



2025 A-F Accountability Ratings

Fabens Middle School

Presented by Justin Kleist, Principal FMS

Fall 2025

Our Mission

- *Our mission at Fabens Middle School is to develop and support excellence in both academic growth and character development for ALL students through our strong sense of community!*

Accountability Overview

Domain I- Student Achievement

- Measures overall student performance at a single point in time
- Includes STAAR results across all tested subjects
- Considers College, Career, and Military Readiness (CCMR) indicators for high school
- Factors in graduation rates for high schools and districts
- Focuses on whether students meet state standards and readiness for life after school

Domain II- School Progress

- Evaluates how much students grow academically from year to year
- **Part A – Academic Growth:** Tracks student progress on STAAR compared to the prior year
- **Part B – Relative Performance:** Compares STAAR results to schools with similar economic disadvantage levels
- Rewards schools for helping students grow, even if they have not yet reached grade level
- Emphasizes progress and improvement over time

Domain III- Closing the Gaps

- Focuses on equity across student groups
- Measures performance of student subpopulations (race/ethnicity, special education, English learners, economically disadvantaged, etc.)
- Looks at STAAR performance, graduation rates, and CCMR indicators within these groups
- Identifies and reduces achievement gaps between different student populations
- Ensures schools are accountable for serving all students effectively

Fabens Middle School A-F Ratings 2024 and 2025

2024	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		69	D	
Student Achievement		60	D	0%
STAAR Performance	32	60		
CCMR				
Graduation Rate				
School Progress		70	C	70%
Academic Growth	57	64	D	
Relative Performance		70	C	
Closing Gaps	30	67	D	30%

2025	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		69	D	
Student Achievement		69	D	0%
STAAR Performance	37	69		
CCMR				
Graduation Rate				
School Progress		80	B	70%
Academic Growth	57	64	D	
Relative Performance		80	B	
Closing Gaps	30	67	D	30%

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			Domain I				Domain II-A				Domain II-B				Domain III				Overall
%Econ Disadv	Gr 3-12 Enr.	Total Enr.	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Campus Scale Score
93.1	394	394	394	27.3	69	18.837	394	27.3	64	17.472	394	27.3	80	21.840	394	27.3	67	18.291	69**

Main Scores and Weighting	Campus Domain I Score (Campus got 89 if Campus's D2 score <60 or 4 or 1 any campus D1 score <70 or any AEA D1 score <50)	69	Campus Domain II-A Score	64	Campus Domain II-B Score	80	Campus Domain III Score and (Capped at 89 if: any campus D3 score <70 or any AEA D3 score <60)	67

	70% of Campus Rating (Better of Domain I or Domain II) NOTE: The Campus's Domain II score is capped at 89 if the Campus's D2-A or D2-B score <60 or if any campus Domain II score <70 or AEA Domain II score <60												80	x .70	56
	30% of Campus Rating (Domain III)												67	x .30	20.1

** 3 Ds Rule Applied:

If a scaled score less than 70 is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a district or campus can receive for the overall rating is a 69. In order for this provision to be applied, the district or campus must be evaluated in all four areas. This provision is not applied to a dropout recovery school. If the Student Achievement domain scaled score is 70 or higher, this provision will not be applied.

Campus's 2025 Overall Score Applying 3 Fs Rule, 3Ds Rule, and Campus Scaled Score Rule if applicable		69**
Campus's 2025 Overall Letter Grade		D

TEA TELPAS Proficiency Goals

Closing the Gaps Performance Targets: Middle Schools (continued)

