status - Monitored 2 (M2) - student has met reclassification criteria, is no longer classified as **EB**/EL in PEIMS, is in his or her second year of monitoring as required by 19 TAC §89.1220(k). | Revised |
| 2022.2.1 | 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). | Student Reclassified from **Emergent Bilingual (EB)**/English learner (EL) Status - Monitored 3 (M3) - student has met reclassification criteria, is no longer classified as **EB**/EL in PEIMS, is in his or her third year of monitoring as required by ESSA, 1111(b)(3)(B). | Revised |
| 2022.2.1 | 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). | Student Reclassified from **Emergent Bilingual (EB)**/English learner (EL) Status - Monitored 4 (M4) - student has met reclassification criteria, is no longer classified as **EB**/EL in PEIMS, is in his or her fourth year of monitoring as required by ESSA, 1111(b)(3)(B). | Revised |
| 2022.2.1 | 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. | Former **Emergent Bilingual (EB)**/EL Student (effective after fourth year of monitoring) - student has previously been identified as **EB**/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. | Revised |

| **C062 – GRADUATION-TYPE-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E0806 | GRADUATION-TYPE-CODE | TX-GraduationTypeCode | SchoolLeaverExtension | FALL(1) | PEIMS | Fall |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.2.1 | n/a | The following codes will apply only to students receiving special education services and graduating on the Minimum High School Program under TAC Chapter 74 with curriculum content modifications through the student’s individualized education program (IEP). | The following codes will apply only to students receiving special education services and graduating on the Minimum High School Program under TAC Chapter 74 with curriculum content modifications through the student’s individualized education program (IEP).**\*The references to previous versions of TAC §89.1070 listed below are no longer effective and also not available electronically via the TEA website. Back issues of the Texas Register may be accessed via the Texas Secretary of State website. https://texashistory.unt.edu/explore/collections/TR/** | Revised |
| 2022.2.1 | 04 | Completion Of IEP And Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without Public School ServicesTAC §89.1070(f)(3)(A), revised **January 1, 2015** [**39** TexReg **10446**]. | Completion Of IEP And Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without Public School ServicesTAC §89.1070(f)(3)(A)**\***, revised **to be effective March 14, 2021** [**46** TexReg **1466**] | Revised |
| 2022.2.1 | 05 | Completion Of IEP And Demonstrated Mastery Of Specific Employability And Self-Help Skills That Do Not Require Public School ServicesTAC §89.1070(f)(3)(B), revised **January 1, 2015** [**39** TexReg **10446**]. | Completion Of IEP And Demonstrated Mastery Of Specific Employability And Self-Help Skills That Do Not Require Public School ServicesTAC §89.1070(f)(3)(B)**\***, revised **to be effective March 14, 2021** [**46** TexReg **1466**] | Revised |
| 2022.2.1 | 06 | Completion Of IEP And Access To Services, Employment, Or Education Outside Of Public EducationTAC §89.1070(f)(3)(C), revised **January 1, 2015** [**39** TexReg **10446**]. | Completion Of IEP And Access To Services, Employment, Or Education Outside Of Public EducationTAC §89.1070(f)(3)(C)**\***, revised **to be effective March 14, 2021** [**46** TexReg **1466**] | Revised |
| 2022.2.1 | 07 | Completion Of IEP And Reached Age 22TAC §89.1070(f)**(4)**, revised **January 1, 2015** [**39** TexReg **10446**]. | Completion Of IEP And Reached Age 22TAC §89.1070(f)**(3)(D)\***, revised **to be effective March 14, 2021** [**46** TexReg **1466**] | Revised |
| 2022.2.1 | 18 | Completion Of Minimum Curriculum And Credit Requirements For Graduation Applicable To Students In General Education And Participated In The Exit-Level Assessment Instrument Identified In The IEP – Minimum High School ProgramTAC §89.1070(f)(2), (for students who entered grade 9 in **in** 2001-2002 through 2013-2014) effective January 1, 2015 [39 TexReg 10446]. | Completion Of Minimum Curriculum And Credit Requirements For Graduation Applicable To Students In General Education And Participated In The Exit-Level Assessment Instrument Identified In The IEP – Minimum High School Program**TAC §89.1070(b)(2)\* [27 TexReg 3103] (for students who entered grade 9 in 2001-2002 through 2006-2007)**TAC §89.1070(f)(2)**\***, **revised to be effective March 14, 2021 [46 TexReg 1466]** (for students who entered grade 9 in **2007-2008** through 2013-2014) effective January 1, 2015 [39 TexReg 10446] | Revised |
| 2022.2.1 | 19 | Completion Of Minimum Curriculum And Credit Requirements For Graduation Applicable To Students In General Education And Participated In The Exit-Level Assessment Instrument Identified In The IEP – Recommended High School ProgramTAC §89.1070(b)(1),revised August 1, 2002. [27 Tex. Reg. 3103](for students who entered grade 9 in 2001-2002 through 2006-2007)) | Completion Of Minimum Curriculum And Credit Requirements For Graduation Applicable To Students In General Education And Participated In The Exit-Level Assessment Instrument Identified In The IEP – Recommended High School ProgramTAC §89.1070(b)**(2)\***, revised August 1, 2002. [27 TexReg 3103](for students who entered grade 9 in 2001-2002 through 2006-2007 **only**)) | Revised |
| 2022.2.1 | 20 | Completion Of Minimum Curriculum And Credit Requirements For Graduation Applicable To Students In General Education And Participated In The Exit-Level Assessment Instrument Identified In The IEP – Distinguished Achievement ProgramTAC §89.1070(b)(1),revised August 1, 2002. [27 Tex. Reg. 3103](for students who entered grade 9 in 2001-2002 through 2006-2007)) | Completion Of Minimum Curriculum And Credit Requirements For Graduation Applicable To Students In General Education And Participated In The Exit-Level Assessment Instrument Identified In The IEP – Distinguished Achievement ProgramTAC §89.1070(b)**(2)\***,revised August 1, 2002. [27 TexReg 3103](for students who entered grade 9 in 2001-2002 through 2006-2007 **only**)) | Revised |
