

Cumulative 2019-2020 TReX Data Standards Change Log

Changes to TReX Version 4.8.1 – Publication Date June 4, 2019, updated November 8, 2019

Overview

No change.

Data Elements and Code Tables

The data elements and code tables have been combined into one document. For each data element that uses a unique code table, the code table is appended to the data element table. Code tables that are used by more than one data element are at the end of the document.

The following data elements have been added for the 2019-2020 school year:

Element ID	Data Element	Code Table ID	Code Table Name
TE125	ALTERNATIVE-LANGUAGE-PROGRAM-CODE	TC41 (New)	ALTERNATIVE-LANGUAGE-PROGRAM
TE126	STUDENT-LANGUAGE-CODE	TC14 (Existing)	LANGUAGE-CODE
TE127	HOME-LANGUAGE-SURVEY-DATE-ADMINISTERED	None	
TE128	DUAL-LANGUAGE-IMMERSION-YEAR	TC42 (New)	DUAL-LANGUAGE-IMMERSION-YEAR
TE129	DUAL-LANGUAGE-IMMERSION-LANGUAGE- CODE	TC43 (New)	DUAL-LANGUAGE-IMMERSION-LANGUAGE-CODE
TE130	DUAL-LANGUAGE-IMMERSION-ASSESSMENT-MET-DATE	None	
TE131	DUAL-LANGUAGE-IMMERSION-COMPLETION-SCHOOL-YEAR	None	

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Changes to Existing Data Elements:

Data Element	Change
AT-RISK-INDICATOR (TE008)	<p>The definition has been updated; changes are highlighted: AT-RISK-INDICATOR-CODE indicates whether a student is currently identified as at-risk of dropping out of school using state-defined criteria only (TEC §29.081, Compensatory and Accelerated Instruction). A student at-risk of dropping out of school includes each student who is under 26 years of age and who:</p> <ol style="list-style-type: none"> 1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year; 2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester; 3. was not advanced from one grade level to the next for one or more school years; (Note: From 2010-2011 forward, TEC 29.081 (d-1) excludes from this criteria prekindergarten or kindergarten students who were not advanced to the next grade level as a result of a documented request by the student’s parent.) 4. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument; 5. is pregnant or is a parent; 6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year; 7. has been expelled in accordance with TEC §37.007 during the preceding or current school year; 8. is currently on parole, probation, deferred prosecution, or other conditional release; 9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school; 10. is a student of limited English proficiency, as defined by TEC §29.052; 11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official; 12. is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term “homeless children and youths”, and its subsequent amendments; or 13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home; or 14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code. or, regardless of the student’s age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259.
LEP-INDICATOR-CODE (TE057)	<p>The definition has been updated; changes are highlighted: LEP-INDICATOR- CODE indicates whether the student has been identified as limited English proficient (LEP)/English learner (EL) by the Language Proficiency Assessment Committee (LPAC) or is non-LEP/English proficient (EP) (19 TAC §89.1220), according to criteria established in 19 TAC §89.12256.</p>

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BILINGUAL-INDICATOR (TE009)	<p>The definition has been updated; changes are highlighted: BILINGUAL-INDICATOR indicates whether the student is participating in a state-approved bilingual education program which is a full-time program of dual-language instruction through the TEKS in the content areas (mathematics, science, health, and social studies) in English and the primary language of limited English proficient (LEP)/English learner (EL) students and also for carefully structured and sequenced mastery of English cognitive academic language development. (See 19 TAC §89.1210(c).)</p>
ESL-INDICATOR (TE037)	<p>The definition has been updated; changes are highlighted: ESL-INDICATOR indicates whether the student is participating in a state-approved English as a second language (ESL) program. An ESL program provides intensive instruction in English through second language acquisition methods in all content area TEKS (mathematics, science, health, and social studies) for limited English proficient (LEP)/English learner (EL) students. (See 19 TAC §89.1210(d).)</p>
HOME-LANGUAGE-CODE (TE048)	<p>The definition has been updated; changes are highlighted: LANGUAGE-CODE indicates the language spoken in the student’s home most of the time, as determined by the student’s home language survey (19 TAC §89.1215).</p>
HOME-LANGUAGE-CODE (TE048)	<p>Update the XML Name from: Language To: HomeLanguage</p>
MILITARY-CONNECTED (TE101)	<p>The definition has been updated; changes are highlighted: MILITARY-CONNECTED-STUDENT-CODE indicates a student enrolled in a school district or open-enrollment charter school who is a dependent of an active duty or former member of the United States military service in the Army, Navy, Air Force, Marine Corps, or Coast Guard on active duty, the Texas National Guard, or a reserve force of the United States military, or who is a dependent of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty.</p>
PERFORMANCE-ACKNOWLEDGMENT-COLLEGE-READINESS-ASSESSMENTS (TE113)	<p>The special instructions have been updated from: For students on the Foundation High School graduation plan; The student must: (1) earn a score on the PSAT/NMSQT® that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation; (2) achieve the college readiness benchmark score on at least two of the four subject tests on the ACT-PLAN® examination; (3) earn a combined critical reading and mathematics score of at least 1250 on the SAT®; or (4) earn a composite score on the ACT® examination of 28 (excluding the writing subscore). This data element may be repeated as necessary. To: For students on the Foundation High School graduation plan; The student may earn a performance acknowledgment by meeting criteria identified in §74.14(b)(1)-(5) for outstanding performance on certain college readiness assessments.</p>