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL ¹ (Current & Monitored)	Eco Dis	SPED (Current)	SPED (Former)	Cont. Enrolled
Progress in Achieving EL Proficiency	Interim Target (2022-23 through 2026-27)										44%				
	Next Interim Target (2027-28 through 2031-32)										46%				
	Long Term Target (2037-38)										50%				
STAAR Only	Interim Target (2022-23 through 2026-27)	47%	37%	41%	58%	45%	74%	49%	55%	38%	37%	38%	23%	42%	48%
	Next Interim Target (2027-28 through 2031-32)	57%	47%	51%	68%	55%	81%	59%	65%	48%	47%	48%	33%	52%	58%
	Long Term Target (2037-38)	77%	67%	71%	88%	75%	95%	79%	85%	68%	67%	68%	53%	72%	78%

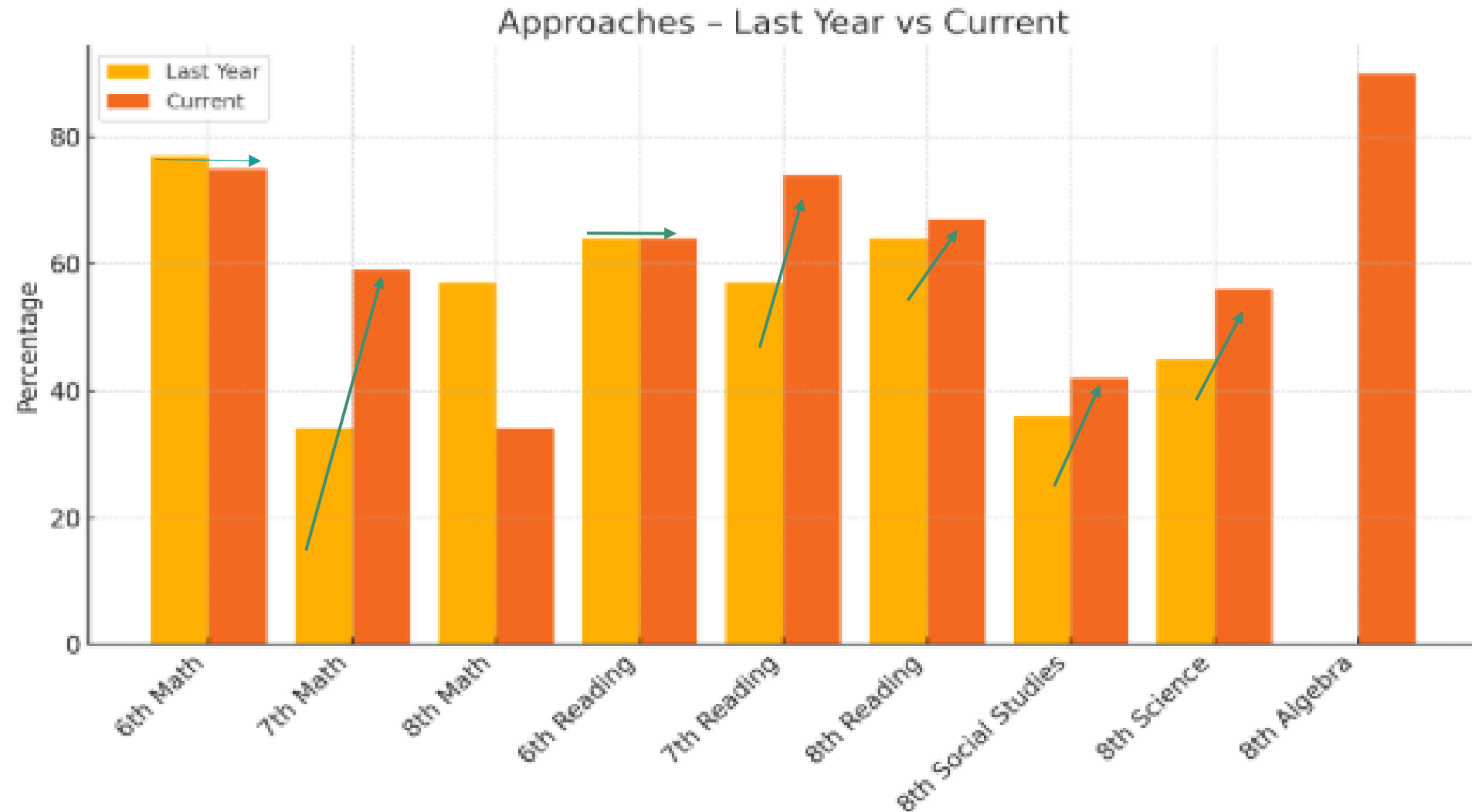
¹ Progress in Achieving English Language Proficiency evaluates current EB students/ELs only