| 2022.2.1 | n/a | The following codes will apply only to students entering grade 9 in 2001-2002, 2002-2003, and 2003-2004. These students will graduate under TAC Chapter 74 | The following codes will apply only to students entering grade 9 in 2001-2002, 2002-2003, and 2003-2004. These students will graduate under TAC Chapter 74**, Subchapter D**. | Revised |
| 2022.2.1 | 21 | Minimum High School ProgramTAC Chapter 74.42, revised June 2000; for students who entered grade 9 in 2001-2002, 2002-2003, and 2003-2004 (including TAC §89.1070(b)(2) for students receiving special education services, revised August 1, 2002 [**26** Tex. Reg. **1837**]) | Minimum High School ProgramTAC Chapter 74.42, revised June 2000; for students who entered grade 9 in 2001-2002, 2002-2003, and 2003-2004 (including TAC §89.1070(b)(2)**\*** for students receiving special education services, revised August 1, 2002 [**27** TexReg **3103**]) | Revised |
| 2022.2.1 | 22 | Recommended High School ProgramTAC Chapter 74.43, revised June 2000; for students who entered grade 9 in 2001-2002, 2002-2003, and 2003-2004 (including TAC §89.1070(b)(1) for students receiving special education services, revised August 1, 2002 [**26** Tex. Reg. **1837**]) | Recommended High School ProgramTAC Chapter 74.43, revised June 2000; for students who entered grade 9 in 2001-2002, 2002-2003, and 2003-2004 (including TAC §89.1070(b)(1)**\*** for students receiving special education services, revised August 1, 2002 [**27** TexReg **3103**]) | Revised |
| 2022.2.1 | 23 | Distinguished Achievement ProgramTAC Chapter 74.44, revised June 2000; for students who entered grade 9 in 2001-2002, 2002-2003, and 2003-2004 (including TAC §89.1070(b) (1) for students receiving special education services, revised August 1, 2002 [**26** Tex. Reg. **1837**]) | Distinguished Achievement ProgramTAC Chapter 74.44, revised June 2000; for students who entered grade 9 in 2001-2002, 2002-2003, and 2003-2004 (including TAC §89.1070(b) (1)**\*** for students receiving special education services, revised August 1, 2002 [**27** TexReg **3103**]) | Revised |
| 2022.2.1 | n/a | The following codes will apply only to students entering grade 9 in 2004-2005, 2005-2006, 2006-2007. These students will graduate under TAC Chapter 74 | The following codes will apply only to students entering grade 9 in 2004-2005, 2005-2006, 2006-2007. These students will graduate under TAC Chapter 74**, Subchapter E**. | Revised |
| 2022.2.1 | 24 | Minimum High School Program TAC Chapter 74.52, revised November 2003; for students who entered grade 9 in 2004-2005 and thereafter (including TAC §89.1070(b)(2) for students receiving special education services, revised August 1, 2002) | Minimum High School Program TAC Chapter 74.52, revised November 2003; for students who entered grade 9 in 2004-2005 and thereafter (including TAC §89.1070(b)(2)**\*** for students receiving special education services, revised August 1, 2002 **[27 TexReg 3103]**) | Revised |
| 2022.2.1 | 25 | Recommended High School Program TAC Chapter 74.53, revised November 2003; for students who entered grade 9 in 2004-2005 and thereafter (including TAC §89.1070(b) (1) for students receiving special education services, revised August 1, 2002) | Recommended High School Program TAC Chapter 74.53, revised November 2003; for students who entered grade 9 in 2004-2005 and thereafter (including TAC §89.1070(b)(1)**\*** for students receiving special education services, revised August 1, 2002 **[27 TexReg 3103]**) | Revised |
| 2022.2.1 | 26 | Distinguished Achievement Program TAC Chapter 74.54, revised November 2003; for students who entered grade 9 in 2004-2005 and thereafter (including TAC §89.1070(b) (1) for students receiving special education services, revised August 1, 2002) | Distinguished Achievement Program TAC Chapter 74.54, revised November 2003; for students who entered grade 9 in 2004-2005 and thereafter (including TAC §89.1070(b)(1)**\*** for students receiving special education services, revised August 1, 2002 **[27 TexReg 3103]**) | Revised |
| 2022.2.1 | n/a | The following codes will apply only to students entering grade 9 in 2007-2008 , 2008-2009, 2009-2010, 2010-2011, and 2011-2012. These students will graduate under TAC Chapter 74 | The following codes will apply only to students entering grade 9 in 2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012. These students will graduate under TAC Chapter 74**, Subchapter F.** | Revised |
| 2022.2.1 | 27 | Minimum High School Program TAC Chapter 74.62, revised September 1, 2005; including TAC §89.1070**(b)(2)** for students receiving special education services, revised **August 1, 2002**. (for students who entered grade 9 in 2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012.) | Minimum High School Program TAC Chapter 74.62, revised September 1, 2005; including TAC §89.1070**(f)(3)** for students receiving special education services, revised **to be effective March 14, 2021 [46 TexReg 1466]**(for students who entered grade 9 in 2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012.) | Revised |
| 2022.2.1 | 28 | Recommended High School Program TAC Chapter 74.63, revised September 1, 2005; including TAC §89.1070**(b)** (1) for students receiving special education services, revised **August 1, 2002**. (for students who entered grade 9 in 2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012.) | Recommended High School Program TAC Chapter 74.63, revised September 1, 2005; including TAC §89.1070**(f)**(1) for students receiving special education services, revised **to be effective March 14, 2021 [46 TexReg 1466]**(for students who entered grade 9 in 2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012.) | Revised |
