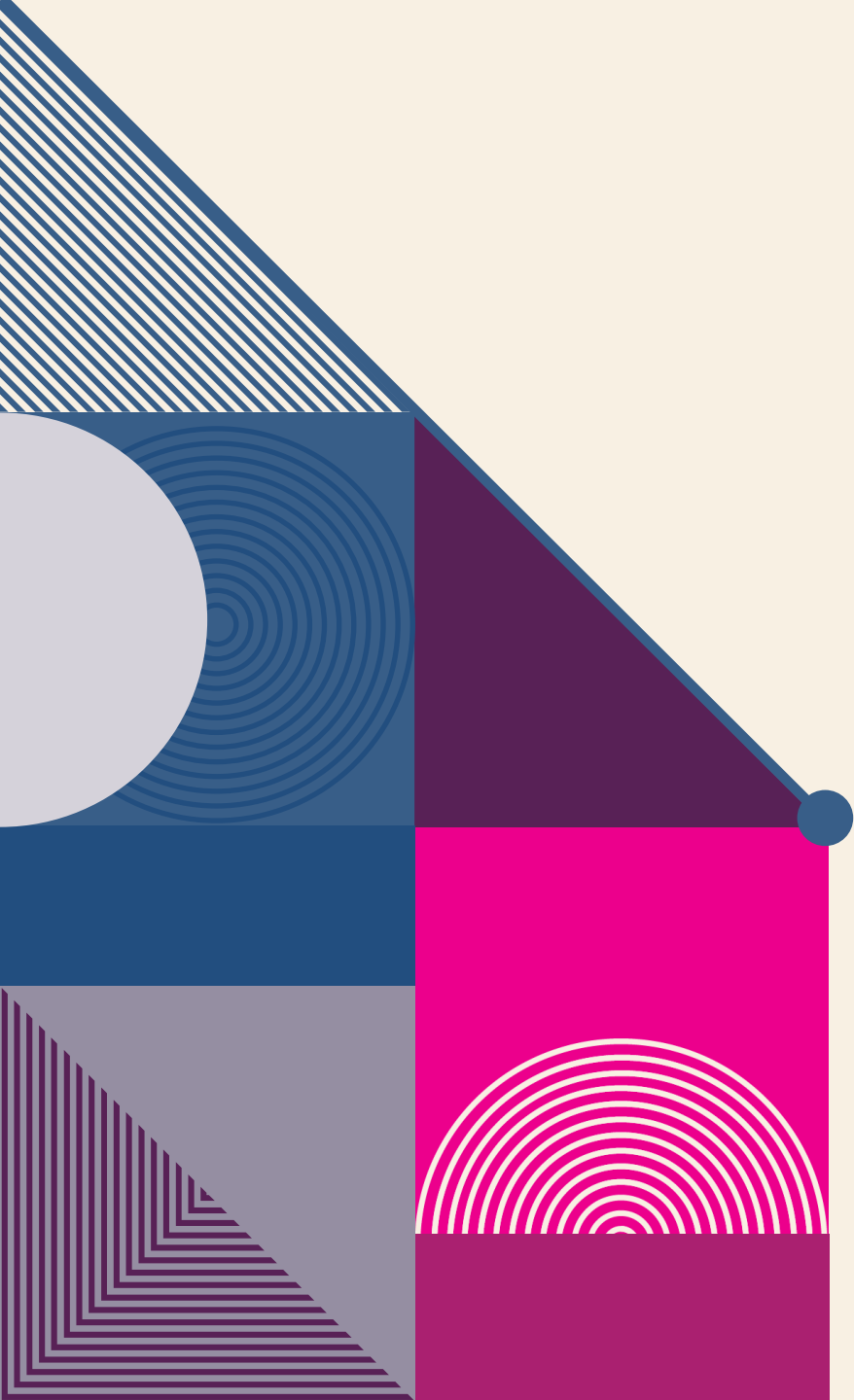




FALL PEIMS -
EMERGENT BILINGUAL
STUDENT DATA REVIEW



PURPOSE

Focus of workshop will be on Fall PEIMS coding pertaining to the emergent bilingual student population. Specifics include discussion of data analysis using custom reports.



EMERGENT BILINGUAL

EMERGENT BILINGUAL

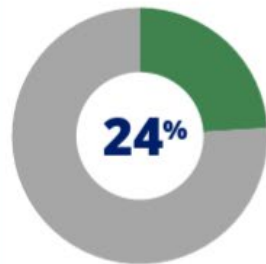
- Emergent Bilingual (EB) Student
- An emergent bilingual student is a student who is in the process of acquiring English and has another language as the primary language.

English Learner (EL)



Emergent Bilingual (EB) Student

Fast Facts:



of the student population in Texas public schools are EB students.

Just over 5.5 million students are enrolled in Texas public schools

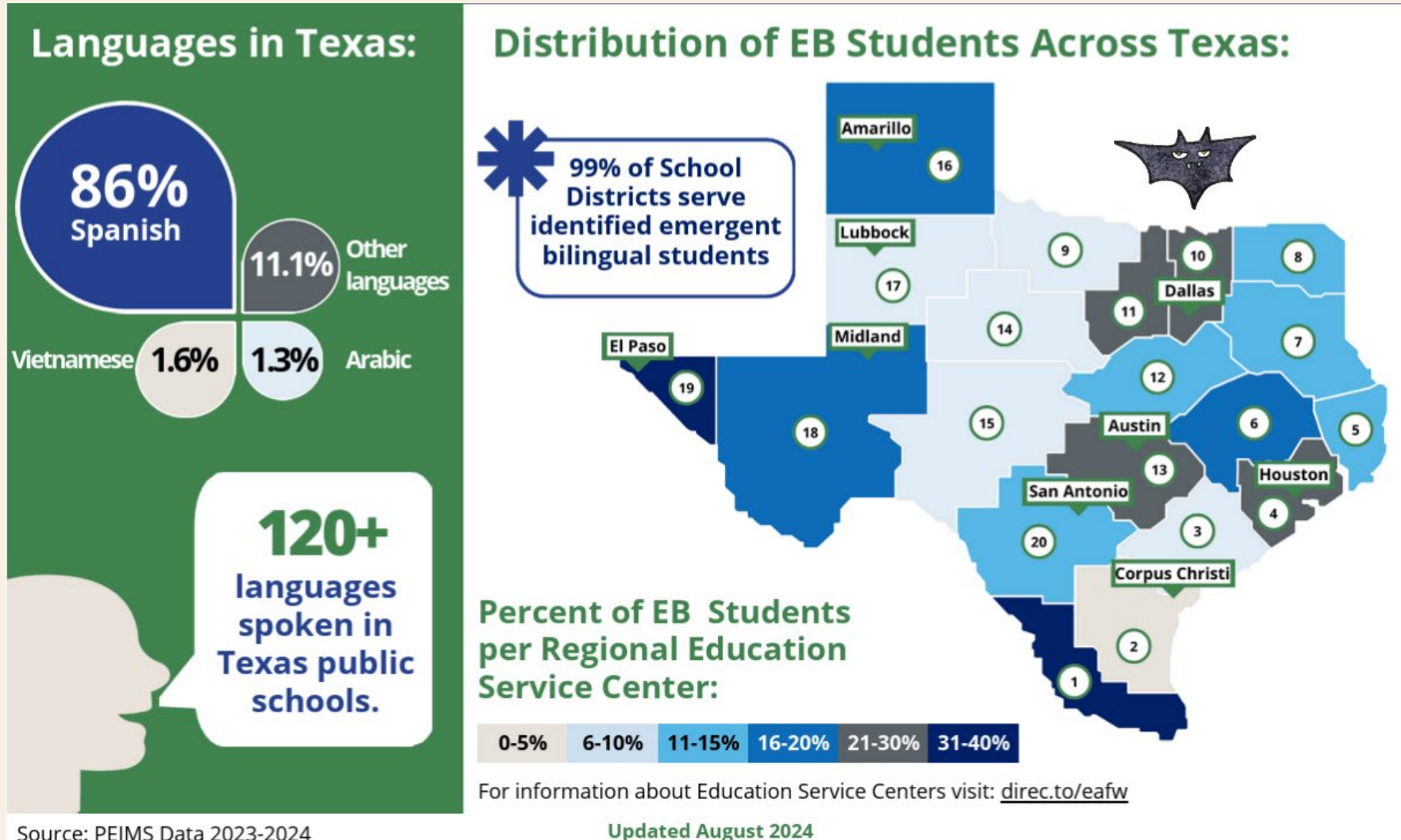


Texas serves just under
1 in 4
of the nation's EB students.