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Changes to Existing Code Tables:

DISCIPLINARY-ACTION-REASON (TC07)

Update translation, remove 2 codes and add 2 codes as follows:

Code	Change
21	<p>Update translation from: 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 codes 33 and 34)</p> <p>To: Violation of student code of conduct not included under TEC §§37.002(b), 37.006 or 37.007</p>
33	<p>Updated translation from: Possessed, purchased, used, or accepted a cigarette or tobacco product as defined in the Health and Safety Code, Section 3.01, Chapter 161.252</p> <p>To: Possessed, purchased, used, or accepted a cigarette or tobacco product as defined in the Health and Safety Code, Section 3.01, Chapter 161.252 <i>Deleted from PEIMS in 2019-2020, valid for TReX for records prior to 2019-2020 school year.</i></p>
34	<p>Updated translation from: School-related gang violence-Action by three or more persons having a common identifying sign or symbol or an identifiable sign/symbol or an identifiable leadership who associate in the commission of criminal activities under Penal Code §71.01</p> <p>To: School-related gang violence-Action by three or more persons having a common identifying sign or symbol or an identifiable sign/symbol or an identifiable leadership who associate in the commission of criminal activities under Penal Code §71.01 <i>Deleted from PEIMS in 2019-2020, valid for TReX for records prior to 2019-2020 school year.</i></p>
60 (NEW)	Harassment Against an Employee of the School District under Texas Penal Code 42.07(a)(1), (2), (3), or (7) – TEC 37.006(a)(2)(G)
61 (NEW)	Bullying – TEC 37.0052(b)

LEP-INDICATOR-CODE (TC15)

Update translations and add code 5 as follows:

Code	Change
0	<p>Update translation from: Not LEP</p> <p>To: Not LEP/English proficient (EP)</p>
1	<p>Update translation from: Identified as limited English proficient (LEP)</p> <p>To: Identified as LEP/English learner (EL)</p>

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Code	Change
F	<p>Update translation from: 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 they are not LEP.</p> <p>To: 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).</p>
S	<p>Update translation from: 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 they are not LEP.</p> <p>To: 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).</p>
3	<p>Update translation from: 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.</p> <p>To: 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).</p>
4	<p>Update translation from: 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.</p> <p>To: 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).</p>
5 (New)	<p>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.</p>

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SEMESTER-SEQUENCE (TC18)

Add codes D0 - D9 as follows:

Code	Change
D0 (New)	Single Semester Dual Credit Course
D1 (New)	First Half of a Two Semester Dual Credit Course
D2 (New)	Second Half of a Two Semester Dual Credit Course
D3 (New)	First Third of a Three Semester Dual Credit Course
D4 (New)	Second Third of a Three Semester Dual Credit Course
D5 (New)	Last Third of a Three Semester Dual Credit Course
D6 (New)	First Fourth of a Four Semester Dual Credit Course
D7 (New)	Second Fourth of a Four Semester Dual Credit Course
D8 (New)	Third Fourth of a Four Semester Dual Credit Course
D9 (New)	Last Fourth of a Four Semester Dual Credit Course

TITLE-I-PART-A-INDICATOR (TC22)

Update translation as follows:

Code	Change
9	<p>Update translation from: 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”</p> <p>To: 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”</p>

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BILINGUAL-PROGRAM-TYPE-CODE (TC26)

Update translations as follows:

Code	Change
2	<p>Update translation from: 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.</p> <p>To: 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.</p>
3	<p>Update translation from: 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.</p> <p>To: 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.</p>

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Code	Change
4	<p>Update translation from: 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.</p> <p>To: 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.</p>
5	<p>Update translation from: 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.</p> <p>To: 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.</p>

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ESL-PROGRAM-TYPE-CODE (TC28)

Update translations as follows:

Code	Change
2	<p>Update translation from: 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.</p> <p>To: English as a Second Language/Content-Based An English acquisition program that serves students identified as 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.</p>
3	<p>Update translation from: 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.</p> <p>To: English as a Second Language/Pull-Out An English acquisition program that serves students identified as 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.</p>

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STAAR-PERFORMANCE-LEVEL (TC31)