| 2022.2.1 | 29 | Distinguished Achievement Program TAC Chapter 74.64, revised September 1, 2005; including TAC §89.1070**(b)** (1) for students receiving special education services, revised **August 1, 2002**. (for students who entered grade 9 in 2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012.) | Distinguished Achievement Program TAC Chapter 74.64, revised September 1, 2005; including TAC §89.1070**(f)**(1) for students receiving special education services, revised **to be effective March 14, 2021 [46 TexReg 1466]**(for students who entered grade 9 in 2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012.) | Revised |
| 2022.2.1 | n/a | The following codes will apply only to students entering grade 9 in 2012-2013 and 2013-2014. These students will graduate under TAC Chapter 74. | The following codes will apply only to students entering grade 9 in 2012-2013 and 2013-2014. These students will graduate under TAC Chapter 74**, Subchapter G**. | Revised |
| 2022.2.1 | 30 | Minimum High School ProgramTAC Chapter 74.72, revised May 30, 2012; including TAC §89.1070**(b)(2)** for students receiving special education services, revised **August 1, 2002**.(for students who entered grade 9 in 2012-2013 and 2013-2014) | Minimum High School ProgramTAC Chapter 74.72, revised May 30, 2012; including TAC §89.1070**(f)(3)** for students receiving special education services, revised **to be effective March 14, 2021 [46 TexReg 1466]**(for students who entered grade 9 in 2012-2013 and 2013-2014) | Revised |
| 2022.2.1 | 31 | Recommended High School ProgramAC Chapter 74.73, revised May 30, 2012; including TAC §89.1070**(b)** (1) for students receiving special education services, revised **August 1, 2002**.(for students who entered grade 9 in 2012-2013 and 2013-2014) | Recommended High School ProgramAC Chapter 74.73, revised May 30, 2012; including TAC §89.1070**(f)**(1) for students receiving special education services, revised **to be effective March 14, 2021 [46 TexReg 1466]**(for students who entered grade 9 in 2012-2013 and 2013-2014) | Revised |
| 2022.2.1 | 32 | Distinguished Achievement ProgramTAC Chapter 74.74, revised May 30, 2012; including TAC §89.1070**(b)** (1) for students receiving special education services, revised **August 1, 2002**.(for students who entered grade 9 in 2012-2013 and 2013-2014) | Distinguished Achievement ProgramTAC Chapter 74.74, revised May 30, 2012; including TAC §89.1070**(f)**(1) for students receiving special education services, revised **to be effective March 14, 2021 [46 TexReg 1466]**(for students who entered grade 9 in 2012-2013 and 2013-2014) | Revised |
| 2022.2.1 | 34 | Foundation High School ProgramTAC Chapter 74.1021, revised December 16, 2013. [38 TexReg 9021]. TAC 74.12, revised July 8, 2014. [39 TexReg 5149]; revised January 1, 2015 [39 TexReg 10446].(For students who entered grade 9 in 2014-2015 and thereafter or entered grade 9 prior to the 2014-2015 school year and opted to graduate under the Foundation High School Program). The student completed curriculum requirements for graduation under the Foundation High School Program, including satisfactory performance as established in TEC, Chapter 39, on the required state assessments.) | Foundation High School ProgramTAC Chapter 74.1021, revised December 16, 2013. [38 TexReg 9021]. TAC 74.12, revised July 8, 2014. [39 TexReg 5149]; revised January 1, 2015 [39 TexReg 10446]**, including TAC §89.1070(b)(1)**.(For students who entered grade 9 in 2014-2015 and thereafter or entered grade 9 prior to the 2014-2015 school year and opted to graduate under the Foundation High School Program). The student completed curriculum requirements for graduation under the Foundation High School Program, including satisfactory performance as established in TEC, Chapter 39, on the required state assessments.) | Revised |
| 2022.2.1 | 35 | Completion of Minimum Curriculum And Credit Requirements for Graduation Applicable To Students In General Education And Participated In The **Exit-Level** Assessment Instrument Identified in The IEP-Foundation High School Program TAC 89.1070(b)**(1)**, revised **January 1, 2015**. [**39** TexReg **10446**] | Completion of Minimum Curriculum And Credit Requirements for Graduation Applicable To Students In General Education And Participated In The **End-Of-Course** Assessment Instrument Identified In The IEP-Foundation High School Program TAC §89.1070(b)**(2)**, revised **effective March 14, 2021**. [**46** TexReg **1466**] | Revised |
| 2022.2.1 | 54 | Completion Of IEP And Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without **Public School Services** TAC §89.1070(b)(3)(A), effective **January 1, 2015** [**39** TexReg **10446**] | Completion Of IEP And Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without **Direct And Ongoing Educational Support Of The Local School District**TAC §89.1070(b)(3)(A), **revised** effective **March 14, 2021** [**46** TexReg **1466**] | Revised |
| 2022.2.1 | 55 | Completion Of IEP And Demonstrated Mastery Of Specific Employability And Self-Help Skills **That Do Not Require Public School Services**TAC §89.1070(b)(3)(B), effective **January 1, 2015** [**39** TexReg **10446**] | Completion Of IEP And Demonstrated Mastery Of Specific Employability And Self-Help Skills **Without Direct And Ongoing Educational Support Of The Local School District**TAC §89.1070(b)(3)(B), **revised** effective **March 14, 2021** [**46** TexReg **1466**] | Revised |
| 2022.2.1 | 56 | Completion Of IEP And Access To Services, Employment, Or Education Outside Of Public EducationTAC §89.1070(b)(3)(C), effective **January 1, 2015** [**39** TexReg **10446**] | Completion Of IEP And Access To Services, Employment, Or Education Outside Of Public EducationTAC §89.1070(b)(3)(C), **revised** effective **March 14, 2021** [**46** TexReg **1466**] | Revised |
| 2022.2.1 | 57 | Completion Of IEP And **Reached Age 22**.Foundation: TAC §89.1070(b)(3)(D), effective **January 1, 2015** [**39** TexReg **10446**] | Completion Of IEP And **No Longer Meets Age Eligibility Requirements** Foundation: TAC §89.1070(b)(3)(D), **revised** effective **March 14, 2021** [**46** TexReg **1466**] | Revised |

