



2021-22

Emergent Bilingual Program Evaluation

At a Glance

- Spanish bilingual and ESL programs are required in the District.
- TAC section 89, Subchapter BB provides guidance for EB programs.

Introduction

This document constitutes the Bilingual and ESL Program Evaluation for the 2021-22 school year as per legal requirements delineated on the next section.

Emergent Bilingual Programs include both the Bilingual/Dual Language Immersion (BIL/DLI), and the ESL language programs. The first imparts instruction of the TEKS in English and Spanish and the latter in English only.

DeSoto ISD is required to implement both a Spanish Bilingual (BIL) education program and an English as a Second Language (ESL) program for students who are identified as EB through the state outlined identification process. The Texas Education Commissioner's Rules, Title 19 Texas Administrative Code (TAC) section 89, Subchapter BB, states that each school district with an enrollment of 20 or more EB students, in any language classification in the same grade level, shall offer a bilingual education (BE) program in prekindergarten through the elementary grades (PK-5).

All EBs for whom the district is not required to offer the BIL/DLI program shall be provided an English as a Second Language (ESL) program regardless of the students' grade levels, home languages, or number of such students. Both Texas education and administrative codes have specific criteria for the implementation and evaluation of programs serving EB students. DeSoto ISD's bilingual program serves students in PK-5th grade and the ESL program provides support for students in Pk-12th grade.



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- Yearly program evaluation is required.
- Requirements for the evaluation are found in TEC 29.062, and TAC 89.1265.
- This report serves as the program evaluation.
- Findings will assist in developing both district and campus improvement plans.

Legal Requirements

District EB language programs are required to conduct a yearly program evaluation and provide the results of such evaluation to the board of trustees. The requirements for the program evaluation are found in TEC 29.062 and TAC 89.1265. The following is the legal requirement for EB program evaluation found in the Texas Administrative Code §89.1265.

TAC §89.1265. Evaluation. (a) All school districts required to conduct a bilingual education or English as a second language (ESL) program shall conduct an annual evaluation in accordance with Texas Education Code (TEC), §29.053, collecting a full range of data to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, §29.062.

This report will serve as a program evaluation for the district's EB program. Findings will assist district and campus personnel in determining adjustments needed for professional development plans, instructional strategies implemented in the classroom and alterations to district and campus improvement plans.



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Program Content and Design

Bilingual/DLI Program Design

- The Gómez & Gómez One-way Dual Language Immersion (DLI) model is being used at Cockrell Hill ES in grades Pk-2 and at Frank Moates ES in grades 3-5.
- The BIL/DLI model serves EB students and delivering grade level TEKS are taught in both English and Spanish.

In the 2021-22 school year, the District began year 3 of implementing the Gómez & Gómez One-way Dual Language Immersion (DLI) model, or BIL program framework, in grades Pk-5 at Cockrell Hill ES, and Frank Moates ES respectively.

The One-way Dual Language Immersion model serves students who have been indicated as EB through the state identification process. Students are supported in both Spanish and English with more Spanish in early grades eventually reaching a 50/50 distribution of Spanish and English in upper grades. Content area and grade level TEKS are delivered in both languages. State assessments are administered in the language the student will be most successful in demonstrating content area knowledge. The One-way Dual Language Immersion (DLI) instructional model will continue to evolve, and its success will be evaluated during the 2025-26 when the first cohort of PK students complete the 5th grade.

The goal of the bilingual program model is to understand, read, write, and speak in both English and Spanish, by offering instruction in both languages; therefore, allowing students to develop high levels of proficiency in the two languages.

The BIL/DLI program is a research-based biliteracy program which prepares students identified Emergent Bilinguals 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. From Kindergarten through the fifth grade, students in the One-Way Dual Language Program develop strong literacy skills in both languages. See the [English and Spanish Reading/Language Arts](#).

Our BIL/DLI classes are comprised of Emergent Bilingual who are native Spanish speakers. Through social and academic interaction, the work towards the following goals: (1) Be bilingual and biliterate, (2) Develop high academic achievement Ent in both languages, and (3) Expand socio-cultural competence.

See the language policy below and program components.

