

Fabens Elementary School

Campus Improvement Plan

2020/2021

"The Place to Be"... Fabens Elementary School



Richard Lopez, Principal
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Fabens Elementary School

Mission

Our mission at Fabens Elementary is to make all students become life long learners in a global society.

Vision

Fabens Elementary is where Minds, Hearts, and Hands come together to prepare our students for the future.

Nondiscrimination Notice

Fabens Elementary School does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Fabens Elementary School Site Base

Name	Position
Lopez, Richard	Principal
Ramirez, Patty	Kinder Teacher
Mora, Leticia	Special Ed. Teacher
Vidana, Veronica	Kinder Bil
Calzadias, Elizabeth	1st Grade
Montanez, Naomi	1st Bil
Martinez, Michelle	2nd Gr.
Frias, Leonel	Special Program Teacher
Rivas, Ceci	Instructional Facilitator
Cano, Pam	School Nurse
Olivas, Steven	Assistant Principal

Resources

Resource	Source	Amount
IDEA Special Education	Federal	\$2,820
Title I	Federal	
Title III Bilingual / ESL	Federal	\$45,097
Local Funds	State	\$65,312
State Compensatory	State	\$45,860
State Funds	State	\$26,838

Comprehensive Needs Assessment

Comprehensive Needs Assessment

Fabens Elementary conducted comprehensive needs assessments based on assessment data from several sources; Amplify, IDEL Reading Inventory, TEKS RS, DMAC, Sharon Wells Math 2nd & 3rd grade data & Galaxy Math K-3 data. We also analyze our 2019-2020 attendance rate to measure and monitor our attendance goal for this year.

Note: K-3 data in Reading and Math indicated loss of instruction and gaps within each grade level due to COVID 19 and campus closure. We are implementing interventions for all students PK- 3rd grade during our school day, supported with a revised daily schedule.

All data was disaggregated (utilizing DMAC data driven software) for all students; special populations, male/female, economic disadvantaged, LEP, migrant & special education. We are also looking on identifying academic needs in all subject areas within grade levels & each special program using the six areas of (decision making, planning, curriculum/instruction, staffing, staff development, school organization, and budgeting) and through the "effective school correlates".

Fabens Elementary exceeds 50 percent economic disadvantaged students and qualifies for Title I- School wide campus. Therefore, State Compensatory Education funds are used to support the Title I School wide programs. Based on pandemic/COVID 19, the campus closure impacted our academic assessment calendar for MOY- EOY data. We have no data available.

*Our TEPLAS results by grade level are attached to the appendix of this document. Note the progression of language proficiency levels from Kinder- 3rd grade.

Fabens Elementary School

Goal 1. To maintain & implement quality instructional practices that support all students learning with fidelity in grades PK- 3rd grade.