| **C064 – SGL-PARENT-SGL-PREG-WOMAN-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E0829 | SGL-PARENT-SGL-PREG-WOMAN-CODE | TX-SingleParentSinglePregnantWomanCode | StudentCTEProgramAssociationExtension | SUMR(3) | PEIMS | Summer |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.2.0 |  | Code Table Name: SGL-PARENT-PREG-**TEEN**-CODE | Code Table Name: SGL-PARENT-**SGL**-PREG-**WOMAN**-CODE  | Revised |
| 2022.2.0 |  | XML Name: TX-SingleParentPreg**Teen**CodeType  | XML Name: TX-SingleParentSinglePreg**Woman**CodeType | Revised |
| 2022.2.0 | 7 | Pregnant **Teen** | Pregnant **Woman** | Revised |

| **C093 – PARENTAL-PERMISSION-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E0896 | PARENTAL-PERMISSION-CODE | TX-ParentalPermission | StudentExtension | FALL(1) | PEIMS | Fall |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.2.1 | 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) | Parent or guardian has denied placement of an **Emergent Bilingual (EB)**/English learner (EL) student in any and all special language programs (Bilingual program, ESL program) | Revised |
| 2022.2.1 | H | Parent or guardian has requested placement of a **non-LEP/English proficient (EP)** student in the ESL program | Parent or guardian has requested placement of a **non-Emergent Bilingual (non-EB)/non-English learner (non-EL)** student in the ESL program | Revised |
| 2022.2.1 | 3 | Parent or guardian has requested placement of a **non-LEP/English proficient (EP)** student in the Bilingual program. | Parent or guardian has requested placement of a **non-Emergent Bilingual (non-EB)/non-English learner (non-EL)** student in the Bilingual program. | Revised |
| 2022.2.1 | G | Parent or guardian has approved the placement of a reclassified **non-LEP/English proficient (EP)** student in a Bilingual or ESL program | Parent or guardian has approved the placement of a reclassified **non-Emergent Bilingual (non-EB)/non-English learner (non-EL)** student in a Bilingual or ESL program | Revised |
| 2022.2.1 | 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 | Parent or guardian has denied placement of a **Emergent Bilingual (EB)**/English learner (EL) student in the required Bilingual program, but has approved placement of an **Emergent Bilingual (EB)**/English learner (EL) student in the ESL program | Revised |
| 2022.2.1 | D | Parent or guardian has approved placement of a **LEP**/English learner (EL) student in the Bilingual program | Parent or guardian has approved placement of an **Emergent Bilingual (EB)**/English learner (EL) student in the Bilingual program | Revised |
| 2022.2.1 | 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 | Parent or guardian has approved placement of an **Emergent Bilingual (EB)**/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 |
| 2022.2.1 | 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 | Parent or guardian has approved the placement of an **Emergent Bilingual (EB)**/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 |
| 2022.2.1 | K | Parent or guardian has approved placement of a **LEP**/English learner (EL) student in the ESL program | Parent or guardian has approved placement of an **Emergent Bilingual (EB)**/English learner (EL) student in the ESL program | Revised |

| **C142 – CAREER-AND-TECHNICAL-ED-IND-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| n/a | n/a |  |  | SUMR(3) | PEIMS | Summer |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.1.0 | 5 | CTE Program Participant: A student completing **at least** one course **but not two or more high school CTE courses** for two **or more** credits defined by 19 TAC Chapter 126 (C), 127 (B) or 130 (the student does not have to pass or receive credit) | CTE Program Participant: A student completing one **or more** course**s** for **less than** two credits defined by 19 TAC Chapter 126 (C), 127 (B) or 130 (the student does not have to pass or receive credit) | Revised |
| 2022.2.0 | E | CTE Program ExplorerA student completing two or more high school CTE courses for two or more credits defined by 19 TAC Chapter 126 (C), 127 (B) or 130 and not a participant, concentrator or completer (the student does not have to pass or receive credit). | CTE Program ExplorerA student completing two or more high school CTE courses for **a total of** two or more credits defined by 19 TAC Chapter 126 (C), 127 (B) or 130 and not a participant, concentrator or completer (the student does not have to pass or receive credit). | Revised |
| 2022.2.0 | 6 | CTE Program ConcentratorA student completing and passing two or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for at least two credits within the same program of study and not a completer. | CTE Program ConcentratorA student completing and passing two or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for **a total of** at least two credits within the same program of study and not a completer. | Revised |
| 2022.2.0 | 7 | CTE Program Completer A student completing and passing three or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for four or more credits within a program of study, including one level three or level four course from within the same program of study. | CTE Program Completer A student completing and passing three or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for **a total of** four or more credits within a program of study, including one level three or level four course from within the same program of study. | Revised |
| 2022.2.1 | 5 | CTE Program Participant: A student completing **one or more courses** for less than two credits defined by 19 TAC Chapter 126 (C), 127 (B) or 130 (the student does not have to pass or receive credit) | CTE Program Participant: A student completing **either only one CTE course for any number of credits or more than one course** for less than two credits **where a CTE course is** defined by 19 TAC Chapter 126 (C), 127 (B) or 130 (the student does not have to pass or receive credit) | Revised |