Content Area	Language of Instruction (LOI)	
	PK-1 st	2 nd - 5 th
Reading and Language Arts	Spanish	Spanish and English (50/50) *
Math	English	English
Science	Spanish	Spanish
Social Studies	Spanish	Spanish

*alternating by week



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Grade Level		Elements
Pk-2 nd	3 rd -5 th	Language of the Day (LOD) Used for activities other than core content instruction followed throughout the campus too. MWF= Spanish ; TTH= English . Validates both languages.
Pk-2 nd	3 rd -5 th	Bilingual Pairs or Bilingual Groups (2-3 pairs): language and content ability (hi-med; med-low) in order to learn and maintain high academic expectations. Students are paired up all day based on supported language and content.
Pk-2 nd	3 rd -5 th	Student-Generated Alphabets (SGA): Grade appropriate vocabulary in both English and Spanish . One SGA per semester. Upper and lower case & picture. Highlight vocabulary words in sentences or paragraphs. Pk/K: Fall=1 word & Spring =1 sentence 1 st : Fall= 3 sentences & Spring= 1 paragraph 2 nd -3 rd : Fall & Spring= 1 paragraph
Pk-2 nd	3 rd -5 th	Interactive Word Walls (WW): Teacher and student-initiated Word Walls in English and Spanish . Vocabulary comes from various activities conducted in LOI. Alphabet letter (upper/lower case in any color. Use index cards for words.
Pk-2 nd	3 rd -5 th	Project-Based Learning (PBL): Inquiry-based approach for learning content through discovery and project and research.
Pk-2 nd	3 rd -5 th	Content Boards: RLA is yellow; Math is sky blue; Science is green; Social Studies is orange. Includes vocabulary (lower left corner), bilingual pair work (right side); objective in respective LOI (top left corner). Borders, letters, and themes can be any color.
Pk-2 nd	3 rd -5 th	Content Journals: Math is sky blue; Social Studies is red; Science is green. Optional-color ode the spine to match CB. LOD and BLC journals are optional
Pk-2 nd	3 rd -5 th	Classroom Labels: Age appropriate 15-20 words in English and Spanish. Replace words every semester.
Pk-2 nd		Bilingual Learning Centers (BLC): Academic activities in throughout the week; pairs engage in English and Spanish ; students travel in bilingual pairs <i>Reading, Math, Science, Social</i> .
Pk-2 nd		Conceptual Refinement (CR): Conducted in the LOI to assist students that need refinement on the concept(s) learned; 10-15 minutes at the end of the lesson.
	3 rd -5 th	Bilingual Research Centers (BRC): 1 BRC per content per semester and stays posted until replaced by new BRC in the same content. Provides a focus on research, inquiry, project-based as students complete projects/assignments. Post: product, rubric, and TEKS.
	3 rd -5 th	Specialized Content-Area Vocabulary Enrichment (SVE): Prior's week's vocabulary is translated to the opposite language. 15-minute review activity Activities develop key academic vocabulary in the opposite LOI (ex: Science in 15-20 minutes in English).



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- ESL support is provided through ESL certified classroom teachers.

Note: Not all ELAR/ENG teachers are ESL certified- this is the State's minimum requirement-; therefore, an ESL Waiver was submitted to the TEA again in November 2021.

ESL Program Design

The purpose of the DeSoto ISD ESL program is to provide intensive English language instruction to develop proficiency in the English language domains of listening, speaking, reading, and writing. This instruction takes place in PK-12th general education classes with ESL certified classroom teachers. ESL teachers in elementary and secondary schools used language acquisition strategies through differentiated instruction and flexible grouping of their students based on both linguistic and cognitive levels. As a part of the evaluation, it was discovered that DeSoto needs additional ESL certified classroom teachers at all grade levels to appropriately serve EB students. More information in the section titled *Bilingual Exemption and ESL Waiver*.

The ESL model is Content based and is subtractive in nature, meaning the Spanish is not used to build upon learning the English language. Instruction is in English only. This model is an English acquisition program that serves students identified as Emergent Bilinguals through English instruction. The goal is for English learners to attain full proficiency in English to participate equitably in school.

The ESL Content-based 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. Note: PEIMS coding of ESL students reflects *Pull-Out* due to the being the bare minimum requirement required by the State. However, all ESL students are in the Content-based program.