Objective 1. To have significant academic (5%) gains in Reading and Math to meet State goals in the STAAR Test. (Increase our composite score of 90% in Reading & Math).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1.All grade levels will align their instruction based using the State-TEKS and the TEKS RS system. (Title I SW: 1,3,4,9) (Title I SW Elements: 2.2,2.5,3.2) (Target Group: All,H,W,AA,ECD,ESL,GT,M,F,AtRisk,Dys,PRE K,K,1st,2nd,3rd) (Strategic Priorities: 2) (CSFs: 1,2,4,7)</p>	<p>Assistant Principal(s), Dyslexia specialist, Instructional Facilitator, Principal, Teacher(s)</p>	<p>Sept.- May 2021</p>	<p>(S)Local Funds, (S)State Compensatory</p>	<p>Criteria: Analyze PA and Unit Assessments.</p> <p>11/06/20 - On Track 10/12/20 - Pending 10/12/20 - Pending 01/07/20 - On Track</p>
<p>2. 2.1 Provide our students with systematic interventions in a small group instruction setting based on Amplify/IDEL Reading Inventory after each testing interval and progress monitor every three weeks with our TIER II & III students. Teachers will assess students in BOY, MOY and EOY (Testing Intervals) to show progress on student's reading abilities. * In addition, PK students also are assessed in reading through the Circle Assessment BOY-EOY.. three a year to measure reading progress. (Title I SW: 1,2,3,4,5,10) (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,H,W,AA,ECD,ESL,Migrant,LEP,SPED,GT, M,F,AtRisk,Dys,K,1st,2nd,3rd) (Strategic Priorities: 2) (CSFs: 1,2,4)</p>	<p>Assistant Principal(s), Counselor(s), Dyslexia specialist, Instructional Facilitator, Principal, Teacher(s)</p>	<p>Aug.- May 2021 BOY - EOY</p>	<p>(F)Title III Bilingual / ESL - \$8,000, (S)Local Funds, (S)State Compensatory - \$8,000</p>	<p>Criteria: Amplify results 2021 by grade level. BOY_EOY results</p> <p>RTI/SAT recommendations</p> <p>11/17/20 - On Track 11/06/20 - Pending 10/12/20 - Pending 10/12/20 - On Track 10/12/20 - On Track 01/09/20 - On Track 01/09/20 - On Track 01/07/20 - On Track 01/07/20 - Some Progress 01/07/20 - Pending 01/07/20 - On Track 01/06/20 - Pending</p>
<p>3. 1.1 Implement the Lupe LLOYD model (Simultaneous Biliteracy program) focusing on a "Balanced Literacy approach" emphasizing on guided reading, share reading, and Interactive writing strategies. (Title I SW: 1,2,3,4,5,6) (Title I SW Elements: 2.2,2.5) (Target Group: All,H,W,AA,ECD,Migrant,LEP,SPED,GT,M,F, AtRisk,Dys,PRE K,K,1st,2nd,3rd) (Strategic Priorities: 2) (CSFs: 1,2,4,6)</p>	<p>Assistant Principal(s), Counselor(s), Department Heads, Dyslexia specialist, Instructional Facilitator, Principal, Teacher(s)</p>	<p>Aug.- May 21</p>	<p>(F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: TELPAS results by May 2021.</p> <p>Summative - Informal and formal observation to assess reading instruction. Weekly assessments by classroom teachers. *Monitor Amplify/EDEL to measure student progress BOY,MOY & EOY benchmarks. will serve as monitor progress & with on-going running records on</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				<p>each student that is struggling in Reading. * Ongoing campus monitoring for all grade levels provided by Instructional teams.</p> <p>11/06/20 - On Track 01/07/20 - On Track 01/06/20 - Pending</p>
<p>4. 4.1 Teachers will (Kinder -3rd Grade) will be trained with a hands-on approach using manipulatives and problem-solving strategies. (We using Galaxy Math for Kinder-1st grade and Sharon Wells Math program for 2nd & 3rd Grade. (Both programs are aligned to the TEKS with weekly benchmarks. In addition, we are using TEKS Resource system to align our Math instruction to the TEKS. All math assessment are inputted into DMAC to assist teachers & administration to analyze weekly data to improve instruction. (Title I SW: 1,2,3,4,5,6) (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,H,W,AA,ECD,ESL,Migrant,LEP,SPED,GT, M,F,AtRisk,Dys,1st,2nd,3rd) (Strategic Priorities: 2) (CSFs: 1,2,4)</p>	<p>Assistant Principal(s), Counselor(s), Dyslexia specialist, Instructional Facilitator, Principal, Teacher(s)</p>	<p>Aug.- May 2021</p>	<p>(F)Title III Bilingual / ESL - \$3,000, (S)Local Funds, (S)State Compensatory - \$3,000</p>	<p>Summative - Students will be assess weekly/ benchmarks; data is weekly analyze by teacher to tier their students into groups for reinforcement/ interventions. * 3rd Grade teacher Tier their students in priority groups; Tier I go to the Computer Labs for additional support to move them to a higher level. Tier II & Tier III are divided among the 3rd Grade teacher to work on specific TEKS/Concepts.</p> <p>11/06/20 - Significant Progress 01/09/20 - On Track</p>
<p>5. Bilingual PBMAS Indicators 2, Improve Reading, Writing & Social studies scores in LEP by providing students a "Balanced Approach in Reading"--(campus-based Reading curriculum with specificity to the TEKS for all grade levels. Additional intervention for Bilingual student improving in their native language we will provide after school tutoring on student's deficits in Reading and writing and also integrate Social studies & Science in their reading tutoring. LPAC will also monitor</p>	<p>Assistant Principal(s), Coordinator of Assessment, Dyslexia specialist, Instructional Facilitator, Principal, Teacher(s)</p>	<p>Sept.-May 2021</p>		<p>12/07/20 - Pending 12/07/20 - Pending 11/17/20 - No Progress 11/12/20 - Pending 01/09/20 - On Track 01/09/20 - On Track 01/07/20 - On Track 01/07/20 - Significant Progress 01/06/20 - Pending</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
students in academic and language skills. (Title I SW: 1,2,3,4,5,8,9,10) (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All,H,LEP,SPED,K,1st,2nd,3rd) (Strategic Priorities: 2) (CSFs: 1,2,3,4)				
6. 1.1.12. Instructional pullout program-in Reading with specific lessons for the our Campus wide (All Tier III students; bilingual, monolingual & Special Ed. students & Migrants students etc). Lesson will be monitor and developed by our Instructional Facilitator will be using a campus driven curriculum aligned to the TEKS with specificity. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,ESL,K,1st,2nd,3rd) (Strategic Priorities: 1) (CSFs: 1,2,4,7)	Dyslexia specialist, Instructional Facilitator, Teacher(s)	Sept. 2020- May 2021	(S)Local Funds	Criteria: Monitoring/ Observation documents. Formative Assessments Lesson plans 08/16/20 - Discontinued 01/09/20 - On Track 01/07/20 - Significant Progress 01/06/20 - Pending
7. Implement Frog Street Curr. in our Pre Kinder classrooms to aligned their instruction with the State Pre Kinder Guidelines. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All,PRE K) (Strategic Priorities: 2) (CSFs: 1,2,3,4,5)	Assistant Principal(s), Dyslexia specialist, Instructional Facilitator, Principal, Teacher(s)	Sept.20200- May 2021	(S)Local Funds - \$0	Criteria: PK Teachers walk through data. Monitoring assessment progress for each students in PK Circle Assessment for PK results MOY -EOY Lesson plans 12/07/20 - On Track 11/06/20 - On Track