| **C145 – FUND-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E0316 | FUND-CODE | TX-FundCode | PayrollExtensionActualExtension | FALL(1)MDYR(2) | PEIMS | FallMid-Year |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.2.0 | 281 |  | Elementary and Secondary School Emergency Relief Fund II (ESSER II) of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act | Added |
| 2022.2.0 | 282 |  | ESSER III of the American Rescue Plan Act of 2021 | Added |
| 2022.2.1 | 283 |  | Supplemental ESSER (ESSER-SUPP) | Added |
| 2022.2.2 | 279 |  | Texas COVID Learning Acceleration Supports (TCLAS) - State ESSER III Funds | Added |
| 2022.2.2 | 280 |  | American Rescue Plan (ARP) Act - Homeless II - Education for Homeless Children and Youth Program | Added |
| 2022.2.2 | 284 |  | IDEA-Part B, Formula - American Rescue Plan (ARP) Act | Added |
| 2022.2.2 | 285 |  | IDEA-Part B, Preschool - American Rescue Plan (ARP) Act | Added |
| 2022.2.2 | 364 | Shared Services Arrangements – IDEA – Part B, Formula – **ARRA (Stimulus)** | Shared Services Arrangements - IDEA-Part B, Formula - **American Rescue Plan (ARP) Act** | Revised |
| 2022.2.2 | 365 | Shared Services Arrangements – IDEA – Part B, Preschool – **ARRA (Stimulus)** | Shared Services Arrangements - IDEA-Part B, Preschool - **American Rescue Plan (ARP) Act** | Revised |
| 2022.2.2 | 367 | Shared Services Arrangements – **ESEA Title X, Part C** – Education For **The** Homeless Children And Youth – **ARRA (Stimulus)** | Shared Services Arrangements - **American Rescue Plan (ARP) Act - Homeless II** - Education for Homeless Children and Youth **Program** | Revised |

| **C147 – PROGRAM-INTENT-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E0320 | PROGRAM-INTENT-CODE | TX-ProgramIntentCode | ActualExtension | MDYR(2) | PEIMS | Mid-Year |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.0.0 | 43 | Dyslexia – Special EducationActual Eligible:  | Dyslexia – Special EducationActual Eligible: **Y** | Revised |

| **C161 – STUDENT-ATTRIBUTION-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E1000 | STUDENT-ATTRIBUTION-CODE | TX-Attribution | StudentSchoolAssociationExtension | FALL(1)SUMR(3)EXYR(4) | PEIMS | FallSummerExt Year |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.0.0 | 31 | Open Enrollment Charter School: Outside Attendance/Geographic Boundaries |  | Deleted |
| 2022.2.1 | 32 |  | Student-Initiated Transfer Due To Remote Learning | Added |

| **C162 and C162-A – LEAVER-REASON-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E1001 | LEAVER-REASON-CODE | TX-LeaverReasonCode | SchoolLeaverExtension | FALL(1) | PEIMS | Fall |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.1.0 | 16 | Return To Home Country | Return To Home Country **Or Emigrate To Another Country** | Revised |
| 2022.2.0 | 01 | Graduated From A Campus In This District Or Charter | Graduated From A Campus In This District Or Charter **School** | Revised |

| **C165 – DISCIPLINARY-ACTION-REASON-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E1006 | DISCIPLINARY-ACTION-REASON-CODE | TX-DisciplinaryActionReason | StudentDisciplineIncidentAssociationExtension | SUMR(3) | PEIMS | Summer |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.2.1 | 57 | Continuous Sexual Abuse Of Young Child Or **Children** Under **Penal Code** §21.02 **Occurring on school property or while attending a school-sponsored or school-related activity on or off school property** – TEC §37.007(a) (2) (I) | Continuous Sexual Abuse Of Young Child Or **Disabled Individual** Under §21.02 **Penal Code** – TEC §37.007(a) (2) (I) | Revised |

| **C175 – BILINGUAL-PROGRAM-TYPE-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E1042 | BILINGUAL-PROGRAM-TYPE-CODE | TX-Bilingual | StudentProgramExtension | FALL(1) | PEIMS | Fall |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.2.1 | 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. | Transitional Bilingual/Early Exit: A bilingual program model in which students identified as **Emergent Bilingual (EB)**/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 |
| 2022.2.1 | 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. | Transitional Bilingual/Late Exit: A bilingual program model in which students identified as **Emergent Bilingual (EB)**/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. | Revised |
| 2022.2.1 | 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. | Dual Language Immersion/Two-Way: A bilingual/biliteracy program model in which students identified as **Emergent Bilingual (EB)**/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. | Revised |
| 2022.2.1 | 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. | Dual Language Immersion/One-Way: A bilingual/biliteracy program model in which students identified as **Emergent Bilingual (EB)**/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. | Revised |