The ESL program design in grades PK-2 grade in 2021-22 involved the self-contained teachers to be ESL certified. In grades 3-12, the language arts/English teacher is required to be ESL certified. Teachers of ESL students are required to offer support in teaching the TEKS by scaffolding instruction, using sheltered instruction strategies and by providing linguistic accommodations in all content area.



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- The LPAC oversees procedures for identification, placement, review, and reclassification.
- The process begins with the HLS, if new to Texas; or TREX records, for students transferring from a Texas school.

Program Procedures for Identification, Placement, Review, and Reclassification

The Language Proficiency Assessment Committee (LPAC) determines matters related to student identification, placement, review, and reclassification and consists of an ESL certified teacher, a bilingual teacher, a campus administrator, and a parent of a student in the EB program. The identification and placement process starts when a language(s) other than English is indicated on the required Home Language Survey at the time of enrollment, if the student is new to Texas. If the students enroll from within Texas, then TREX records are requested. Based on the information provided students were administered the PreLAS or LAS language assessments. All results and student documentation were referred to the LPAC for identification, appropriate program placement, review and reclassification of EL students based on guidance provided by the Texas Education Agency LPAC Framework for 2020-21. All LPAC record keeping is managed on the online platform Edugence, purchased through Region 10. Edugence not only keeps current records but also archives previous years' records, which is helpful when records requests come in from other ISDs. Campus PEIMS clerks play a pivotal role in notifying the EB Leads of newly enrolled students. Systems and processes are in place. Please see the document titled [A New Student Enrolls, Who Does What?](#) Additionally, PEIMS clerks fulfill transcripts and LPAC records requests for former students. See document titled, [How to Fulfill LPAC Records Requests.](#)

The Edugence LPAC online management system has been in use since the 2019-20 school year and it has been proven helpful to carry out meetings in person, virtually, with records keeping of all forms and with fulfilling records requests for former students.



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- 635 EB students.
- 168 served in the ALT program (those with nonESL certified ELAR/ENG teachers).
- 22 are Denials
- 68 are also identified as SpEd

Number and Percentage of Students in EL Program

September 2022, PEIMS data shows the total number of EB students in grades PK-12th is 635. Please see the breakdown below. Note: this may not include new students registering as of September 22.

Out of the 635, 46 are coded for both SpEd and EB. The total number of students enrolled in the District for 2021-22 school year was 6363.

Coding	# EB Students	District %
Bilingual	266	.041
ESL	179	.03
ALT*	168	.03
Denial	22	.003

*ALT denotes ESL or BIL student is receiving ELAR/ENG from a nonESL certified teacher



Program Professional Development

Training of Teachers and Paraprofessionals

- BIL and ESL teachers received PD, which included PLC sessions.
- Paraprofessionals were trained in administering the PreLAS to PK-K.
- All 18 Campus EB Leads were trained in conducting LPACs. There were 8 who were new.

In 2021-22 BIL and ESL teachers attended the required professional development days presented by the District personnel. This included ELPS training, Gómez and Gómez training and ESL certification test preparation session. Paraprofessionals supporting the EB students were trained in administering the oral language proficiency test in grades PK-1 (pre-LAS in person) and EB Leads in grades (LAS in grades 1-12 computer-based). In person ELPS training was provided during the months of September and October to all campuses during PLC and/or staff meetings.

LPAC EB Leads attended monthly training meetings focused on LPAC requirements. Weekly communication processes are in place to communicate weekly with PEIMS clerks to capture new students enrolling who may need Bilingual or ESL services. There were 18 EL Leads and 8 had not performed the LPAC extra duties previously. EB Leads also administered the LAS online to new Texas schools in grades 2-12. EB Leads are instrumental in administering the TELPAS every year. Additionally, they conduct BOY, MOY and EOY LPACs which ensure all students are identified, monitored, given the appropriate support for State assessment, and are reclassified/exited if criteria are met, respectively.

Bilingual Exception and ESL Waiver

- TEA requires Bilingual Exceptions and/or ESL Waivers when teachers do not hold BIL or ESL certification respectively.
- Five teachers obtained ESL certification during the 2021-22 school year.
- In 2021-22 DeSoto

TEA requires districts to submit a Bilingual Exception and/or ESL Waiver when the district does not have enough certified teachers to provide the required bilingual or ESL program by November 1.