Fabens Elementary School

Goal 2. Implement & continue a "Biliteracy Program" where all students will increase proficiency English levels and also maintain the student's native language. Our EL's student will increase one level with the TELPAS Proficiency levels descriptors in listening, speaking, writing & reading.

Objective 1. Provide support for our Bilingual Teacher with effective professional development and monitor our Bilingual student's academic progress continuously. To included language proficiency in English.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1.2 Implement the Biliteracy Model & provide for our bilingual teachers transition into a 50/50 model- one way teacher. Campus driven initiative that is aligned to the Biliteracy Model- Lupe Lloyd.</p> <p>Our IF will be support our bilingual teachers by visiting classroom and providing virtual support to new teachers. (Title I SW: 1,2,3,4,6,7,8,9,10) (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,H,W,AA,ECD,ESL,Migrant,LEP,SPED,GT, M,F,AtRisk,Dys,PRES,K,K,1st,2nd,3rd) (Strategic Priorities: 2) (CSFs: 1,2,3,4,7)</p>	<p>Assistant Principal(s), Directors, Principal, Teacher(s)</p>	<p>Aug.-May 2021</p>	<p>(S)Local Funds - \$0</p>	<p>Criteria: TELPAS results, students showing progress in English Proficiency.</p> <p>Summative - Walk through by administration to insure "Biliteracy program is implemented for Pre Kinder-3rd grade.Lesson plans will also be monitored. TELPAS results in May 2021</p> <p>12/07/20 - Significant Progress 11/06/20 - Some Progress 01/09/20 - On Track 01/07/20 - On Track 01/07/20 - Significant Progress</p>
<p>2. 2.4 Implement "best practice strategies " in all our classrooms utilizing a "differentiated instruction model", especially during synchronous and asynchronous instruction. Utilizing applications that enhance the lessons such as NearPod, Flip grid etc. (Title I SW: 1,2,3,4,8) (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All,H,W,Migrant,LEP,SPED,GT,M,F,AtRisk,Dys,PRES,K,K,1st,2nd,3rd) (Strategic Priorities: 2) (CSFs: 1,2,4,6)</p>	<p>Assistant Principal(s), Instructional Facilitator, Principal, Teacher(s)</p>	<p>Sept- May 2021</p>	<p>(S)Local Funds</p>	<p>Criteria: Lesson plans Walk through data</p> <p>12/07/20 - Significant Progress 11/06/20 - Significant Progress 01/09/20 - On Track 01/07/20 - On Track 01/07/20 - Significant Progress</p>
<p>3. 2.1.5 Implement a process with our LPAC Committee, where we meet every 3rd week of the Nine Weeks to review student progress. Students needing additional support will be placed in after school computer-based instruction. (Implement and develop a new monitoring document for teachers to monitor student's academic progress to include English development. (Title I SW: 1,2,3,6,8,9,10) (Title I SW Elements: 1.1,2.2,2.5) (Target</p>	<p>Assistant Principal(s), Coordinator of Assessment, Instructional Facilitator, Principal, Teacher(s)</p>	<p>Sept- May 2021</p>		<p>Criteria: Student track forms Formative data</p> <p>12/07/20 - On Track 11/06/20 - Significant Progress 01/09/20 - On Track 01/09/20 - Pending 01/07/20 - On Track</p>