| **C176 – ESL-PROGRAM-TYPE-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E1043 | ESL-PROGRAM-TYPE-CODE | TX-ESL | StudentProgramExtension | FALL(1) | PEIMS | Fall |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.2.1 | 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. | English As a Second Language/Content-Based: An English acquisition program that serves students identified as **Emergent Bilingual (EB)**/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. **Non-Emergent Bilingual (non-EB)/non-English learner (non-EL)** students may also participate in this program with parental permission, but they are not eligible for generating Bilingual Education Allotment (BEA) funds. | Revised |
| 2022.2.1 | 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. | English As A Second Language/Pull-Out: An English acquisition program that serves students identified as **Emergent Bilingual (EB)**/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. **Non-Emergent Bilingual (non-EB)/non-English learner (non-EL)** students may also participate in this program with parental permission, but they are not eligible for generating Bilingual Education Allotment (BEA) funds. | Revised |

| **C178 – CRISIS-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E1054 | CRISIS-CODE | TX-CrisisIndicator | StudentExtension | FALL(1)SUMR(3)EXYR(4) | PEIMS | FallSummerExt Year |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.0.0 | 8A | COVID19: On September 28, 2020 student is being instructed on-campus |  | Deleted |
| 2022.0.0 | 8B | COVID19: On September 28, 2020 student is being instructed through the remote synchronous method. |  | Deleted |
| 2022.0.0 | 8C | COVID19: On September 28, 2020 student is being instructed through the remote asynchronous method. |  | Deleted |
| 2022.0.0 | 9A | COVID19: On October 30, 2020 student is being instructed on-campus. |  | Deleted |
| 2022.0.0 | 9B | COVID19: On October 30, 2020 student is being instructed through the remote synchronous method. |  | Deleted |
| 2022.0.0 | 9C | COVID19: On October 30, 2020 student is being instructed through the remote asynchronous method. |  | Deleted |
| 2022.2.3 | 10 | Reserved For Future Health Or Weather Related Crisis |  | Deleted |
| 2022.2.3 | 10A |   | Student Was Enrolled, Not In Membership Due To Virtual Learning On January 14, 2022 | Added |
| 2022.2.3 | 10B |  | Student Was Enrolled, Not In Membership Due To Virtual Learning On May 13, 2022 | Added |

| **C196 – FOSTER-CARE-TYPE-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E1528 | FOSTER-CARE-INDICATOR-CODE | TX-FosterCareIndicator | StudentExtension | FALL(1)SUMR(3)EXYR(4) | PEIMS | FallSummerExt Year |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.2.1 | 3 |  | Pre-kindergarten student is or ever has been in foster care in another state or territory, if the child resides in this state (Texas). TEC, §29.153(b) | Added |

| **C206 – PK-CURRICULA-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E1579 | PK-CURRICULA | TX-PKCurricula | SectionExtension | TSDS | ECDS | ECDS PK |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.2.2 | 01 | The Texas DLM Early Childhood Express |  | Deleted |
| 2022.2.2 | 02 | Opening the World of Learning: Texas Comprehensive Pre-K |  | Deleted |
| 2022.2.2 | 03 | Scholastic Big Day for PreK Texas Program |  | Deleted |
| 2022.2.2 | 04 | HighScope Preschool Curriculum and Assessment |  | Deleted |
| 2022.2.2 | 05 | Frog Street Pre-K Texas System |  | Deleted |
| 2022.2.2 | 06 | Teaching Strategies System for Pre-K, Texas edition |  | Deleted |
| 2022.2.2 | 07 |  | Benchmark Education: Ready to Advance Early Learning Program Texas | Added |
| 2022.2.2 | 08 |  | Benchmark Education: Listos y Adelante Early Learning Texas | Added |
| 2022.2.2 | 09 |  | CLI: CIRCLE Pre-K Curriculum | Added |
| 2022.2.2 | 10 |  | CLI: CIRCLE Pre-K Curriculum: Spanish Edition | Added |
| 2022.2.2 | 11 |  | Children's Literacy Initiative Blueprint for Early Learning | Added |
| 2022.2.2 | 12 |  | EDUSPARK Pre-K System | Added |
| 2022.2.2 | 13 |  | Sistema EDUSPARK Pre-K | Added |
| 2022.2.2 | 14 |  | Frog Street: Pre-K 2020 English | Added |
| 2022.2.2 | 15 |  | Frog Street: Pre-K 2020 Spanish | Added |
| 2022.2.2 | 16 |  | The HighScope Curriculum | Added |
| 2022.2.2 | 17 |  | Kaplan Early Learning Company: Connect4Learning: The Pre-K Curriculum | Added |
| 2022.2.2 | 18 |  | Kaplan Early Learning Company: Connect4Learning: The Pre-K Curriculum (Spanish) | Added |
| 2022.2.2 | 19 |  | Learning Without Tears: Get Set for School Complete Pre-K Program | Added |
| 2022.2.2 | 20 |  | Learning Without Tears: Programa Completo de Prekínder Get Set for School | Added |
| 2022.2.2 | 21 |  | Quaver Pre-K Curriculum | Added |
| 2022.2.2 | 22 |  | The Early Childhood Company: InvestiGator Club | Added |
| 2022.2.2 | 23 |  | The Early Childhood Company: InvestiGator Club Spanish | Added |
| 2022.2.2 | 24 |  | Savvas Learning Company: Three Cheers for Pre-K Essentials Package - Texas Edition | Added |
| 2022.2.2 | 25 |  | Savvas Learning Company: Uno, dos, tres Prekinder! Essentials Package - Texas Edition | Added |
| 2022.2.2 | 26 |  | Scholastic Inc.: PreK On My Way | Added |
| 2022.2.2 | 27 |  | Scholastic Inc.: PreK On My Way en Espanol | Added |
| 2022.2.2 | 28 |  | Teaching Strategies LLC: The Creative Curriculum® for Texas | Added |
| 2022.2.2 | 29 |  | Teaching Strategies LLC: El Currículo Creativo para Texas | Added |
| 2022.2.2 | 30 |  | TPS Publishing Inc.: STEAM Themes: A clear and concise STEAM program for Prekindergarten Teaching - Print | Added |
| 2022.2.2 | 31 |  | TPS Publishing Inc.: STEAM Themes: A clear and concise STEAM program for Prekindergarten Teaching - Print with Online | Added |
| 2022.2.2 | 32 |  | TPS Publishing Inc.: STEAM Themes: A clear and concise STEAM program for Prekindergarten Teaching - Online | Added |
| 2022.2.2 | 33 |  | TPS Publishing Inc.: Live and Learn: A Prekindergarten Program - Print | Added |
| 2022.2.2 | 34 |  | TPS Publishing Inc.: Live and Learn: A Prekindergarten Program - Print With Online | Added |
| 2022.2.2 | 35 |  | TPS Publishing Inc.: Live and Learn: A Prekindergarten Program - Only Online | Added |