11.6%

of EB students are also receiving Special Education Services

EMERGENT BILINGUAL





BILINGUAL EDUCATION PROGRAMS

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BILINGUAL EDUCATION PROGRAMS

ESL Content Based

ESL Pull Out

*Alternative Methods - ESL

Dual Language Immersion - One Way

Dual Language Immersion - Two Way

Transitional Bilingual Late Exit

Transitional Bilingual Early Exit

*Alternative Methods - Bilingual

* Students served by a Teacher under a BE (Bilingual Education) exception and / or ESL Waiver

BILINGUAL EDUCATION PROGRAMS

Bilingual Education Programs



Dual Language Immersion (DLI) Program models: DLI program participants receive instruction in literacy and academic content in the program's partner language (i.e. Spanish, Vietnamese) as well as English for biliteracy development from appropriately certified teachers. At least half of the instruction is delivered in the partner language for the duration of the program. One-way models serve EB students only but include participation of former EB students who are continuing after reclassification. Two-way models include EB students as well as English proficient students learning the partner language.



Transitional Bilingual Program models: EB students receive instruction in literacy and academic content in their primary language as well as English from teachers who are bilingual certified. As each child acquires English, the amount of instruction provided in the primary language decreases until full proficiency in English is attained. Early Exit and Late Exit models are both provided for the duration of elementary grades with differences in the rate of transition to English.



English as a Second Language (ESL) Program models: EB students receive linguistically responsive teaching in order to attain full proficiency in English and to effectively participate in school. ESL Pull-Out models provide English Language Arts and Reading instruction by ESL certified teacher(s), while Content-Based models provide instruction for EB students by ESL certified teacher(s) in all content areas.

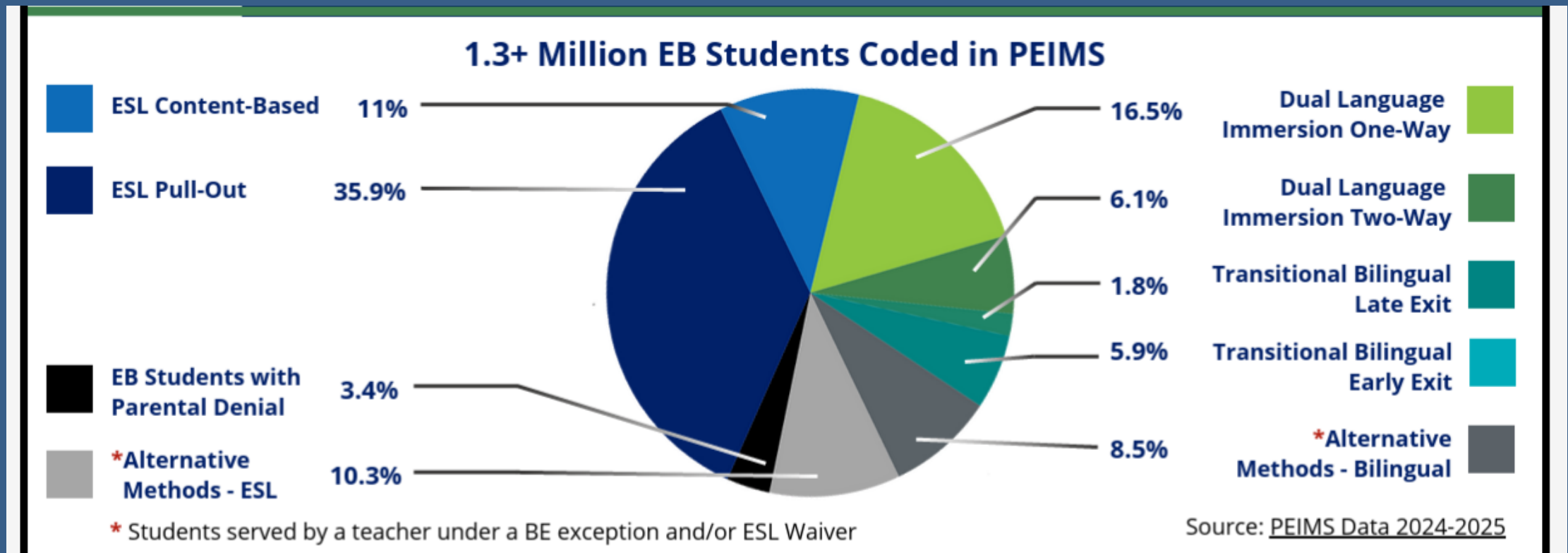


Alternative Methods: Period for which a district is granted an exception or waiver and use alternative methods to serve EB students. An alternative language code is implemented when unable to provide the appropriately certified teachers for a bilingual and/or ESL classroom in a given school year. These codes must ensure that the affective, cognitive, and linguistic needs of EB students are met as the district works to obtain the appropriately certified teachers.




Emergent Bilingual Students with Parental Denial of Services: This designation refers to EB students whose parents or guardians have denied bilingual and/or ESL program participation. These students' English proficiency levels continue to be measured annually through TELPAS until they reach English proficiency.

BILINGUAL EDUCATION PROGRAMS



TEACHER CERTIFICATIONS


Bilingual Certification

 <p>Certification Requirements by Program Model:</p> <p>Departmentalization vs. Paired Teaching at the Elementary Level</p>	Program Model	Departmentalization	Paired Teaching
	Dual Language Immersion Program Models: One-Way and Two-Way	ALL teachers must be certified in: Bilingual Education <u>TEC Code 29.061</u>	The teacher delivering the English component of instruction must be certified in either Bilingual Education or English as a Second Language
	Transitional Bilingual Education Program Models: Early Exit and Late Exit	ALL teachers must be certified in: Bilingual Education <u>TEC Code 29.061</u>	

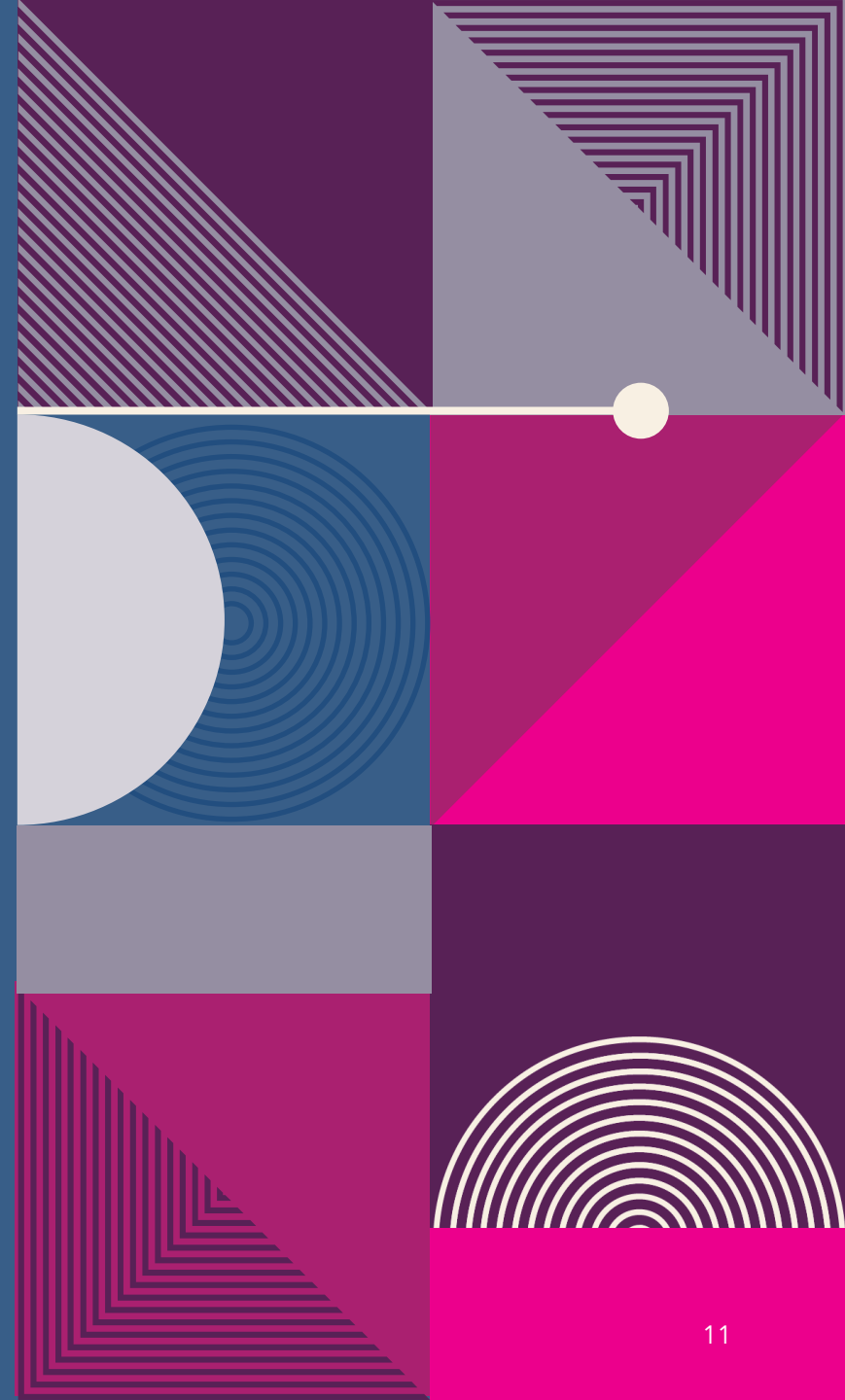
Alternative Methods: Period for which a district is granted an exception or waiver and use alternative methods to serve EB students.