ESL Waivers

In 2020-21, an application for 41 waivers for non-certified ESL students was submitted. As per PEIMS coding guidance, the ESL students who were taught by a non-ESL certified teacher in ELAR/ENG were coded as being in the ALT program. Out of those 41 non-ESL certified teachers, 5 became certified after TExES #154 test prep sessions. As part of the efforts to increase the number of ESL certified teachers, all 5 teachers received reimbursement for the cost of the TExES after obtaining passing scores. The [2021-22 waiver application was approved](#) by the TEA's Division of English Learners on June 22, 2022 for 41 non ESL certified teachers given then continue to receive.



submitted an ESL Waiver for 41 teachers.

BIL Exceptions

In the 2021-22 school year, all Bilingual teachers were certified; therefore, no BIL exceptions were filed on behalf of the District.

• TELPAS scores show most EBs at the Advanced Level for Listening; the Intermediate level for Reading, the Intermediate for Speaking and at the Intermediate and Advanced levels for Writing.

• TELPAS ALT scores are masked.

Program Progress

Language Proficiency Progress

TELPAS

All identified EBs in either BIL or ESL, take the Texas English Language Proficiency Assessment System (TELPAS) which assesses the English Language Proficiency Standards (ELPS) and measures English proficiency levels in the listening, speaking, reading, and writing domains.

In the spring of 2022, 617 EBs took the TELPAS. The graph shows the Beginning level in red color, Intermediate level in orange, Advanced level in green and Advanced High levels in purple for Listening, Reading, Speaking and Writing.

A summary of the data is: 36% are at the Advanced level in Listening; 31% at the Intermediate level in Reading; 41% at the Intermediate level in Speaking; and at 28% both at the Intermediate and Advanced levels in Writing.

In comparison with 2021 TELPAS scores, this is an increase of 1% in Listening at the Advanced level; a 1% decrease in Reading at the Intermediate level; 2% decrease in Speaking at the Intermediate level and an 7% increase in Writing at the Advanced level.

All -- 2022

Campus	Total	Listening %				Reading %				Speaking %				Writing %			
District	617	10	25	36	29	24	31	26	18	29	41	26		26	28	28	17

All -- 2021

Campus	Total	Listening %				Reading %				Speaking %				Writing %			
District	531	13	28	35	24	28	32	20	20	29	43	26		29	34	21	16



- LPAC decisions over the language of testing for BIL/DLI students in grades 3-5 STAAR need to be carefully and intentionally done. Such decision needs to be fully substantiated with NWEA Map data as well as Benchmarks and other.
- Additionally, there need to be more focus on increasing the percentages of *Meets* and *Approaches*.

TELPAS-ALT

Students who take TELPAS ALT are EB in grades 2-12 who have significant cognitive disabilities and are identified as EB students. In the 2021-22 school year, 14 students qualified and were assessed with the TELPAS ALT. Since there were only 14 students taking it, the data information is masked so as to not reveal the student's identity.

Group Summary: Performance Levels: TELPAS Alternate, DESOTO ISD, March 2022			
Group	Admin	Grade	Number Tested
DESOTO ISD	March 2022	2	2
DESOTO ISD	March 2022	3	2
DESOTO ISD	March 2022	4	2
DESOTO ISD	March 2022	6	1
DESOTO ISD	March 2022	7	2
DESOTO ISD	March 2022	8	1
DESOTO ISD	March 2022	9	2
DESOTO ISD	March 2022	10	2
			14

Academic Progress for EBs in BIL

The following tables show the STAAR scores for BIL students in grades 3-5. Some students took the tests in Spanish. The LPAC decides the language of assessment based on the language of instruction and the student's strongest academic language.