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Objective 1. Provide support for our Bilingual Teacher with effective professional development and monitor our Bilingual student's academic progress continuously. To included language proficiency in English.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Group: H,ECD,ESL,Migrant,LEP,PRE K,K,1st,2nd,3rd) (Strategic Priorities: 2) (CSFs: 1,2,4)				
4. 2.1.6. Weekly/benchmarks will be given to all students, to include Bilingual, Monolingual, Special Ed., Migrant; to monitor progress in all core academic areas. (Utilizing TEKS RS system PA & Unit assessments. * Instructional Teams will review data and meet every grade on results; measure progress. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Title I SW Elements: 2.2,2.5,3.2) (Target Group: All,H,W,AA,ECD,ESL,Migrant,SPED,GT,M,F, AtRisk,Dys,504,PRE K,K,1st,2nd,3rd) (Strategic Priorities: 2) (CSFs: 1,2,3,4,6)	Campus Improvement Team (CIT), Instructional Facilitator, Principal, Teacher(s)	On going Sept. - May 2021	(S)Local Funds	Criteria: Weekly Math Benchmarks and Unit assessments in Reading. 12/07/20 - On Track 11/12/20 - On Track 11/06/20 - Some Progress
5. 2.1.7. Tutoring will be offered during the asynchronous time of the day for K-3 Bilingual/ (Parent Denials) (Tier I & II's students). To ensure students will move one proficiency level higher than last year's TELPAS results. Additional tutoring after school to further support our students, utilizing the Amplify Reading program. (Title I SW: 1,3,8,9,10) (Title I SW Elements: 2.2,2.6) (Target Group: ESL,M,AtRisk,2nd,3rd) (Strategic Priorities: 2) (CSFs: 1,2,4)	Assistant Principal(s), Instructional Facilitator, Principal, Teacher(s)	Sept. 2020- May 2021	(F)IDEA Special Education, (F)Title III Bilingual / ESL, (S)Local Funds, (S)State Compensatory - \$5,000	Criteria: TELPAS Proficiency Levels 12/07/20 - On Track 11/06/20 - Some Progress 10/09/20 - On Track

Fabens Elementary School

Goal 3. To increase our campus attendance percentage by 3% to reach our campus goal of 98%.