An **alternative language code** is implemented when unable to provide the appropriately certified teachers for a bilingual and/or ESL classroom in a given school year.

English as a Second Language (ESL) Certification

 <p>Certification Requirements by Program Model</p>	Program Model	Instructional Approach
	ESL Content-Based	All teachers must be ESL Certified in an ESL Content-Based program, either in a self-contained classroom or departmentalized. <u>TEC Code 29.061</u>
	ESL Pull-Out	Emergent bilingual students receive instruction in English Language Arts and reading (ELAR) by an ESL certified teacher. A pull-out model can be implemented <ul style="list-style-type: none"> • by an ELAR and ESL certified teacher within the ELAR Classroom • through co-teaching of an ESL certified teacher and ELAR certified teacher • through an additional ESL/ELAR course provided by an ESL and ELAR certified teacher

PEIMS CODES



ON DATASUITE ROADMAP TO REFLECT CHANGES

- Update promotion logic for Student Language Instruction Program Association to include new codes
- Display Bilingual / ESL breakouts by code on Dashboard with aggregated totals
- Update Student Profile
 - Student Information - Program Status
 - Fall PEIMS - Fall Enrollment
 - Summer PEIMS - Attendance
- Update Student Validation Reports as applicable
- Update Student Custom Reports as applicable

Awaiting districts to send updated raw data to IODS to verify promotion logic changes

STUDENT EDUCATION ORGANIZATION ASSOCIATION ENTITY

StudentEducationOrganizationAssociation Entity						
Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table Element ID
Student						
LocalEducationAgency						
Sex	✓		PA,PF,PS,PE		Descriptor	C013 E0004
HispanicLatinoEthnicity	✓		PA,PF,PS,PE		Boolean	E1064
Race <i>(may have multiple instances)</i>	✓		PA,PF,PS,PE		Descriptor	C304 E3050
StudentAcceleratedEducationPlan			PS		Boolean	E3083
EmergentBilingualSet <i>(may have multiple instances)</i>						
EmergentBilingualIndicator	✓		PA,PF,PS,PE		Descriptor	C061 E0790
BeginDate	✓		PA,PF,PS,PE	10	Date	E3010
EndDate	✓		PA,PF,PS,PE	10	Date	E3020

STUDENT EDUCATION ORGANIZATION ASSOCIATION ENTITY

Data Element ID	Data Element Name	Date Issued	Date Updated
E0790	EmergentBilingualIndicator	04/10/1989	03/01/2024
Definition			
EmergentBilingualIndicator is an indication that the student has been identified as an emergent bilingual (EB) student by the Language Proficiency Assessment Committee (LPAC), or English proficient according to the criteria established in 19 TAC §89.1226.			
Special Instructions			
Table Identification	Length	Data Type	Domain of Values
EmergentBilingualIndicator(C061)		Descriptor	
Used in Entities			
StudentEducationOrganizationAssociation > EmergentBilingualSet			

Used in Domain		
Student Identification and Demographics		
Former Data Element Name		
Used in Data Collections/Submissions		
<input checked="" type="checkbox"/> PEIMS Attendance	<input checked="" type="checkbox"/> PEIMS Summer	<input checked="" type="checkbox"/> ECDS ECDS-PK
<input checked="" type="checkbox"/> PEIMS Extended Year	<input type="checkbox"/> CR Winter	<input type="checkbox"/> NP Not Promoted
<input checked="" type="checkbox"/> PEIMS Fall	<input type="checkbox"/> CSW Charter School Waitlist	<input type="checkbox"/> RFT Residential Facility Tracker
<input type="checkbox"/> PEIMS Mid-Year	<input checked="" type="checkbox"/> ECDS ECDS-KG	<input checked="" type="checkbox"/> SELA Special Education Language Acquisition

Table ID	Name	Date Issued	Date Updated
C061	EmergentBilingualIndicator	03/01/2012	03/01/2024
Descriptor	Short Description	Long Description	
1	Identified as EB	Identified as Emergent Bilingual (EB)	
F	Monitored 1	Student Reclassified from Emergent Bilingual (EB) Status - Monitored 1 (M1) - student has met reclassification criteria, is no longer classified as EB in PEIMS, is in his or her first year of monitoring as required by 19 TAC §89.1220(k).	
S	Monitored 2	Student Reclassified from Emergent Bilingual (EB) Status - Monitored 2 (M2) - student has met reclassification criteria, is no longer classified as EB in PEIMS, is in his or her second year of monitoring as required by 19 TAC §89.1220(k).	
3	Monitored 3	Student Reclassified from Emergent Bilingual (EB) Status - Monitored 3 (M3) - student has met reclassification criteria, is no longer classified as EB in PEIMS, is in his or her third year of monitoring as required by ESSA, 1111(b)(3)(B).	
4	Monitored 4	Student Reclassified from Emergent Bilingual (EB) Status - Monitored 4 (M4) - student has met reclassification criteria, is no longer classified as EB in PEIMS, is in his or her fourth year of monitoring as required by ESSA, 1111(b)(3)(B).	
5	Former EB Student	Former Emergent Bilingual (EB) Student (effective after fourth year of monitoring) - student has previously been identified as EB, 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.	

Used in the following data element(s):
EmergentBilingualIndicator

Used in the following entities:
StudentEducationOrganizationAssociation

STUDENT EDUCATION ORGANIZATION ASSOCIATION ENTITY

DR2

StudentEducationOrganizationAssociation>EmergentBilingualSet

The *EmergentBilingualSet* common type captures students who have been identified as emergent bilingual (EB) and the *BeginDate* and *EndDate* associated with the *EmergentBilingualIndicator* data element.

EmergentBilingualIndicator (E0790) is an indication that the student has been identified as an emergent bilingual (EB) student by the Language Proficiency Assessment Committee (LPAC), or English proficient according to the criteria established in 19 TAC §89.1226.

The *EmergentBilingualIndicator* indicates whether the student has been identified as an emergent bilingual (EB) student by the Language Proficiency Assessment Committee (LPAC) or is non-emergent bilingual (19 TAC §89.1220), according to criteria established in 19 TAC §89.1220.

For additional details on the *EmergentBilingualIndicator*, see the *EmergentBilingualIndicator (C061)* descriptor table.

BeginDate (E3010) is the first instructional day a student is assigned to the *EmergentBilingualIndicator* descriptor.

EndDate (E3020) is the first day after the last instructional day a student was assigned to the *EmergentBilingualIndicator* descriptor.

PEIMS Fall Submission (1):

The *EmergentBilingualIndicator* must reflect the student's EB status as of the PEIMS Fall snapshot date (last Friday in October).

Note: Every EB student who is eligible for admission to kindergarten or first grade at the beginning of the next school year and who participates in the Bilingual/ESL Summer School Program for at least one day should have a *StudentCharacteristic (C344)* of 19 (Bilingual/ESL Summer School) in the PEIMS Extended Year Submission (4).

PEIMS Summer Submission (3) and Extended Year Submission (4):

The *EmergentBilingualIndicator* must reflect the student's EB status for the school year. *EmergentBilingualIndicator (C061)* 1 (Identified as EB) if the student was identified as EB at any time during the school year. The Bilingual/ESL Program does not permit a student who is EB from being reclassified from EB status before the end of the school year.

EB students participating in the Bilingual/ESL Summer School Program may also participate in Extended School Year (ESY) Services if the students have been identified as being eligible for these services/programs. However, participation in the Bilingual/ESL Summer School Program is separate and apart from ESY and is not dependent upon participation in either program.

Reclassification is defined as the process by which the language proficiency assessment committee (LPAC) determines that an EB student has met the appropriate criteria to be classified as a former EB student in TSDS PEIMS. (See TAC §89.1203.)

Reclassification criteria is applicable to EB students who are identified and are served in either a required Bilingual, a required ESL program, or are being served in a general education classroom due to a Parent Denial.