| **C208 – SCHOOL-DAY-EVENT-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E1582 | SCHOOL-DAY-EVENT-CODE | TX-SchoolDayCode | CalendarDateExtension | SUMR(3)EXYR(4) | PEIMS | SummerExt Year |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.1.0 | 03 | COVID-19: Restricted Access to On-Campus Instruction – TEA Approved Reason |  | Deleted |
| 2022.1.0 | 04 | COVID-19: Restricted Access to On-Campus Instruction – Reason Other than TEA Approved Reason |  | Deleted |

| **C212 – NSLP-TYPE-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E1591 | NSLP-TYPE-CODE | TX-NSLPTypeCode | SchoolExtension | FALL(1) | PEIMS | Fall |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.2.1 | 01 | Yes, participating in NSLP without using any Provision or the Community Eligibility Provision | Yes, participating in NSLP without using any Provision or the Community Eligibility Provision **(including the Seamless Summer Option (SSO))** | Revised |
| 2022.2.1 | 02 | Yes, participating in NSLP under Provision 2 | Yes, participating in NSLP under Provision 2 **(including the Seamless Summer Option (SSO))** | Revised |
| 2022.2.1 | 03 | Yes, participating in NSLP under the Community Eligibility Provision | Yes, participating in NSLP under the Community Eligibility Provision **(including the Seamless Summer Option (SSO))** | Revised |

| **C214 – INDUSTRY-CERTIFICATION-LICENSURE-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E1640 | POST-SECONDARY-CERTIFICATION-LICENSURE-CODE | TX-PostSecondaryCertificationLicensure | StudentExtension | FALL(1)SUMER(3) | PEIMS | FallSummer |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.2.0 | 832 | Google Cloud Certified Professional- G Suite |  | Deleted |

| **C218 – ELO-TYPE-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E1614 | ELO-TYPE-CODE | TX-ELOType | SchoolExtension | SUMR(3)EXYR(4) | PEIMS | SummerExt Year |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.1.0 | 03 | Voluntary Expanded Learning Opportunity – Before School and After School (submission 3 Only) |  | Deleted |
| 2022.1.0 | 04 | Voluntary Expanded Learning - Summer (Submission 4 Only) | Voluntary Expanded Learning **Opportunity** - Summer (Submission 4 Only) | Revised |
| 2022.1.0 | 05 |  | Voluntary Expanded Learning Opportunity - Before School (Submission 3 Only) | Added |
| 2022.1.0 | 06 |  | Voluntary Expanded Learning Opportunity - After School (Submission 3 Only) | Added |

| **C226 – VENDOR-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E1655 | IBC-VENDOR-CODE | TX-IBCVendorCode | StudentExtension | FALL(1)SUMER(3) | PEIMS | FallSummer |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.2.0 | 460 | ProctorU |  | Deleted |

| **C229 – ELO-ACTIVITY-CODE \*NEW\*** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E1719 | ELO-ACTIVITY-CODE | TX-ELOActivityCode | SchoolExtension | SUMR(3)EXYR(4) | PEIMS | SummerExt Year |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.1.0 | 01 |  | Rigorous CourseworkRigorous coursework is defined as a TEKS-aligned and credit-earning course, including dual credit and credit recovery activities. | New |
| 2022.1.0 | 02 |  | MentoringMentoring is defined as scheduled interaction between a trained adult and a specific student in which the adult provides support and life skills to help the student’s personal and academic development. | New |
| 2022.1.0 | 03 |  | TutoringTutoring is defined as one-on-one or small group, led by a certified teacher that provides content instruction or homework help. Tutoring does not include academic skill building activities. | New |
| 2022.1.0 | 04 |  | Physical ActivityPhysical activity is defined as activities designed to provide students with supplemental non-UIL opportunities for individual or group exercise, or related knowledge and skills that encourage regular physical activity. | New |
| 2022.1.0 | 05 |  | Academic SupportAcademic support is defined as supplemental support related to student academic skill development and may include compensatory education, test-taking skills, and related academic skill-building. Tutoring and homework help are not considered academic support. | New |
| 2022.1.0 | 06 |  | Educational EnrichmentEducational Enrichment includes activities that engage students in actively exploring academic content and activities introduced during the regular school day. It consists of activities that are intentionally designed to align with but not replicate the instruction in a core course to increase the academic success of students in any subject, including fine arts, civic engagement, science, technology, engineering, and mathematics. | New |