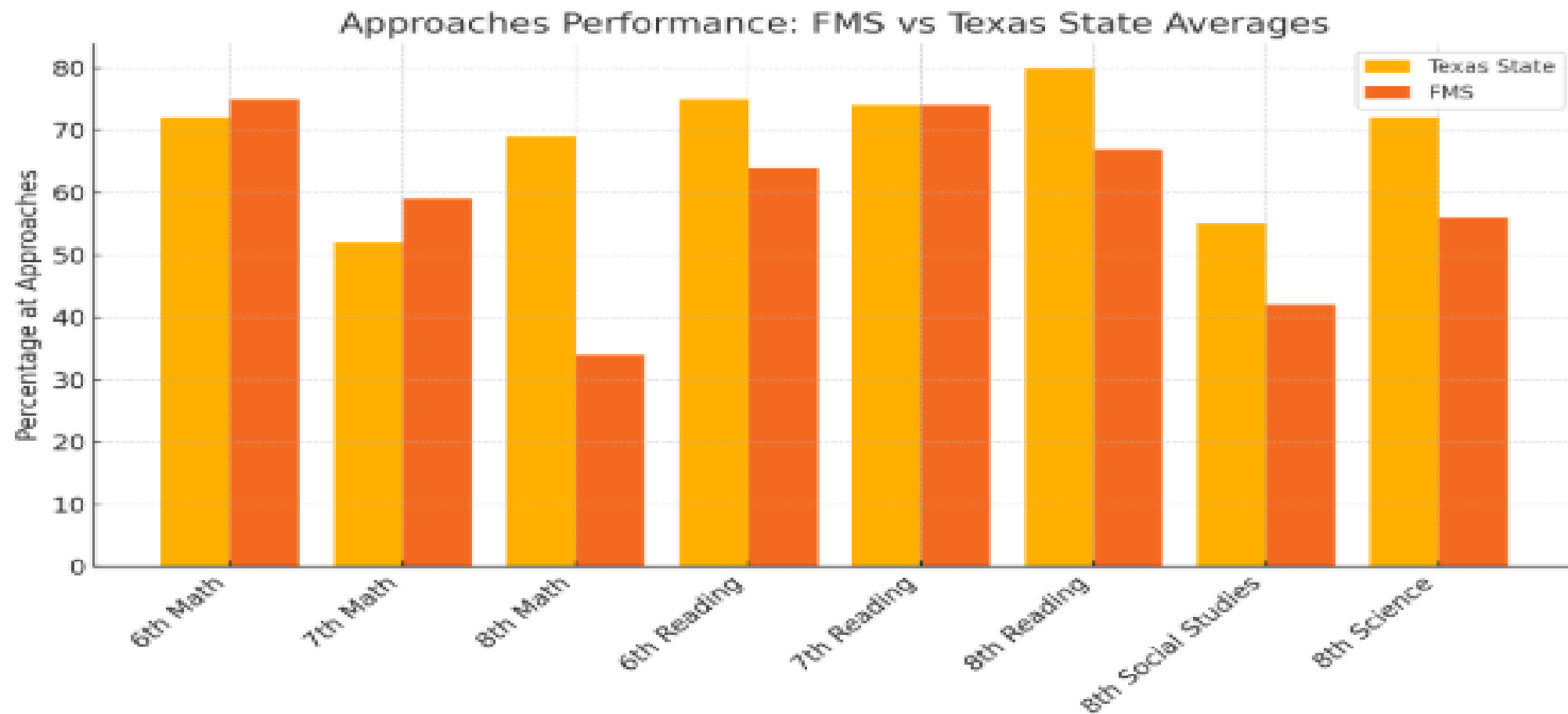
Fabens Middle School 28% Year Prior

2025 English Language Proficiency Status - Domain 3

Campus Name	FABENS MIDDLE	Campus Number	071903041
District Name	FABENS ISD		
2025 English Language Proficiency Status Calculation (TELPAS & TELPAS Alt)	# TELPAS/TELPAS Alt Progress (# Students TELPAS or TELPAS Alt Progress)		83
	Total # TELPAS TELPAS Alt (# Students included for TELPAS or TELPAS Alt)		206
	EL Proficiency (TELPAS and TELPAS Alt) (only evaluated in Domain 3 if # Students TELPAS or TELPAS Alt ≥ 10)		40%
TELPAS Only Summary	# TELPAS Progress (# Students TELPAS Progress)		83
	Total # TELPAS (# Students included for TELPAS)		206
	EL Proficiency - TELPAS Only		40%

Domain 1: Student Achievement





Strengths

- Campus Level STAAR growth in areas of 7th grade reading, 8th grade reading, 7th grade math, 8th grade math, 8th grade Social Studies and 8th grade Science. (**Domain 1:** 60 to a 69)
- 6th and 7th grade math beat the State of Texas in students approaching grade level.
- 7th grade Dual Language/Advanced math 100% percent approaches and 100% Masters.
- 7th grade ELAR on par with the State of Texas in students approaching grade level
- 90% passing rate in Algebra 1- doubled the amount of students receiving high school credit.
- **In comparison to middle schools with similar demographics and socio-economic levels FMS performance grew a letter grade. Domain 2:** School Progress (Relative Performance) 70 C to 80 B

Strengths

- Attendance percentage is up 3% points from last year. Currently at 96%
- Reduction in serious discipline incidents by 50%
- Parent Participation at FMS has grown significantly
- Campus Culture shift
- Research based PLC Cycle centered on Data Driven Instruction.

Areas of Growth

- Although academic progress was made last year, 8th grade Science, 8th grade Social Studies, and 6th and 8th grade Reading are still performing below the state average by 10–13% in the percentage of students approaching grade level..
