

**Diamond Hill Elementary
Fort Worth ISD
2000 Dewey Street
Fort Worth, TX 76106
817-815-0400**

February 28, 2023

Dear Parent:

Diamond Hill Elementary #122 is sharing this information about the district and your child's campus with you as part of its obligations under the federal Every Student Succeeds Act of 2015 (ESSA).

Federal Report Cards for the state, the district, and each of the district's campuses are now available on the district's website at this link: <https://www.fwisd.org/DiamondHill> or are also available on the Texas Education Agency's website at: <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/federal-report-cards>.

Information on these report cards includes:

Part (i): General Description of the Texas State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including—

(aa) the specific weight of the indicators in such differentiation;

(bb) the methodology by which the State differentiates all such schools;

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and

(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools without a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 Texas English Language Proficiency Assessment System (TELPAS) data.

Part (v): School Quality or Student Success (SQSS)

This section provides information on school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science.

Part (viii): Civil Rights Data

Part (viii)(I): The section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment.

Part (viii)(II): This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in the 2020-21

academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas.

Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per ED Facts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year.

If you have difficulty accessing the information from the website, hard copies of the reports are available at the district or campus office. If you have questions about the information, please contact us at 817-815-0400.

Sincerely,

Marlyn Martinez
Principal

Daisy Sancen-Salinas
Assistant Principal

Texas Education Agency
2022 School Report Card
DIAMOND HILL EL (220905122) - FORT WORTH ISD - TARRANT COUNTY

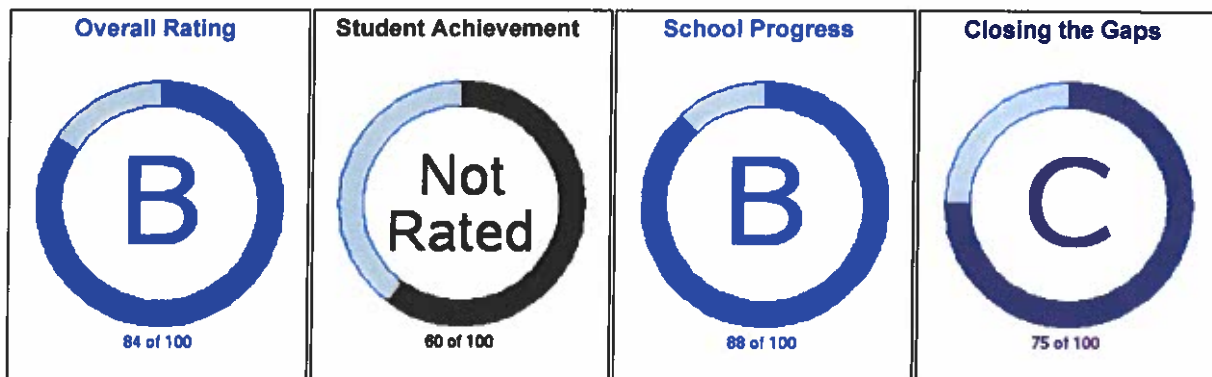
School Information

District Name:	FORT WORTH ISD
Campus Type:	Elementary
Total Students:	514
Grade Span:	PK - 05

For more information about this campus, see:
<https://TXschools.gov>
or the Texas Academic Performance Report at
<https://rptevr1.tea.texas.gov/perfreport/apr/2022/index.html>

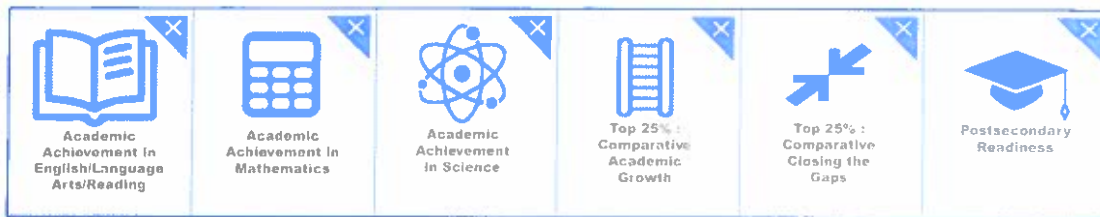
Accountability Ratings

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.



Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.