The following reclassification criteria must be met and approved by the LPAC in order to change an identified EB student to a former EB student:

- a proficiency rating on the state-approved English language proficiency test for exit that is designated for indicating English proficiency in each the four language domains (listening, speaking, reading, and writing);
- passing standard met on the reading assessment instrument under the Texas Education Code (TEC), §39.023(a), or, for students at grade levels not assessed by the aforementioned reading assessment instrument, a score at or above the 40th percentile on both the English reading and the English language arts sections of the state-approved norm-referenced standardized achievement instrument; and
- the results of a subjective teacher evaluation using the state's standardized rubric.

Refer to the [Bilingual and English as a Second Language Education Programs website](#) provided by TEA's Division of English Learner Support for resources related to English learners and Bilingual and English as a second language (ESL) programs.

STUDENT LANGUAGE INSTRUCTION PROGRAM ASSOCIATION ENTITY

StudentLanguageInstructionProgramAssociation Entity

Data Element	NP* Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
School						
Student						
Program						
BeginDate		PF,PS,PE	10	Date		E3010
EndDate		PF,PS,PE	10	Date		E3020
ParentalPermission Set (may have multiple instances)						
ParentalPermission		PF,PS,PE		Descriptor	C093	E0896
ParentalPermissionSetBeginDate		PF,PS,PE	10	Date		E3042
ParentalPermissionSetEndDate		PF,PS,PE	10	Date		E3043
LangInstruProgram Svc Set (may have multiple instances)						
LangInstruProgramSvc		PF,PS,PE		Descriptor	C335	E3034
ServiceBeginDate		PF,PS,PE	10	Date		E3055
ServiceEndDate		PF,PS,PE	10	Date		E3056

Legend

PEIMS:

- PF-FALL Submission
- PM-MDYR Submission
- PS-SUMR Submission
- PE-EXYR Submission
- PA-ATND Submission

STUDENT LANGUAGE INSTRUCTION PROGRAM ASSOCIATION ENTITY

Data Element ID	Data Element Name	Date Issued	Date Updated
E0896	ParentalPermission	07/01/2014	09/02/2025

Definition

ParentalPermission indicates whether the student's parent or legal guardian has approved placement of the student in the required bilingual or English as a Second Language (ESL) program or if the parent of a non-EB student has requested placement in a program. (See 19 TAC §89.1240.)

Special Instructions

Table Identification	Length	Data Type	Domain of Values
ParentalPermission(C093)		Descriptor	

Used in Entities

StudentLanguageInstructionProgramAssociation > ParentalPermissionSet

Used in Domain

Alternative and Supplemental Services

Former Data Element Name

Used in Data Collections/Submissions

- | | | |
|---|--|--|
| <input type="checkbox"/> PEIMS Attendance | <input checked="" type="checkbox"/> PEIMS Summer | <input type="checkbox"/> ECDS ECDS-PK |
| <input checked="" type="checkbox"/> PEIMS Extended Year | <input type="checkbox"/> CR Winter | <input type="checkbox"/> NP Not Promoted |
| <input checked="" type="checkbox"/> PEIMS Fall | <input type="checkbox"/> CSW Charter School Waitlist | <input type="checkbox"/> RFT Residential Facility Tracker |
| <input type="checkbox"/> PEIMS Mid-Year | <input type="checkbox"/> ECDS ECDS-KG | <input type="checkbox"/> SELA Special Education Language Acquisition |

Table ID	Name	Date Issued	Date Updated
C093	ParentalPermission	04/10/1989	09/02/2025

Descriptor	Short Description	Long Description
7	Parent Or Guardian Did Not Respond	Parent Or Guardian Did Not Respond
8	Parent Or Guardian Was Not Contacted	Parent Or Guardian Was Not Contacted
C	Parent or Guardian Denied Placement of an EB in any Special Lang Program	Parent or guardian has denied placement of an Emergent Bilingual (EB) student in any and all special language programs (Bilingual program, ESL program)
H	Parent or Guardian Requested Placement of non-EB in ESL Program	Parent or guardian has requested placement of a non-Emergent Bilingual (non-EB) student in the ESL program
3	Parent or Guardian Requested Placement of non-EB in Bilingual Program	Parent or guardian has requested placement of a non-Emergent Bilingual (non-EB) student in the Bilingual program
G	Parent or Guardian Placement Reclassified EB Bilingual or ESL Program	Parent or guardian has approved the placement of a reclassified Emergent Bilingual (EB) student in a Bilingual or ESL program
A	Parent or Guardian Denied EB student in Bilingual Approved ESL program	Parent or guardian has denied placement of an Emergent Bilingual (EB) student in the required Bilingual program, but has approved placement of an Emergent Bilingual (EB) student in the ESL program
D	Parent or Guardian Approved EB student in Bilingual Program	Parent or guardian has approved placement of an Emergent Bilingual (EB) student in the Bilingual program
E	Parent or Guardian Approved EB student in BIL, LEA Temp Impl Alt Methods	Parent or guardian has approved placement of an Emergent Bilingual (EB) student in the Bilingual program, but the LEA is temporarily implementing alternative language methods approved by the Texas Education Agency due to the LEAs submission of a Bilingual Education Exception for the current school year, per 19 TAC 89.1207
J	Parent or Guardian Approved EB student in ESL, LEA Temp Impl Alt Methods	Parent or guardian has approved the placement of an Emergent Bilingual (EB) student in the ESL program, but the LEA is temporarily implementing alternative language methods approved by the Texas Education Agency due to the LEAs submission of an ESL Waiver for the current school year, per 19 TAC 89.1207
K	Parent or Guardian Approved EB student in ESL Program	Parent or guardian has approved placement of an Emergent Bilingual (EB) student in the ESL program

Used in the following data element(s):
ParentalPermission

Used in the following entities:
StudentLanguageInstructionProgramAssociation

STUDENT LANGUAGE INSTRUCTION PROGRAM ASSOCIATION ENTITY

DR2

StudentLanguageInstructionProgramAssociation>ParentalPermissionSet

The *ParentalPermissionSet* captures whether a parent or legal guardian has approved placement of a student in a Bilingual or English as a Second Language (ESL) program and the *ParentalPermissionSetBeginDate* and *ParentalPermissionSetEndDate* data elements associated with the *ParentalPermission* data element.

ParentalPermission (E0896) indicates whether the student's parent or legal guardian has approved placement of the student in the required bilingual or English as a second language (ESL) program or if the parent of a non-EB student has requested placement in a program. (See 19 TAC §89.1240.)

ParentalPermission is only reported for Emergent Bilingual (EB) students who are in membership (*ADAEligibility* value other than 0 (Enrolled, Not In Membership)).

A student will not generate Bilingual Education Allotment (BEA) funding in the following scenarios:

- 7 – parent or guardian did not respond
- 8 – parent or guardian was not contacted
- C – parent or guardian denied the placement of an EB student in any and all special language programs (bilingual program, ESL program)
- H – parent or guardian has requested placement of a non-Emergent Bilingual (non-EB) student in the ESL program

The following scenarios only allow a student to generate BEA funding when they are participating in the Bilingual Dual Language Immersion/Two-Way program:

- 3 – parent or guardian requested placement of a non-Emergent Bilingual (non-EB) student in the Bilingual program
- G – parent or guardian has approved the placement of a reclassified non-Emergent Bilingual (non-EB) student in a Bilingual or ESL program

A student can generate Bilingual Education Allotment (BEA) funding in the following scenarios:

- A – parent or guardian has denied placement of a Emergent Bilingual (EB) student in the required bilingual program but has approved placement of an Emergent Bilingual (EB) student in the ESL program
- D – parent or guardian has approved placement of an Emergent Bilingual (EB) student in the bilingual program
- E – parent or guardian has approved placement of an Emergent Bilingual (EB) student in the bilingual program, but the LEA is temporarily implementing alternative language methods approved by the Texas Education Agency due to the LEAs submission of a Bilingual Education Exception for the current school year, per 19 TAC §89.1207
- J – parent or guardian has approved placement of an Emergent Bilingual (EB) student in the ESL program, but the LEA is temporarily implementing alternative language methods approved by the Texas Education Agency due to the LEAs submission of an ESL Waiver for the current school year, per 19 TAC §89.1207
- K – parent or guardian has approved placement of an Emergent Bilingual (EB) student in the ESL program

ParentalPermissionSetBeginDate (E3042) is the first instructional day a student is assigned to the *ParentalPermission* descriptor.

ParentalPermissionSetEndDate (E3043) is the first day after the last instructional day a student was assigned to the *ParentalPermission* descriptor.