Objective 1. Increase daily attendance for all student in every grade level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Campus administrators will monitor our ADA by 9:30 ensure we do have a high percentage of students attending school. Assistant Principal will meet with parents; whose children have 3 or more absences. Daily recognized classroom with perfect attendance with incentives. Attendance Core Committee will make daily calls to parents to ensure their children are attending school daily. (Title I SW: 2,6,9,10) (Title I SW Elements: 2.2,2.6,3.1) (Target Group: All,H,W,AA,ECD,ESL,Migrant,LEP,SPED,GT, M,F,AtRisk,Dys,PRES K,K,1st,2nd,3rd) (Strategic Priorities: 2) (CSFs: 1,2,4,5,6)</p>	<p>Assistant Principal(s), Counselor(s), Principal, School Nurse, Teacher(s)</p>	<p>Aug.19- May 2021</p>	<p>(S)Local Funds - \$4,000</p>	<p>Criteria: Attendance Report from our Attendance Clerk- daily, weekly, monthly and yearly.</p> <p>11/17/20 - Significant Progress 09/09/20 - On Track</p>
<p>2. 4.2 Communicate to our parents the importance of daily attendance through (Class Dojo. Google classroom). A monthly newsletter/calendar will send to our parents to improve communication on attendance and other important issues or events for the month. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Title I SW Elements: 2.2,2.6,3.1,3.2) (Target Group: All,PRES K,K,1st,2nd,3rd) (Strategic Priorities: 2) (CSFs: 1,4,5)</p>	<p>Assistant Principal(s), Counselor(s), Principal, Teacher(s)</p>	<p>Aug.19- May 2021</p>	<p>(S)Local Funds</p>	<p>Criteria: Newsletters/calendar Attendance % Report</p> <p>12/07/20 - On Track 11/06/20 - On Track 11/06/20 - Significant Progress 08/09/20 - On Track</p>
<p>3. 3.3 Issue nine week certificates for students with perfect attendance with coupons from local vendors. Emphasizing the importance of attending school daily.(Incentives for students that attend school daily). (Title I SW: 6,9,10) (Title I SW Elements: 1.1,2.2,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4,5,6)</p>	<p>Assistant Principal(s), Campus Improvement Team (CIT), Counselor(s), Principal, Teacher(s)</p>	<p>Aug.- May 2021</p>	<p>(S)Local Funds - \$4,000</p>	<p>Criteria: Daily, Weekly and Monthly attendance rate.</p> <p>01/07/21 - On Track 12/07/20 - On Track 12/07/20 - On Track 11/06/20 - On Track</p>
<p>4. 3.4 Implement a grade level chart ranking each classroom's with their attendance rate per week, include provide incentives for classroom with perfect attendance. (Title I SW: 1,2,3,4,5)</p>	<p>Assistant Principal(s), Counselor(s), Principal, School Nurse, Teacher(s)</p>	<p>Aug.- May 2021</p>	<p>(S)Local Funds</p>	<p>Summative - Classroom ranking per grade level by on weekly attendance.</p>

Fabens Elementary School

Goal 3. To increase our campus attendance percentage by 3% to reach our campus goal of 98%.

Objective 1. Increase daily attendance for all student in every grade level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Title I SW Elements: 2.2,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4,6)				12/07/20 - Pending 11/06/20 - On Track 11/06/20 - Discontinued 01/09/20 - Significant Progress 01/07/20 - Some Progress
5. 3.5.The campus will raffle items for the students with the highest % attendance. One per grade level every 9 weeks. (Title I SW Elements: 2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 2)	Principal, Teacher(s)	Sept 2020- May 2021		Criteria: Increase campus attendance to 90% by May 2021. 12/07/20 - On Track 08/17/20 - Significant Progress

Fabens Elementary School

Goal 4. Increase parental involvement through active communication to promote shared responsibility for our student's success.

Objective 1. Provide continuous communication for all parents to increase active participation in all campus activities.