Student Information

This section provides demographic information about DIAMOND HILL EL, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2020-21)			
	93.2%	92.8%	95.0%
Enrollment by Race/Ethnicity			
African American	1.4%	20.5%	12.8%
Hispanic	95.3%	64.8%	52.8%
White	2.9%	11.1%	26.3%
American Indian	0.0%	0.1%	0.3%
Asian	0.4%	1.6%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	0.0%	1.8%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	94.6%	85.2%	60.7%
Special Education	8.8%	10.7%	11.6%
Emergent Bilingual/EL	57.4%	37.6%	21.7%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	16.8	17.7	18.7
Grade 1	16.7	17.7	18.7
Grade 2	14.1	17.5	18.6
Grade 3	17.5	17.7	18.7
Grade 4	15.9	17.8	18.8
Grade 5	17.3	19.0	20.2
Grade 6	-	13.9	19.2
Secondary			
English/Language Arts	-	12.1	16.3
Foreign Languages	-	12.6	18.4
Mathematics	-	12.2	17.5
Science	-	13.3	18.5

	Campus	District	State		Campus	District	State
Mobility Rate (2020-21)	8.8%	16.5%	13.6%	Social Studies	-	15.0	19.1

School Financial Information (2020-21)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: <http://tea.texas.gov/financialstandardreports/>

	Campus	District	State		Campus	District	State
Instructional Expenditure Ratio	n/a	66.4%	64.2%	Expenditures per Student			
Instructional Staff Percent	n/a	67.0%	64.9%	Total Operating Expenditures	\$8,575	\$11,936	\$11,106
				Instruction	\$6,215	\$6,629	\$6,358
				Instructional Leadership	\$167	\$208	\$186
				School Leadership	\$519	\$669	\$654

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2022	74%	60%	61%	54%	61%	40%	-	-	-	-	61%
	2021	67%	50%	43%	67%	42%	61%	*	-	-	*	41%
ELA/Reading	2022	75%	62%	62%	60%	63%	*	-	-	-	-	63%
	2021	68%	54%	53%	*	53%	63%	*	-	-	*	52%
Mathematics	2022	72%	56%	64%	40%	64%	*	-	-	-	-	63%
	2021	66%	44%	37%	*	36%	50%	*	-	-	*	35%

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Science	2022	76%	60%	47%	*	47%	*	-	-	-	-	48%
	2021	71%	53%	43%	-	41%	80%	*	-	-	-	42%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2022	48%	32%	31%	46%	30%	0%	-	-	-	-	31%
	2021	41%	25%	17%	67%	16%	22%	*	-	-	*	17%
ELA/Reading	2022	53%	38%	33%	40%	34%	*	-	-	-	-	34%
	2021	45%	30%	23%	*	22%	38%	*	-	-	*	22%
Mathematics	2022	42%	25%	31%	40%	31%	*	-	-	-	-	31%
	2021	37%	19%	13%	*	13%	0%	*	-	-	*	13%
Science	2022	47%	28%	19%	*	18%	*	-	-	-	-	20%
	2021	44%	24%	17%	-	17%	20%	*	-	-	-	18%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2022	23%	12%	14%	46%	13%	0%	-	-	-	-	14%
	2021	18%	9%	5%	22%	5%	9%	*	-	-	*	5%
ELA/Reading	2022	25%	14%	17%	40%	16%	*	-	-	-	-	16%
	2021	18%	10%	7%	*	7%	25%	*	-	-	*	7%
Mathematics	2022	20%	10%	13%	40%	13%	*	-	-	-	-	14%
	2021	18%	7%	5%	*	5%	0%	*	-	-	*	4%
Science	2022	21%	9%	8%	*	6%	*	-	-	-	-	9%
	2021	20%	7%	2%	-	3%	0%	*	-	-	-	3%
Academic Growth Score (All Grades Tested)												
Both Subjects	2022	74	69	80	100	80	-	-	-	-	-	81
	2019	69	63	74	-	74	65	-	-	-	-	74
ELA/Reading	2022	78	75	79	-	78	-	-	-	-	-	80
	2019	68	64	71	-	70	80	-	-	-	-	70
Mathematics	2022	69	63	81	-	81	-	-	-	-	-	82
	2019	70	63	77	-	78	50	-	-	-	-	78
<small>- Indicates there are no students in the group. * Indicates results are masked due to small numbers to protect student confidentiality. n/a Indicates data reporting is not applicable for this group.</small>												

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