STUDENT LANGUAGE INSTRUCTION PROGRAM ASSOCIATION ENTITY

Data Element ID	Data Element Name	Date Issued	Date Updated
E3034	LangInstruProgramSvc	11/01/2021	07/01/2024
Definition			
The LangInstruProgramSvc defines the services provided by an education organization to populations of students associated with a language instruction program.			
Special Instructions			
Table Identification	Length	Data Type	Domain of Values
LangInstruProgramSvc(C335)		Descriptor	
Used in Entities			
StudentLanguageInstructionProgramAssociation > LangInstruProgramSvcSet			
Used in Domain			
Alternative and Supplemental Services			
Former Data Element Name			
Used in Data Collections/Submissions			
<input type="checkbox"/> PEIMS Attendance	<input checked="" type="checkbox"/> PEIMS Summer	<input type="checkbox"/> ECDS ECDS-PK	<input type="checkbox"/> SPEDS SPEDS Summer
<input checked="" type="checkbox"/> PEIMS Extended Year	<input type="checkbox"/> CR Winter	<input type="checkbox"/> NP Not Promoted	<input type="checkbox"/> SPPI-14 SPPI-14
<input checked="" type="checkbox"/> PEIMS Fall	<input type="checkbox"/> CSW Charter School Waitlist	<input type="checkbox"/> RFT Residential Facility Tracker	<input type="checkbox"/> UID Enrollment Event
<input type="checkbox"/> PEIMS Mid-Year	<input type="checkbox"/> ECDS ECDS-KG	<input type="checkbox"/> SELA Special Education Language Acquisition	<input type="checkbox"/> UID Enrollment Event

STUDENT LANGUAGE INSTRUCTION PROGRAM ASSOCIATION ENTITY

Language Program Svc Set

DR3

StudentLanguageInstructionProgramAssociation>LangInstruProgramSvcSet

The *LangInstruProgramSvcSet* common type captures the service(s) being provided to the student by the language instruction program and the *ServiceBeginDate* and *ServiceEndDate* associated with the *LanguageInstructionProgramService* data element.

LangInstruProgramSvc (E3034) defines the services provided by an education organization to populations of students associated with a language instruction program.

STUDENT LANGUAGE INSTRUCTION PROGRAM ASSOCIATION ENTITY

Table ID	Name	Date Issued	Date Updated
C335	LangInstruProgramSvc	03/01/2019	09/02/2025
Descriptor	Short Description	Long Description	
042	Transitional Bilingual/Early Exit	Transitional Bilingual/Early Exit	
043	Transitional Bilingual/Late Exit	Transitional Bilingual/Late Exit	
044	Dual Language Immersion/Two-Way	Dual Language Immersion/Two-Way	
045	Dual Language Immersion/One-Way	Dual Language Immersion/One-Way	
047	Alternative Methods for Transitional Bilingual Early Exit	Alternative Methods for Transitional Bilingual Early Exit	
048	Alternative Methods for Transitional Bilingual Late Exit	Alternative Methods for Transitional Bilingual Late Exit	
049	Alternative Methods for Dual Language Immersion Two-Way	Alternative Methods for Dual Language Immersion Two-Way	
050	Alternative Methods for Dual Language Immersion One-Way	Alternative Methods for Dual Language Immersion One-Way	
002	English As a Second Language/Content-Based	English As a Second Language/Content-Based	
003	English As A Second Language/Pull-Out	English As A Second Language/Pull-Out	
005	Alternative Methods for ESL Content Based	Alternative Methods for ESL Content Based	
006	Alternative Methods for ESL Pull-Out	Alternative Methods for ESL Pull-Out	

		Submission	Former Element
042	Transitional Bilingual/Early Exit	PF, PS, PE	E1042
043	Transitional Bilingual/Late Exit	PF, PS, PE	E1042
044	Dual Language Immersion/Two-Way	PF, PS, PE	E1042
045	Dual Language Immersion/One-Way	PF, PS, PE	E1042
047	Alternative Methods for Transitional Bilingual Early Exit	PF, PS, PE	N/A
048	Alternative Methods for Transitional Bilingual Late Exit	PF, PS, PE	N/A
049	Alternative Methods for Dual Language Immersion Two-Way	PF, PS, PE	N/A
050	Alternative Methods for Dual Language Immersion One-Way	PF, PS, PE	N/A
002	English As a Second Language/Content-Based	PF, PS, PE	E1043
003	English As A Second Language/Pull-Out	PF, PS, PE	E1043
005	Alternative Methods for ESL Content Based	PF, PS, PE	N/A
006	Alternative Methods for ESL Pull-Out	PF, PS, PE	N/A

PF= PEIMS FALL

PS= PEIMS SUMMER

PE= PEIMS EXTENDED YEAR

Used in the following data element(s):

LangInstruProgramSvc

Used in the following entities:

StudentLanguageInstructionProgramAssociation

STUDENT LANGUAGE INSTRUCTION PROGRAM ASSOCIATION ENTITY

042-045 – Bilingual Program Type
Definition
The Bilingual Program Type indicates whether the student is participating in a state-approved bilingual education program, which is a full-time program of dual-language instruction in English and the primary language that provides for learning academic and literacy skills in the primary language of the students enrolled in the program and for carefully structured and sequenced mastery of English language skills under TEC §29.055(a).
Special Instructions
19 TAC §89.1210
Former Data Element Name and Number
BILINGUAL-PROGRAM-TYPE-CODE (E1042)
Submission
PEIMS Fall, PEIMS Summer, PEIMS Extended Year

Bilingual Program Types	
042	Transitional Bilingual/Early Exit
<p>Transitional Bilingual/Early Exit is a bilingual program model in which students identified as Emergent Bilingual students are served in both English and the students' primary language and are prepared to meet reclassification criteria to be successful in English instruction with no second language acquisition supports 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. The goal of early exit transitional bilingual education is for program participants to use their primary language as a resource while acquiring full proficiency in English. This model provides instruction in literacy and academic content through the medium of the students' primary language and English using content-based language instruction methods.</p> <p>Non-emergent bilingual (non-EB) students may also participate in this program with parental permission but are not eligible for generating Bilingual Education Allotment (BEA) funds. (See TEC §48.105)</p>	

043	Transitional Bilingual/Late Exit
<p>Transitional Bilingual/Late Exit is a bilingual program model in which students identified as Emergent Bilingual (EB) are served in both English and the students' primary language and are prepared to meet reclassification criteria to be successful in English instruction with no second language acquisition supports 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. The goal of late exit transitional bilingual education is for program participants to use their primary language as a resource while acquiring full proficiency in English. This model provides instruction in literacy and academic content through the medium of the students' primary language and English through content-based language instruction.</p> <p>Non-emergent bilingual (non-EB) students may also participate in this program with parental permission, but they are not eligible for generating Bilingual Education Allotment (BEA) funds. (See TEC §48.105)</p>	
044	Dual Language Immersion/Two-Way
<p>Dual Language Immersion/Two-Way is a bilingual/biliteracy program model in which students identified as Emergent Bilingual (EB) are integrated with non-EB students and are served in both English and the program's partner language and are prepared to meet reclassification criteria in order to be successful in English instruction with no second language acquisition supports not earlier than six or later than seven years after the student enrolls in school. Instruction provided in English and the partner language is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061. When the instructional time for both the partner language and English is 50%, a paired-teaching arrangement may be utilized in which instruction provided in English 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. The goal of two-way dual language immersion is for program participants to attain bilingualism and biliteracy in English as well as the partner language. This model provides ongoing instruction in literacy and academic content through content-based language instruction in English and the partner language with at least half of the instruction delivered in the partner language for the duration of the program.</p> <p>Non-emergent bilingual (non-EB), monitored (reclassified as no longer EB but monitored for 4 years), and former EB students who participate in this program with parental permission are eligible for generating Bilingual Education Allotment (BEA) funds beginning in the 2019-2020 school year. (See TEC §48.105)</p>	
045	Dual Language Immersion/One-Way
<p>Dual Language Immersion/One-Way is a bilingual/biliteracy program model in which students identified as Emergent Bilingual (EB) are served in both English and the program's partner language and are prepared to meet reclassification criteria to be successful in English instruction with no second language acquisition supports not earlier than six or later than seven years after the student enrolls in school. Instruction in the partner language and English is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061. When the instructional time for both the partner language and English is 50%, a paired-teacher arrangement may be utilized in which instruction provided in English may be delivered either by a teacher appropriately certified in bilingual education or by a teacher certified in ESL in accordance with TEC, §29.061. The goal of one-way dual language immersion is for program participants to attain bilingualism and biliteracy in English and the partner language. This model provides ongoing instruction in literacy and academic content through content-based instruction in English as well as the students' primary language, with at least half of the instruction delivered in the students' primary language for the duration of the program.</p> <p>Non-emergent bilingual (non-EB) students may also participate in this program with parental permission, but they are not eligible for generating Bilingual Education Allotment (BEA) funds. (See TEC §48.105)</p>	