STAAR 3-5 Reading BIL/DLI

	May 2022 STAAR Reading Spanish, Grade 3	May 2022 STAAR Reading, Grade 3	May 2022 STAAR Reading Spanish, Grade 4	May 2022 STAAR Reading, Grade 4	May 2022 STAAR Reading Spanish, Grade 5	May 2022 STAAR Reading, Grade 5
Bilingual						
Total Students	28	18	14	22	1	6
Percent Score	42.04%	64.78%	43.43%	68.27%	82%	56.33%
EB/EL	100%	100%	100%	100%	100%	100%
Approaches						
Meets	7.14%	50%	14.29%	50%	100%	33.33%
Masters	%	%	%	%	%	%
On Track to Meet Grade Level	%	%	27.27%	69.23%	%	100%



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- ESL students in grades 3, 4, and 7 show solid percentages of Meets.
- ESL students at the secondary level are still needing a lot of support in passing the EOC English I and II.

STAAR 3-5 Mathematics BIL/DLI

	May 2022 STAAR Mathematics Spanish	May 2022 STAAR Mathematics, Grade 3	May 2022 STAAR Mathematics, Grade 4	May 2022 STAAR Mathematics Spanish	May 2022 STAAR Mathematics Spanish, Grade	May 2022 STAAR Mathematics, Grade 5
Bilingual						
Total Students	4	42	32	4	1	6
Percent Score	39.25%	46.86%	49.63%	45.50%	42%	43.17%
EB/EL	100%	100%	100%	100%	100%	100%
Approaches						
Meets	0%	19.05%	18.75%	0%	0%	0%
Masters	%	%	%	%	%	%
On Track to Meet Grade Level	%	%	31.03%	0%	0%	66.67%

Academic Progress for EBs in ESL

The following tables show the STAAR scores for ESL students in grades 3-12. LPAC decides the linguistics support needed, if any.

STAAR 3-8 Reading ESL

	May 2022 STAAR Reading, Grade 3	May 2022 STAAR Reading, Grade 4	May 2022 STAAR Reading, Grade 5	May 2022 STAAR Reading, Grade 6	May 2022 STAAR Reading, Grade 7	May 2022 STAAR Reading, Grade 8
ESL						
Total Students	6	14	26	27	19	-
Percent Score	46.83%	65.21%	70.19%	47.15%	63.26%	-
EB/EL	100%	100%	100%	100%	100%	-
ESL/pull-out	75%	100%	40.91%	100%	100%	-
Approaches						-
Meets	33.33%	50%	46.15%	11.11%	42.11%	-
Masters	%	%	%	%	%	-
On Track to Meet Grade Level	%	66.67%	88.89%	22.22%	68.75%	-

STAAR 3-8 Mathematics ESL

	May 2022 STAAR Mathematics, Grade 3	May 2022 STAAR Mathematics, Grade 4	May 2022 STAAR Mathematics, Grade 5	May 2022 STAAR Mathematics, Grade 6	May 2022 STAAR Reading, Grade 7	May 2022 STAAR Mathematics, Grade 8
ESL						
Total Students	7	14	26	27	19	2
Percent Score	48.29%	62.43%	51.08%	32.93%	63.26%	68%
EB/EL	100%	100%	100%	100%	100%	100%
ESL/pull-out	60%	100%	40.91%	100%	100%	100%
Approaches						
Meets	28.57%	64.29%	15.38%	11.11%	42.11%	50%
Masters	%	%	%	%	%	%
On Track to Meet Grade Level	%	66.67%	56%	22.22%	68.75%	50%



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EOC/STAAR English I and II ESL

	Spring 2022 STAAR EOC, English I	Spring 2022 STAAR EOC, English II
ESL		
Total Students	43	30
Percent Score	54.28%	51.60%
EB/EL	100%	100%
ESL/pull-out	100%	100%
Approaches		
Meets	25.58%	23.33%
Masters	0%	0%
On Track to Meet Grade Level	%	%



- Two students were reclassified and are coded First Year Monitor in the 2022-23 school year.
- Summer School pre and post test results for both PK/K and secondary Newcomers show the most growth in the areas of Speaking and Writing.

Reclassification rates

Due to updates in the [2021-22 EL Reclassification Criteria and Guidance](#) and COVID-19, fewer students met the reclassification criteria set by TEA. A total of 2 students were reclassified as having met state identified criteria for English proficiency and re-coded as First Year Monitored students in PEIMS. One student is in grade 1 and the other in grade 2. As per reclassification criteria, the 2 students did not receive any testing supported by the LPAC.

2022 Summer School

During the summer of 2022, two programs were offered: one was the required PK/K program and the other was for Newcomers in grades 9-12.