Remove code 5 and update translations as follows:

Code	Change
5	SI – Substitute Assessment, Level 1 No longer valid
6	Updated translation from: SII – Substitute Assessment, Level 2 To: S - Substitute Assessment

MILITARY-CONNECTED-CODE (TC34)

Update translations and add codes 5 and 6 as follows:

Code	Change
1	Updated translation from: Dependent of an Active Duty member of the U.S. Military To: KG-12 student is a dependent of an active duty member of the U.S. Military
2	Updated translation from: Dependent of a member of the Texas National Guard To: KG-12 student is a dependent of a current member of the Texas National Guard
3	Updated translation from: Dependent of a member of a reserve force in the U.S. Military To: KG-12 student is a dependent of a current member of a reserve force in the U.S. Military
5 (New)	KG-12 student is a dependent of a former member of U.S. Military, TX National Guard, or a reserve force in the U.S. Military
6 (New)	KG-12 student is a dependent of a member of a military or reserve force in the U.S. Military killed in the line of duty

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PERFORMANCE ACKNOWLEDGMENT AP IB EXAMS (TC36)

Update translations, added codes, and removed/retired codes as follows:

Code	Translation	Add/Revise/Retire
31	Update translation from: Acknowledgment for AP: Studio Art 2-D Design To: Acknowledgment for AP: Studio Art 2-D Design Portfolio	Revise
32	Update translation from: Acknowledgment for AP: Studio Art 3-D Design To: Acknowledgment for AP: Studio Art 3-D Design Portfolio	Revise
33	Update translation from: Acknowledgment for AP: Studio Art Drawing To: Acknowledgment for AP: Studio Art Drawing Portfolio	Revise
75	Acknowledgment for IB: Geography HL/SL	Retire
81	Acknowledgment for IB: German ab initio	Retire
86	Acknowledgment for IB: Global politics HL/SL	Retire
88	Acknowledgment for IB: History HL	Retire
91	Acknowledgment for IB: Information Technology in a Global Society (ITGS) HL/SL	Retire
93	Update translation from: Acknowledgment for IB: Language A Language & Literature HL To: Acknowledgment for IB: Language Studies A: Language and Literature HL	Revise
94	Update translation from: Acknowledgment for IB: Language A Language & Literature SL To: Acknowledgment for IB: Language Studies A: Language and Literature SL	Revise
95	Update translation from: Acknowledgment for IB: Language A Literature HL To: Acknowledgment for IB: Language Studies A: Literature HL	Revise
96	Update translation from: Acknowledgment for IB: Language A Literature SL To: Acknowledgment for IB: Language Studies A: Literature SL	Revise
109	Acknowledgment for IB: Philosophy HL/SL	Retire
114	Acknowledgment for IB: Psychology HL/SL	Retire

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Code	Translation	Add/Revise/Retire
163 (New)	Acknowledgment for IB: Dance SL	Add
164 (New)	Acknowledgment for IB: Visual Arts HL	Add
165 (New)	Acknowledgment for IB: Visual Arts SL	Add
166 (New)	Acknowledgment for IB: Theatre HL	Add
167 (New)	Acknowledgment for IB: Theatre SL	Add
168 (New)	Acknowledgment for IB: Arabic ab initio SL	Add
169 (New)	Acknowledgment for IB: Arabic B HL	Add
170 (New)	Acknowledgment for IB: Arabic B SL	Add
171 (New)	Acknowledgment for IB: Japanese ab initio SL	Add
172 (New)	Acknowledgment for IB: Japanese B HL	Add
173 (New)	Acknowledgment for IB: Japanese B SL	Add
174 (New)	Acknowledgment for IB: Russian ab initio SL	Add
175 (New)	Acknowledgment for IB: Russian A Literature HL	Add
176 (New)	Acknowledgment for IB: Russian A Literature SL	Add
177 (New)	Acknowledgment for IB: Hebrew ab initio SL	Add
178 (New)	Acknowledgment for IB: Hebrew B HL	Add
179 (New)	Acknowledgment for IB: Hebrew B SL	Add
180 (New)	Acknowledgment for IB: Hindi ab initio SL	Add
181 (New)	Acknowledgment for IB: Hindi B HL	Add
182 (New)	Acknowledgment for IB: Hindi B SL	Add

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PERFORMANCE ACKNOWLEDGMENT COLLEGE READINESS ASSESSMENTS (TC38)

Update translations as follows:

Code	Translation	Add/Revise/Retire
6	Update translation from: Acknowledgment for SAT: composite score of at least 1310 To: Acknowledgment for SAT: total score of at least 1310	Revise

Appendix A: Data Element Lists

Updated with new data elements.

Appendix B: XSD file

New XSD file supporting change code translation.

Appendix C: XML Graphic

Updated