| **DC079 – EMERGENT-BILINGUAL-TYPE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E1390 | EMERGENT-BILINGUAL | LimitedEnglishProficiency | StudentExtension | TSDS | ECDSSp Ed Lang Acq | ECDS-KGECDS-PKSp Ed Lang Acq |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.2.1 |  | Code Table Name: **LIMITED-ENGLISH-PROFICIENCY** | Code Table Name: **EMERGENT-BILINGUAL-TYPE** | Revised |
| 2022.2.1 | 01 | **NotLimited** | **Non-Emergent Bilingual** | Revised |
| 2022.2.1 | 02 | **Limited** | **Emergent Bilingual** | Revised |
| 2022.2.1 | 03 | **Limited** Monitored 1 | **Emergent Bilingual** Monitored 1 | Revised |
| 2022.2.1 | 04 | **Limited** Monitored 3 | **Emergent Bilingual** Monitored 2 | Revised |

| **DC156 – LANGUAGE-ACQUISITION-SERVICES-PROVIDED-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E1662 | [LANG-ACQ-SERVICES-PROVIDED](http://tea4avjones/TWEDS/89/0/0/0/DataComponents/DataElements/List/15155) | TX-LangAcqServicesProvided | StudentSpecialEdProgramAssociationExtension | TSDS | Sp Ed Lang Acq | Sp Ed Lang Acq |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.1.0 | 03 | Consultative |  | Deleted |
| 2022.1.0 | 02 | Indirect | Indirect/**Consultative** | Revised |

| **DC157 – FREQUENCY-OF-SERVICES-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E1663 | FREQUENCY-OF-SERVICES | TX-FrequencyOfServices | StudentSpecialEdProgramAssociationExtension | TSDS | Sp Ed Lang Acq | Sp Ed Lang Acq |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.1.0 | 00 | None |  | Deleted |

| **DC158 – HOURS-SPENT-SERVICES-CODE** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E1664 | HOURS-SPENT-RECEIVING-SERVICES | TX-HoursSpentReceivingServices | StudentSpecialEdProgramAssociationExtension | TSDS | Sp Ed Lang Acq | Sp Ed Lang Acq |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.1.0 | 00 | 0 Hours |  | Deleted |

| **DC164 – EVALUATION-DELAY-REASON-CODE \*NEW\*** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E1718 | EVALUATION-DELAY-REASON | TX-EvaluationDelayReason | StudentchildFindAssociationExtension | TSDS | Child Find | Child Find |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.1.0 | 01 |  | LEA Delay Due to Lack of Available Assessment Personnel | New |
| 2022.1.0 | 02 |  | LEA Delay Due to Scheduling | New |
| 2022.1.0 | 03 |  | LEA Delay Due to Late Report from Contracted Personnel | New |
| 2022.1.0 | 04 |  | Parent Delay (No Detailed Records Maintained by LEA Regarding a Parent of a Child who Repeatedly Fails or Refuses to Produce the Child for the Evaluation) | New |
| 2022.1.0 | 05 |  | Parent Delay (Detailed Records Maintained by LEA Regarding a Parent of a Child who Repeatedly Fails or Refuses to Produce the Child for the Evaluation) | New |
| 2022.1.0 | 06 |  | LEA Agreement with Parent to Timeframe (No Detailed Records Maintained by LEA) | New |
| 2022.1.0 | 07 |  | LEA Agreement with Parent to Timeframe (Detailed Records Maintained by LEA) | New |
| 2022.1.0 | 08 |  | Part C (ECI) Did Not Notify/Refer Child to Part B at Least 90 Days Prior to the Child’s Third Birthday | New |
| 2022.1.0 | 09 |  | Other | New |
| 2022.1.0 | n/a |  | Note: Code 06 and 07 are used when a student transfers/enrolls into another LEA after timeframe began (34 CFR § 300.301(e)) | New |

| **DC165 – TEACHER-INCENTIVE-ALLOTMENT-DESIGNATION-CODE \*NEW\*** |
| --- |
| **Data Element Id** | **Data Element Name** | **XML Name** | **Complex Type** | **ODS Coll** | **Data Coll** | **Submission** |
| E1722 | TEACHER-INCENTIVE-ALLOTMENT-DESIGNATION-CODE | TX-TeacherIncentiveAllotmentDesignationCode | StaffExtension | TSDS | CR | CRW |
| **Version** | **Code** | **Value Before** | **Value After** | **Action** |
| 2022.1.0 | 01 |  | Active National Board-Certified Teacher | New |
| 2022.1.0 | 02 |  | Active Teacher Incentive Allotment Designation | New |
| 2022.1.0 | 03 |  | LEA Submitted Designation Pending | New |
| 2022.1.0 | n/a |  | Note:Active Teacher Incentive Allotment Designation – indicates a teacher holds an active Recognized, Exemplary, or Master Designation LEA Submitted Designation Pending – indicates a teacher has been submitted for a new or change of current designation | New |