- An area of growth for FMS is closing the achievement gap for our Special Education students and Emerging Bilinguals, as measured by STAAR and TELPAS (Domain 3: Closing the Gaps).
- Another focus is academic growth for all students, such as those who scored at the Meets level in the prior year advancing to the Masters level (Domain 2a).

Academic Response/ Interventions

- We utilized our Master Schedule to create Social Studies intervention classes for those students needing it the most. Assigning a teacher to focus solely on S.S. Intervention and allowing students to get 100 minutes of Social studies instruction per day.
- We also created Reading intervention classes which provides the same 100 minutes of ELAR instruction to students needing intervention and assigned a teacher solely to focus on ELAR intervention.
- We utilized our Master Schedule to create effective and purposeful academic tracks from 6th – 8th grade that put students in the classrooms of our most effective teachers.
(Example: ELAR Track)
 - 6th grade ELAR Teacher (Taught 7th last year but was on par with state of Texas)
 - 7th grade ELAR Teacher (TIA Designated teacher)
 - 8th grade ELAR Teacher (TIA Designated teacher)

Academic Response/ Interventions

- We moved to a co-teach inclusion model for 8th grade Social Studies and Reading. Putting licensed Special Education teachers in these inclusion classrooms to help close the Achievement gap.
- Scheduled enrichment camps will be taking place every Tuesday and Thursday. (Utilizing IXL, and Summit K-12)
- Continued partnership with region 19 and focus on research based instructional strategies found in the TIL.
- Campus based writing initiative requiring all subjects from P.E. to Math to write one short constructed response per week.
- Increased walkthroughs from leadership team focused on coaching and support around RBIS.