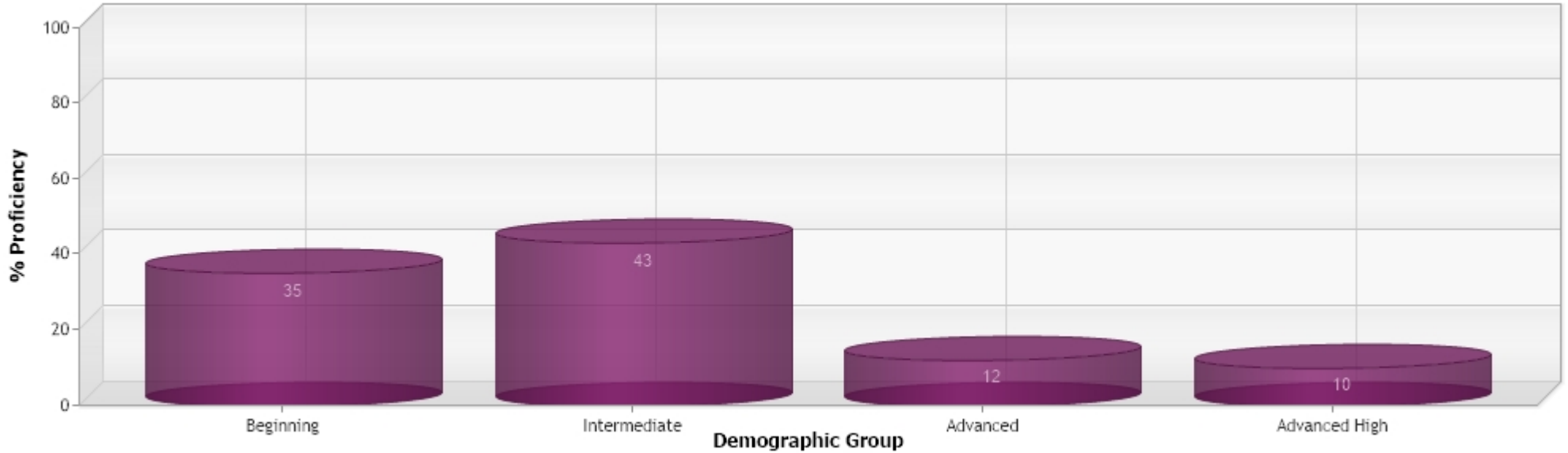
Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 5.1 Increase the number of parent volunteers on campus by educating them on special topics; parenting, district program through CAT PAC meeting, virtual parent meeting on topics ie: parenting during a virtual learning environment, supporting children to succeed during campus closure and student a learning virtually (Title I SW: 1,2,6,9,10) (Title I SW Elements: 2.2,3.1,3.2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4,5,6)</p>	<p>Assistant Principal(s), Counselor(s), Personnel Director, Principal, Teacher(s)</p>	<p>Aug 19- May 2021</p>	<p>(S)Local Funds - \$0</p>	<p>Criteria: Volunteer sign in forms 12/07/20 - Significant Progress 11/06/20 - Some Progress 08/31/20 - Pending</p>
<p>2. 5.3 Increase parent active participation in all campus programs. (LPAC, SAT, ARD's CIT & Parental volunteers). (Title I SW: 6,9,10) (Title I SW Elements: 2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4,5,6)</p>	<p>Assistant Principal(s), Counselor(s), Principal, Teacher(s)</p>	<p>Aug. 19- May 2021</p>	<p>(S)Local Funds</p>	<p>11/06/20 - Some Progress 01/07/20 - Significant Progress</p>
<p>3. 3. Provide parents monthly campus newsletter on upcoming events. In addition, grade levels will also provide parents, a customized grade level newsletters addressing specific topics and or events. (Title I SW: 2,6,9,10) (Title I SW Elements: 2.2,3.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4,5,6)</p>	<p>Assistant Principal(s), Counselor(s), Principal, School Nurse, Teacher(s)</p>	<p>Aug 2020- May 2021</p>		<p>Criteria: Newsletters/calendars 11/17/20 - On Track 09/07/20 - On Track</p>



TELPAS Demographic Proficiency by Composite Score for FABENS ISD

Grade: 01 Administration: 3 2020
Demographic Group(s): All Students
Student Count: 82 Source: Admin

Demographic	# Tested	Average Composite	Beginning		Intermediate		Advanced		AdvHigh	
			#	%	#	%	#	%	#	%
All Students	82	1.9	29	35	35	43	10	12	8	10