There were 23 students who participated in the PK/K program and 40 in grades 2-5. Teachers were trained in using the curriculum purchased and were provided lesson plans as well as books, pencils, notebooks, rulers, markers, and other to carry out the lessons.

For PK and Kinder, pre and post test results in English and Spanish show all students demonstrated growth in the Listening domain. Only 5 students did not show growth in Speaking. In the Reading domain only 1 student did not show growth. In the Writing domain, 6 students did not show growth. Please see the document titled [2022 Summer Pre and Post Test for PK and K.](#)

There were 4 Newcomer summer school for students in grades 9-12. There was growth in Listening, Speaking, Reading, and Writing domains. The greatest areas of growth were in Speaking and Reading. Please see the summary below.

Student 1					Student 2					Student 3					Student 4				
Domain Level	PRE test	POST test	+/-	Cumulative growth	Domain Level	PRE test	POST test	+/-	Cumulative growth	Domain Level	PRE test	POST test	+/-	Cumulative growth	Domain Level	PRE test	POST test	+/-	Cumulative growth
LISTENING	A	4	4	0	LISTENING	A	3	4	1	LISTENING	A	2	-2	-2	LISTENING	A	4	4	0
	B	2	4	2		B	4	6	2		B	2	-2	-2		B	6	6	0
	C	9	12	3		C	9	12	3		C	9	-9	-9		C	12	12	0
SPEAKING	A	3	4	1	SPEAKING	A	2	3	1	SPEAKING	A	0	0	0	SPEAKING	A	3	4	1
	B	4	6	2		B	0	6	6		B	4	-4	-4		B	8	6	-2
	C	3	9	6		C	0	9	9		C	3	-3	-3		C	9	12	3
READING	A	3	4	1	READING	A	3	4	1	READING	A	2	-2	-2	READING	A	4	4	0
	B	6	8	2		B	0	4	4		B	0	0	0		B	6	8	2
	C	0	9	9		C	3	12	9		C	6	-6	-6		C	12	9	-3
WRITING	6	11	5	125	WRITING	2	7	5	125	WRITING	1	-1	-1	0	WRITING	6	12	6	150



Program Updates and Goals

- The Gómez and Gómez BIL program framework design began in the 2019-20 school year. In the 2020-21, grade 1 BIL students are the first cohort who started in PK.
- The 2021-22 school year marked the 3rd year of implementation of the BIL program.
- Plans are to continue moving forward in strengthening the Gómez and Gómez framework and parent, teachers, principals, and the community are support and encourage it.
- Would love to bring the two-way DLI program, add English native students to join to learn Spanish starting in grades PK and adding a grade level each year until the first cohort is in 5th grade. Such plans would offer the opportunity for more students to become bilateral and bilingual. Additionally, students will be able to enroll in Spanish II or above when they reach high school increasing the number of student enrolling in AP Spanish and taking the AP tests.
- The ESL program needs ongoing professional development in the areas of providing linguistic accommodations and implementing the ELPS. TELPAS data desegregation session will continue as well as preparing EBs with additional tutorials before taking the TELPAS in the Spring.
- ESL teachers are required to get ESL certified to comply with State requirements. Every year teachers are on waivers and sometimes the same teachers. All non-ESL certified teachers have been asked to get ESL certified. There is also a free asynchronous session online. Furthermore, there is a TExES reimbursement opportunity as long as evidence of passing the certification test.
- STAAR test results show a need for the LPAC to be intentional in determining the language of assessment in grades 3-5 to allow BIL students to best show mastery of the content in their strongest academic language.
- STAAR/EOC scores show a great urgency in serving the linguistic needs of EBs especially for Newcomers. There are Newcomers in the District. The self-paced *Get Ready! Newcomer* program is underway for the secondary students.
- A BIL/ESL District Coach position was filled yet she is currently subbing a 2nd BIL/DLI grade BIL vacancy at Cockrell Hill ES. A suggestion is to hire a monolingual teacher in 2nd grade and have her partner with a BIL/DLI teacher. This situation is in place in grades 3 and 5 at Frank Moates ES. The monolingual teacher teaches the subjects in English- or Math and Science and the BIL/DLI teacher covers the SLAR/ELAR and Social Studies in Spanish.