STUDENT LANGUAGE INSTRUCTION PROGRAM ASSOCIATION ENTITY

002-003 – ESL Program Type
Definition
The ESL Program Type 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 in which ESL teachers recognize and address language differences in accordance with TEC §29.055(a).
Special Instructions
19 TAC §89.1210
Former Data Element Name and Number
ESL-PROGRAM-TYPE-CODE (E1043)
Submission
PEIMS Fall, PEIMS Summer, PEIMS Extended Year

English as a Second Language Program Types	
002	English as a Second Language/Content Based
<p>English as a Second Language/Content-Based is an English acquisition program that serves students identified as Emergent Bilingual (EB) through English instruction provided by a teacher appropriately certified in ESL under TEC, §29.061(c), using content-based language instruction methods in reading language arts and reading, mathematics, science, and social studies. The goal of content-based ESL is for EB students to attain full proficiency in English in order to participate equitably in school.</p> <p>Non-emergent bilingual (non-EB) students may also participate in this program with parental permission, but they are not eligible for generating Bilingual Education Allotment (BEA) funds.</p>	
003	English as a Second Language/Pull-Out
<p>English as a Second Language/Pull-Out is an English acquisition program that serves students identified as Emergent Bilingual (EB) through English instruction using content-based instruction methods provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English reading and language arts in a pull-out or inclusionary delivery setting. The goal of ESL pull-out is for EB students to attain full proficiency in English in order to participate equitably in school.</p> <p>Non-emergent bilingual (non-EB) students may also participate in this program with parental permission, but they are not eligible for generating Bilingual Education Allotment (BEA) funds.</p>	

STUDENT LANGUAGE INSTRUCTION PROGRAM ASSOCIATION ENTITY

047-050, 005-006 – Alternative Methods	
Definition	
The Alternative Methods describe the type of temporary alternative linguistic supports provided by a teacher who is not appropriately certified and is serving emergent bilingual students. The temporary alternative methods must align as closely as possible with the district's required bilingual or ESL program, meet the affective, linguistic, and cognitive needs of the students and must provide them the opportunity to master the essential knowledge and skills of the required curriculum. The alternative methods must be approved by the Texas Education Agency (TEA) via the LEAs submission of a bilingual education exception or English as a second language (ESL) waiver for the current school year.	
Special Instructions	
19 TAC §89.1207	
Former Data Element Name and Number	
ALTERNATIVE-LANGUAGE-PROGRAM-CODE (E1642)	
Submission	
PEIMS Fall, PEIMS Summer, PEIMS Extended Year	

Alternative Methods Program Types	
047	Alternative Methods for Transitional Bilingual Early Exit
Alternative Methods for Transitional Bilingual Early Exit describes the temporary alternative linguistic support provided by a teacher who is not appropriately bilingual certified and is serving emergent bilingual students in a transitional bilingual early-exit program. The temporary alternative methods must align as closely as possible with the district's required transitional bilingual program, meet the affective, linguistic, and cognitive needs of students and provide them the opportunity to master the essential knowledge and skills of the required curriculum. The alternative methods used must be approved by TEA via the submission of the bilingual exception for the current school year.	
048	Alternative Methods for Transitional Bilingual Late Exit
Alternative Methods for Transitional Bilingual Late Exit describes the temporary alternative linguistic support provided by a teacher who is not appropriately bilingual certified and is serving emergent bilingual students in a transitional bilingual late-exit program. The temporary alternative methods must align as closely as possible with the district's required transitional bilingual program, meet the affective, linguistic, and cognitive needs of students and provide them the opportunity to master the essential knowledge and skills of the required curriculum. The alternative methods used must be approved by TEA via the submission of the bilingual exception for the current school year.	
049	Alternative Methods for Dual Language Immersion Two-Way
Alternative Methods for Dual Language Immersion Two-Way describes the temporary alternative linguistic support provided by a teacher who is not appropriately bilingual certified and is serving emergent bilingual students in a dual language immersion two-way program. The temporary alternative methods must align as closely as possible with the district's required dual language immersion program, meet the affective, linguistic, and cognitive needs of students and provide them the opportunity to master the essential knowledge and skills of the required curriculum. The alternative methods used must be approved by TEA via the submission of the bilingual exception for the current school year.	

050	Alternative Methods for Dual Language Immersion One-Way
Alternative Methods for Dual Language Immersion One-Way describes the temporary alternative linguistic support provided by a teacher who is not appropriately bilingual certified and is serving emergent bilingual students in a dual language immersion one-way program. The temporary alternative methods must align as closely as possible with the district's required dual language immersion program, meet the affective, linguistic, and cognitive needs of students and provide them the opportunity to master the essential knowledge and skills of the required curriculum. The alternative methods used must be approved by TEA via the submission of the bilingual exception for the current school year.	
005	Alternative Methods for ESL Content Based
Alternative Methods for ESL Content Based describes the temporary alternative linguistic support provided by a teacher who is not appropriately ESL certified and is serving emergent bilingual students in an ESL content-based program. The temporary alternative methods must align as closely as possible with the district's required ESL program, meet the affective, linguistic, and cognitive needs of students and provide them the opportunity to master the essential knowledge and skills of the required curriculum. The alternative methods used must be approved by TEA via the submission of the ESL waiver for the current school year.	
006	Alternative Methods for ESL Pull-Out
Alternative Methods for ESL Pull-Out describes the temporary alternative linguistic support provided by a teacher who is not appropriately ESL certified and is serving emergent bilingual students in an ESL pull-out program. The temporary alternative methods must align as closely as possible with the district's required ESL program, meet the affective, linguistic, and cognitive needs of students and provide them the opportunity to master the essential knowledge and skills of the required curriculum. The alternative methods used must be approved by TEA via the submission of the ESL waiver for the current school year.	



SUMMER PEIMS

ATTENDANCE CODES

BilingualESLProgramReportingPeriodAttendance Entity

Data Element	NP* Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
School						
Student						
CalendarCode	PA,PS,PE		60	String		E0975
ReportingPeriod	PA,PS,PE			Descriptor	C130	E0934
GradeLevel	PA,PS,PE			Descriptor	C050	E0017
NumberDaysTaught	PA,PS,PE		3	Number		E0935
BilingualESLFunding	PA,PS,PE			Descriptor	C225	E1651
TotalEligBilingualESLDaysPresent	PA,PS,PE		5	Decimal		E0938

EmergentBilingualIndicator	BilingualESLFunding	LangInstruProgram Svc	Funding Weight
1	B1	042, 043, 047, 048	0.10
1	E1	002, 003, 005, 006	0.10
1	D3	044, 045	0.15
1	D5	049, 050	0.15
F, S, 3, 4, 5 or Not Reported	D4	044	0.05
F, S, 3, 4, 5 or Not Reported	D6	049, 050	0.05

Refer to the [Bilingual and English as a Second Language Education Programs](#) website provided by TEA's Division of English Learner Support for resources related to English learners and Bilingual and English as a second language (ESL) programs.

BilingualESLFunding (E1651) indicates the language program in which the student participates during the reporting period that generates funding under TEC 48.105.

DR3

Students in *GradeLevel* EE (Early Education) can be reported with *TotalEligBilingualESLDaysPresent* if they are eligible for ADA and meet all other Bilingual Education Allotment eligibility requirements.

For additional rules concerning the reporting of bilingual/ESL days present for a particular student, please refer to the [Student Attendance Accounting Handbook](#).

TotalEligBilingualESLDaysPresent (E0938) indicates the total number of days the student was present and an eligible participant in the state-approved bilingual/ESL program during a particular reporting period.

Data Element ID	Data Element Name	Date Issued	Date Updated
E1651	BilingualESLFunding	08/26/2019	09/02/2025

Definition

BilingualESLFunding indicates the language program in which the student participates during the reporting period that generates funding under TEC 48.105.