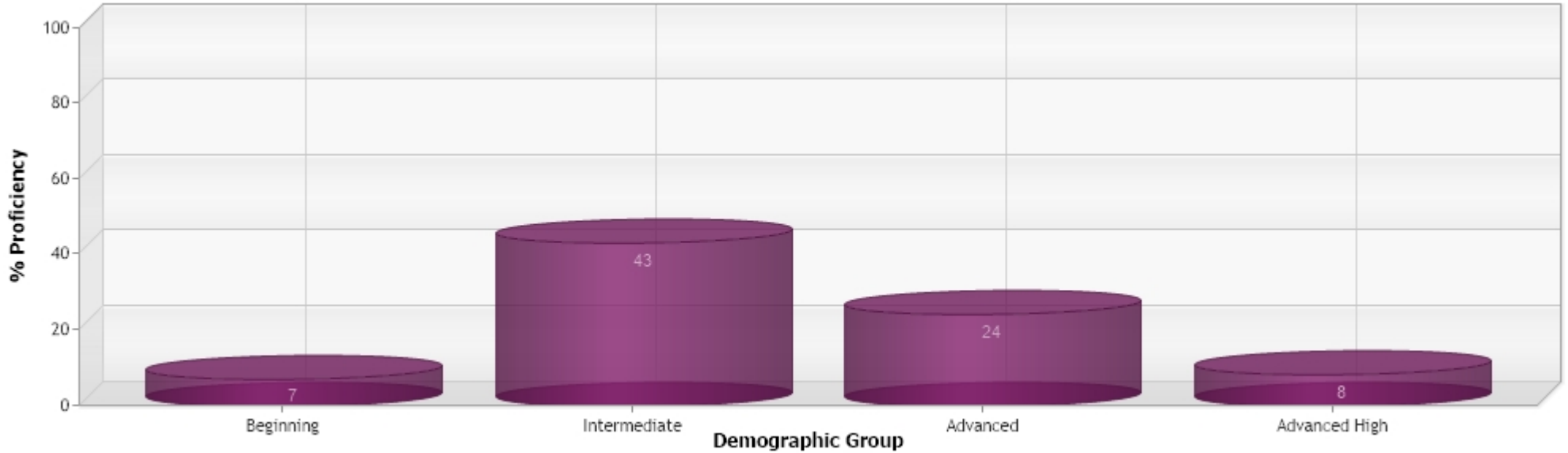




TELPAS Demographic Proficiency by Composite Score for FABENS ISD

Grade: 02 Administration: 3 2020
Demographic Group(s): All Students
Student Count: 86 Source: Admin

Demographic	# Tested	Average Composite	Beginning		Intermediate		Advanced		AdvHigh	
			#	%	#	%	#	%	#	%
All Students	86	2.0	6	7	37	43	21	24	7	8

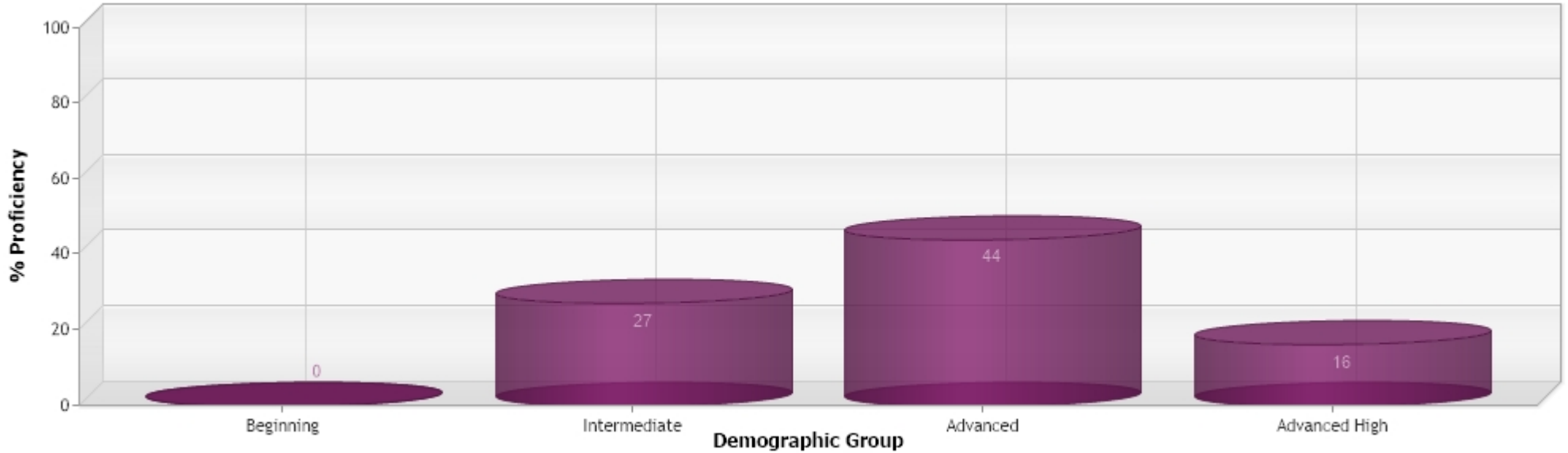




TELPAS Demographic Proficiency by Composite Score for FABENS ISD

Grade: 03 Administration: 3 2020
Demographic Group(s): All Students
Student Count: 86 Source: Admin

Demographic	# Tested	Average Composite	Beginning		Intermediate		Advanced		AdvHigh	
			#	%	#	%	#	%	#	%
All Students	86	2.4	0	0	23	27	38	44	14	16





TELPAS Demographic Proficiency by Composite Score for FABENS ISD

Grade: 0K Administration: 3 2020
Demographic Group(s): All Students
Student Count: 64 Source: Admin

Demographic	# Tested	Average Composite	Beginning		Intermediate		Advanced		AdvHigh	
			#	%	#	%	#	%	#	%
All Students	64	1.4	36	56	27	42	1	2	0	0