Special Instructions

Table Identification	Length	Data Type	Domain of Values
BilingualESLFunding(C225)		Descriptor	

Used in Entities

BilingualESLProgramReportingPeriodAttendance
FlexibleBilingualESLProgramReportingPeriodAttendance

Used in Domain

Student Attendance

Former Data Element Name

Used in Data Collections/Submissions

- | | | | |
|---|--|--|---|
| <input checked="" type="checkbox"/> PEIMS Attendance | <input checked="" type="checkbox"/> PEIMS Summer | <input type="checkbox"/> ECDS ECDS-PK | <input type="checkbox"/> SPEDS SPEDS Summer |
| <input checked="" type="checkbox"/> PEIMS Extended Year | <input type="checkbox"/> CR Winter | <input type="checkbox"/> NP Not Promoted | |
| <input type="checkbox"/> PEIMS Fall | <input type="checkbox"/> CSW Waitlist | | |
| <input type="checkbox"/> PEIMS Mid-Year | <input type="checkbox"/> ECD | | |

Table ID	Name	Date Issued	Date Updated
C225	BilingualESLFunding	08/26/2019	09/02/2025

Descriptor	Short Description	Long Description
B1	Student In Transitional Bilingual or alt methods for transitional bilingual	Student In Transitional Bilingual (either early exit or late exit) or implementing alternative methods for transitional bilingual (early exit or late exit) (.10)
E1	Student In ESL or an alternative method for ESL	Student in ESL (either content-based or pull-out) or implementing alternative methods for ESL (early exit or late exit) (0.10)
D3	EB Student In Dual Language Immersion/One-Way or Two-Way Program	EB Student In Dual Language Immersion One-Way or Two-Way Program (0.15)
D4	Non-EB Student In Dual Language Immersion/Two-Way Program	Non-EB Student In Dual Language Immersion Two-Way Program (0.05)
D5	EB Student in Alt Methods Dual Lang Immersion/One-Way or Two-Way Program	EB Student in Alternative Methods Dual Language Immersion One-Way or Two-Way Program (0.15) [funded in accordance with TEC 48.105(a-2) only]
D6	Non-EB Student in Alt Methods Dual Lang Immersion/One-Way or Two-Way Prog	Non-EB Student in Alternative Methods Dual Language Immersion One-Way or Two-Way Program (0.05) [funded in accordance with TEC 48.105(a-2) only]

Used in the following data element(s):

BilingualESLFunding

Used in the following entities:

BilingualESLProgramReportingPeriodAttendance
FlexibleBilingualESLProgramReportingPeriodAttendance

As of 25-26, HB2 and TWEDS removed the existing three Bilingual / ESL Funding Codes e1651 and replaced them with six new codes (C225).

Data Element ID	Data Element Name	Date Issued	Date Updated
E0938	TotalEligBilingualESLDaysPresent	03/13/1992	03/01/2013
Definition			
TotalEligBilingualESLDaysPresent indicates the total number of days the student was present and an eligible participant in the state-approved bilingual/ESL program during a particular reporting period.			
Special Instructions			
Table Identification	Length	Data Type	Domain of Values
	5	Decimal	0.0-180.0
Used in Entities			
BilingualESLProgramReportingPeriodAttendance			
Used in Domain			
Student Attendance			
Former Data Element Name			
Used in Data Collections/Submissions			
<input checked="" type="checkbox"/> PEIMS Attendance	<input checked="" type="checkbox"/> PEIMS Summer	<input type="checkbox"/> ECDS ECDS-PK	<input type="checkbox"/> SPEDS SPEDS Summer
<input checked="" type="checkbox"/> PEIMS Extended Year	<input type="checkbox"/> CR Winter	<input type="checkbox"/> NP Not Promoted	<input type="checkbox"/> SPPI-14 SPPI-14
<input type="checkbox"/> PEIMS Fall	<input type="checkbox"/> CSW Charter School Waitlist	<input type="checkbox"/> RFT Residential Facility Tracker	<input type="checkbox"/> UID Enrollment Event
<input type="checkbox"/> PEIMS Mid-Year	<input type="checkbox"/> ECDS ECDS-KG	<input type="checkbox"/> SELA Special Education Language Acquisition	<input type="checkbox"/> UID Enrollment Event

OnDataSuite roadmap to reflect these changes

Creating a new report:

Bilingual/ESL Refined ADA Report Post 2025

- Removing all prior COVID and RA / RS reporting references
- Updating to reflect the six NEW Bilingual ESL Funding Codes as attendance is reported
- Add Toggle Student counts feature
- Add Flex Attendance reporting (similar functionality as implemented on the Special Education Mainstream ADA Report

Updating Summer Cumulative Dashboard:

Bilingual/ESL	
Emergent Bilingual (EB) (Emergent-Bilingual-Indicator-Code = 1)	3,764
Standard or Alternative Bilingual/ESL (Bilingual/ESL Funding Code = BE)	21,473
Dual Language Immersion/One Way (Bilingual/ESL Funding Code = D1)	3,328
Dual Language Immersion/Two Way (Bilingual/ESL Funding Code = D2)	4,735
Transitional Bilingual or Alt Methods for Bilingual (Bilingual/ESL Funding Code = B1)	67
ESL or Alt Methods ESL (Bilingual/ESL Funding Code = E1)	2,626
(EB) Dual Language - One or Two Way (Bilingual/ESL Funding Code = D3)	0
(Non EB) Dual Language - One or Two Way (Bilingual/ESL Funding Code = D4)	0
(EB) Alt Methods Dual Language - One or Two Way (Bilingual/ESL Funding Code = D5)	0
(Non EB) Alt Methods Dual Language - One or Two Way (Bilingual/ESL Funding Code = D6)	0

DESCRIPTOR TABLE GUIDE FOR BILINGUAL AND ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS

Descriptor Table Guide for Bilingual and English as a Second Language (ESL) Programs

For the latest [Texas Education Data Standards \(TEDS\)](#), see the Texas Student Data System (TSDS) Web-Enabled Data Standards (TWEDS).

Abbreviations:

- **EB/EL:** Emergent Bilingual/English Learner
- **Non-EB/Non-EL:** Non-Emergent Bilingual/Non-English Learner
- **EP:** English Proficient
- **BEA:** Bilingual Education Allotment
- **TEE:** Bilingual Transitional Early Exit
- **TLE:** Bilingual Transitional Late Exit
- **DLI2:** Dual Language Immersion Two-Way
- **DLI1:** Dual Language Immersion One-Way
- **CB:** ESL Content-Based
- **PO:** ESL Pull-Out

Student Description Sections:

- [Section 1:](#) EB/EL student served in a bilingual program with parental permission
- [Section 2:](#) EB/EL student served in an ESL program with parental permission
- [Section 3:](#) EB/EL student with parental denial of bilingual programs but has accepted ESL program participation
- [Section 4:](#) EB/EL student with parental denial of all language programs
- [Section 5:](#) Non-EB/Non-EL students who have never been identified as EB/EL

DESCRIPTOR TABLE GUIDE FOR BILINGUAL AND ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS



SECTION 1: EB/EL served in a BILINGUAL program with PARENTAL PERMISSION

Student Description	Timing	Emergent Bilingual Indicator	Parental Permission	Bilingual Program Lang Instruction Program Svc	ESL Program Lang Instruction Program Svc	Alternative Methods Lang Instruction Program Svc	Bilingual/ ESL Funding and BEA Funding Weight
		Descriptor C061	Descriptor C093	Descriptor Table C335			Descriptor C225
EB/EL student with parental permission for bilingual program participation; Student's bilingual program is NOT under a Bilingual Exception.	All years classified as EB/EL	1	D	042: TEE 043: TLE 044: DL12 045: DL11	N/A	N/A	B1 (0.10): TEE, TLE D3 (0.15): DL1, DL2
EB/EL student with parental permission for bilingual program participation; Student's bilingual program is under a Bilingual Exception.	All years classified as EB/EL	1	E	N/A	N/A	047 - Alternative methods for TEE 048 - Alternative methods for TLE 049 - Alternative methods for DL12 050 - Alternative methods for DL11	B1 (0.10)
EB/EL student with parental permission for bilingual program participation; Student meets reclassification as EP and exits bilingual program.	Year 1 of monitoring	F	N/A	N/A	N/A	N/A	N/A (0)
	Year 2 of monitoring	S					
	Year 3 of monitoring	3					
	Year 4 of monitoring	4					
	Years 5+ after monitoring is complete	5					
EB/EL student with parental permission for bilingual program participation; Student meets reclassification as EP and continues bilingual program participation with parental permission; Student's bilingual program is NOT under a Bilingual Exception.	Year 1 of monitoring	F	G	042: TEE 043: TLE 044: DL12 045: DL11	N/A	N/A	B1 (0): TEE, TLE, or DL1 D4 (0.05): DL2*
	Year 2 of monitoring	S					
	Year 3 of monitoring	3					
	Year 4 of monitoring	4					
	Years 5+ after monitoring is complete	5					

DESCRIPTOR TABLE GUIDE FOR BILINGUAL AND ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS



SECTION 1: EB/EL served in a BILINGUAL program with PARENTAL PERMISSION

Student Description	Timing	Emergent Bilingual Indicator	Parental Permission	Bilingual Program Lang Instruction Program Svc	ESL Program Lang Instruction Program Svc	Alternative Methods Lang Instruction Program Svc	Bilingual/ ESL Funding and BEA Funding Weight
		Descriptor C061	Descriptor C093	Descriptor Table C335			Descriptor C225
EB/EL student with parental permission for bilingual program participation;	Year 1 of monitoring	F	G	N/A	N/A	047 - Alternative methods for TEE 048 - Alternative methods for TLE 049 - Alternative methods for DL12 050 - Alternative methods for DL11	N/A (0): TEE TLE, or DL11 D6 (0.05): DL2*
	Year 2 of monitoring	S					
Student meets reclassification as EP and continues bilingual program participation with parental permission;	Year 3 of monitoring	3					
	Year 4 of monitoring	4					
Student's bilingual program is under a Bilingual Exception.	Years 5+ after monitoring is complete	5					

*NOTE: This is additional funding *only* for those students who have been reclassified and are participating in a **Dual Language Immersion Two-Way** program. If reclassified students continue to participate in a **Dual Language Immersion One-Way**, **Transitional Bilingual Early Exit** or **Late Exit** programs, no additional funding will be generated.

DESCRIPTOR TABLE GUIDE FOR BILINGUAL AND ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS



SECTION 2: EB/EL served in an ESL program with PARENTAL PERMISSION

Student Description	Timing	Emergent Bilingual Indicator	Parental Permission	Bilingual Program Lang Instruction Program Svc	ESL Program Lang Instruction Program Svc	Alternative Methods Lang Instruction Program Svc	Bilingual/ ESL Funding and BEA Funding Weight
		Descriptor C061	Descriptor C093	Descriptor Table C335			Descriptor C225
EB/EL student with parental permission for ESL program participation; Student's ESL program is NOT under an ESL Waiver.	All years classified as EB/EL	1	K	N/A	002: CB 003: PO	N/A	E1 (0.10)
EB/EL student with parental permission for ESL program participation; Student's ESL program is under an ESL Waiver.	All years classified as EB/EL	1	J	N/A	N/A	005: CB 006: PO	E1 (0.10)
EB/EL student with parental permission for ESL program participation; Student meets reclassification as EP and exits ESL program.	Year 1 of monitoring	F	N/A	0	0	N/A	N/A (0)
	Year 2 of monitoring	S					
	Year 3 of monitoring	3					
	Year 4 of monitoring	4					
	Years 5+ after monitoring is complete	5					
EB/EL student with parental permission for ESL program participation; Student meets reclassification as EP and continues ESL program participation with parental permission; Student's ESL program is NOT under an ESL Waiver.	Year 1 of monitoring	F	G	0	002: CB 003: PO	N/A	E1 (0)
	Year 2 of monitoring	S					
	Year 3 of monitoring	3					
	Year 4 of monitoring	4					
	Years 5+ after monitoring is complete	5					

DESCRIPTOR TABLE GUIDE FOR BILINGUAL AND ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS



SECTION 2: EB/EL served in an ESL program with PARENTAL PERMISSION

Student Description	Timing	Emergent Bilingual Indicator	Parental Permission	Bilingual Program Lang Instruction Program Svc	ESL Program Lang Instruction Program Svc	Alternative Methods Lang Instruction Program Svc	Bilingual/ ESL Funding and BEA Funding Weight
		Descriptor C061	Descriptor C093	Descriptor Table C335			Descriptor C225
EB/EL student with parental permission for ESL program participation; Student meets reclassification as EP and continues ESL program participation with parental permission.	Year 1 of monitoring	F	G	0	0	005: CB 006: PO	E1 (0)
	Year 2 of monitoring	S					
	Year 3 of monitoring	3					
	Year 4 of monitoring	4					
Student's ESL program is under an ESL Waiver.	Years 5+ after monitoring is complete	5					

DESCRIPTOR TABLE GUIDE FOR BILINGUAL AND ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS



SECTION 3: EB/EL student with PARENTAL DENIAL of BILINGUAL programs but has ACCEPTED ESL program participation

Student Description	Timing	Emergent Bilingual Indicator	Parental Permission	Bilingual Program Lang Instruction Program Svc	ESL Program Lang Instruction Program Svc	Alternative Methods Lang Instruction Program Svc	Bilingual/ ESL Funding and BEA Funding Weight
		Descriptor C061	Descriptor C093	Descriptor Table C335			Descriptor C225
EB/EL student with parental denial of Bilingual Programs; Parent has accepted ESL program participation; Student's ESL program is NOT under an ESL Waiver.	All years classified as EB/EL	1	A	0	002: CB 003: PO	N/A	E1 (0.10)
EB/EL student with parental denial of Bilingual Programs; Parent has accepted ESL program participation; Student's ESL program is under an ESL Waiver.	All years classified as EB/EL	1	J	N/A	N/A	005: CB 006: PO	E1 (0.10)
EB/EL student with parental denial of Bilingual Programs; Parent has accepted ESL program participation; Student meets reclassification as EP and exits ESL program.	Year 1 of monitoring	F	N/A	N/A	N/A	N/A	N/A (0)
	Year 2 of monitoring	S					
	Year 3 of monitoring	3					
	Year 4 of monitoring	4					
	Years 5+ after monitoring is complete	5					

DESCRIPTOR TABLE GUIDE FOR BILINGUAL AND ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS



SECTION 3: EB/EL student with PARENTAL DENIAL of BILINGUAL programs but has ACCEPTED ESL program participation

Student Description	Timing	Emergent Bilingual Indicator	Parental Permission	Bilingual Program Lang Instruction Program Svc	ESL Program Lang Instruction Program Svc	Alternative Methods Lang Instruction Program Svc	Bilingual/ ESL Funding and BEA Funding Weight
		Descriptor C061	Descriptor C093	Descriptor Table C335			Descriptor C225
EB/EL student with parental denial of Bilingual Programs; Parent has accepted ESL program participation; Student meets reclassification as EP and continues ESL program participation with parental permission; Student's ESL program is NOT under an ESL Waiver.	Year 1 of monitoring	F	G	0	002: CB 003: PO	N/A	E1 (0)
	Year 2 of monitoring	S					
	Year 3 of monitoring	3					
	Year 4 of monitoring	4					
	Years 5+ after monitoring is complete	5					
EB/EL student with parental denial of Bilingual Programs; Parent has accepted ESL program participation; Student meets reclassification as EP and continues ESL program participation with parental permission; Student's ESL program is under an ESL Waiver.	Year 1 of monitoring	F	G	0	0	005: CB 006: PO	E1 (0)
	Year 2 of monitoring	S					
	Year 3 of monitoring	3					
	Year 4 of monitoring	4					
	Years 5+ after monitoring is complete	5					

DESCRIPTOR TABLE GUIDE FOR BILINGUAL AND ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS



SECTION 4: EB/EL student with PARENTAL DENIAL of ALL LANGUAGE PROGRAMS

Student Description	Timing	Emergent Bilingual Indicator	Parental Permission	Bilingual Program Lang Instruction Program Svc	ESL Program Lang Instruction Program Svc	Alternative Methods Lang Instruction Program Svc	Bilingual/ ESL Funding and BEA Funding Weight
		Descriptor C061	Descriptor C093	Descriptor Table C335			Descriptor C225
EB/EL student with parental denial	All years classified as EB/EL	1	C	N/A	N/A	N/A	N/A (0)
EB/EL student with parental denial; Student meets reclassification as EP	Year 1 of monitoring	F	N/A	N/A	N/A	N/A	N/A (0)
	Year 2 of monitoring	S					
	Year 3 of monitoring	3					
	Year 4 of monitoring	4					
	Years 5+ after monitoring is complete	5					

DESCRIPTOR TABLE GUIDE FOR BILINGUAL AND ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS



SECTION 5: NON-EB/NON-EL students who have NEVER been IDENTIFIED as EB/EL

Student Description	Timing	Emergent Bilingual Indicator	Parental Permission	Bilingual Program Lang Instruction Program Svc	ESL Program Lang Instruction Program Svc	Alternative Methods Lang Instruction Program Svc	Bilingual/ ESL Funding and BEA Funding Weight
		Descriptor C061	Descriptor C093	Descriptor Table C335			Descriptor C225
Non-EB student participating in bilingual program; Student's bilingual program is NOT under a Bilingual Exception	All participating years	N/A	3	042: TEE 043: TLE 044: DL12 045: DL11	N/A	N/A	N/A (0): TEE, TLE, or DL1 D4 (0.05): DL2
Non-EB student participating in bilingual program; Student's bilingual program is under a Bilingual Exception	All participating years	N/A	3	N/A	N/A	047 - Alternative methods for TEE 048 - Alternative methods for TLE 049 - Alternative methods for DL12 050 - Alternative methods for DL11	N/A (0): TEE, TLE, or DL1 D6 (0.05): DL2
Non-EB student participating in ESL program; Student's ESL program is NOT under an ESL Waiver	All participating years	N/A	H	N/A	002: CB 003: PO	N/A	N/A (0)
Non-EB student participating in ESL program; Student's ESL program is under an ESL Waiver	All participating years	N/A	H	N/A	N/A	005: CB 006: PO	N/A (0)



**DEMONSTRATION
IN
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DEMO DISTRICT**