



Texas ColorBands

The instructional response layer for the TANGO data BISD already owns



Different tools. A shared goal. Greater impact for students.

Brownsville ISD • Student Achievement, Curriculum and Technology Committee

Rivera Educational Consulting, LLC (DBA Texas ColorBands) • September 2026



The Question Before This Committee

“Does Texas ColorBands duplicate the services BISD already receives from TANGO?”

— the reason the proposal was tabled and referred for further study

OUR ANSWER

No. They are different tools doing different jobs for the same students.

TANGO tells the district what students know.

ColorBands trains teachers to organize the response.

Different Tools. Different Jobs. Same Students.



TANGO

BISD's assessment and student data platform. It produces the results and reports that tell the district what students know.



Texas ColorBands

A professional learning firm. Practitioners who train teachers to organize and act on that data, campus by campus.



+



Together

The data BISD already pays for becomes daily instructional decisions in every classroom — with nothing new to install.

Nothing here is bought twice — one produces the data, the other trains the response.

TANGO Is a Strength — and We Build on It



10+ years

TANGO has served BISD as its student data services platform for over a decade. That continuity is an asset.



The data layer

Assessment results, reports, and student performance data — TANGO tells the district what students know and need to learn.



Our starting point

Every ColorBands session at a BISD campus begins with BISD's own TANGO data files — not new tests, new platforms, or new logins.

ColorBands does not replace, compete with, or duplicate TANGO.

We require it. Strong district data is the raw material every ColorBands day is built from.

The Gap No Data Platform Is Designed to Fill

A report can be accurate, current, and complete — and a teacher can still be unsure what to do with it on Monday.



THE DATA ANSWERS

Which students passed, and at what level

Which standards and skills broke down

How performance compares across groups

Where the campus stands against its goals



THE TEACHER STILL ASKS

“How do I organize 150 students by what each one needs?”

“What do I change in tomorrow's lesson — and for whom?”

“Who gets small-group time first, and doing what?”

“How will I know in two weeks if it worked?”

That second column is instructional response — and it is exactly where Texas ColorBands works.

What Texas ColorBands™ Is — and Is Not

A South Texas professional learning firm with a proprietary, color-coded system that turns district data into a shared visual language for leaders, teachers, students, and families.

COLORBANDS IS

- ✓ Professional learning delivered on campus by experienced Texas practitioners
- ✓ An eight-band system for grouping students by what each one needs next
- ✓ A response structure: coaching guides, ColorRosters, and student ScoreBoards™
- ✓ Built on the data systems a district already runs

COLORBANDS IS NOT

- ✗ Software, a platform, or a data system
- ✗ An assessment product — we give no tests
- ✗ Another license, login, or integration project
- ✗ A replacement for TANGO — or for anything else BISD runs

In South Texas school improvement work since 2012 — forged on high-poverty, high-need campuses like the ones we serve today.

The Eight ColorBands

Eight bands — a finer lens than “on track / off track,” so support can match each student's actual need.



Ivy League

Masters-level — enrichment and extension, not repetition



Flagship

Advanced — stretch goals and rigor



University

On track — protect and build momentum



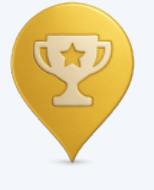
College Bound

Pushing from Approaches toward Meets



Approaches

Passing but fragile — monitored so grades don't slip



Contender

3–5 questions from passing — confidence and practice



Pathfinder

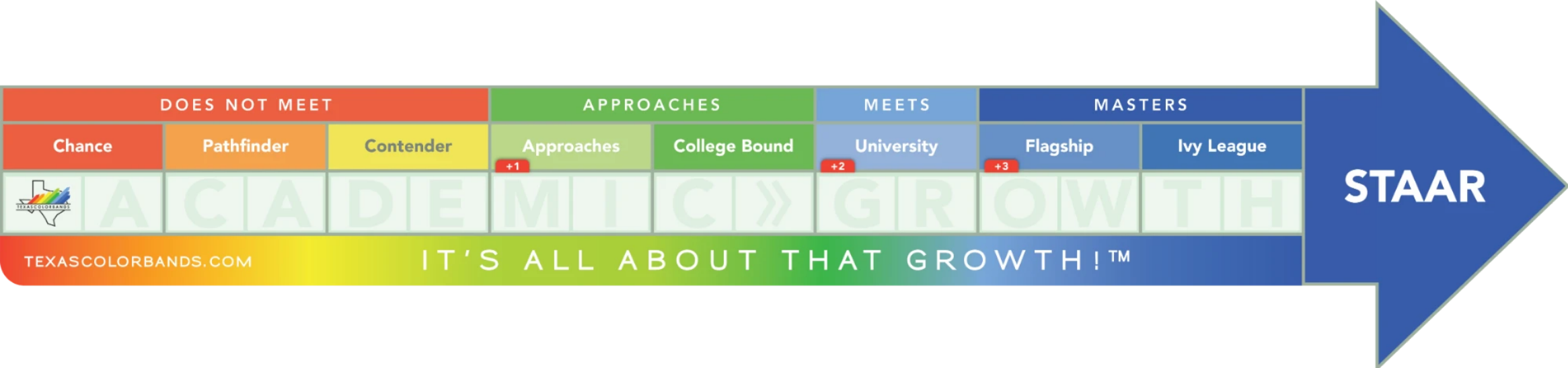
A dedicated interventionist, inside core instruction



Chance Range

Daily intervention and a team-built support plan

Eight Bands, Mapped to STAAR Performance Levels



TANGO's scores are the input that places students on these bands. The bands are what teachers do about it.

From TANGO Data to Monday Morning

The cycle a ColorBands campus runs all year — and where each tool does its job.

1	Assessment data	District and state results tell us what students know.	TANGO
2	Identify needs	Pinpoint the skills and standards each student needs next.	COLORBANDS
3	Organize with ColorBands	Band every student on the ColorRoster; build flexible groups.	COLORBANDS
4	Targeted instruction	Teach to the need — whole group, small group, intensive.	COLORBANDS
5	Monitor and adjust	Short-cycle checks; bands move as new TANGO data arrives.	TANGO

TANGO powers steps 1 and 5. ColorBands powers steps 2–4 — where results become teaching.

Every Student Visible from Day One



100%

**of students are banded on the
ColorRoster — beginning of year, day
one**

placed from their most recent end-of-year
results, then re-banded as new data arrives

No student is invisible

Universal screening made visible: every child appears on the roster in a band, so no one waits to fail before the system sees them.

High achievers included

University, Flagship, and Ivy League students get extension and enrichment plans — not repetition. A system for every student means every student.

A living document

The ColorRoster travels to PLCs, planning periods, and leadership walks — the same page, the same language, campus-wide.

A Built-In Response for Every Band

Each band's coaching guide answers the same three questions, in the same order.

TIER 1

Strengthen core instruction first

What to adjust in whole-group teaching before anything else — tiered support lives or dies on strong first teaching.

TIER 2

Target in small group

Who meets in flexible small groups, working on which priority skills, checked on what cycle.

TIER 3

Intensify for the few

Daily intervention with a team-built plan — layered on top of core instruction, never instead of it.

ALIGNED TO

MTSS / RTI

BISD's tiered-support framework

ESF Level 5

TEA's Effective Instruction lever

HB 1416

Accelerated instruction requirements

Band Placement Is a Team Decision

Nobody moves a student's band alone — the protocol turns data review into shared professional judgment.

1

Teachers bring evidence

Updated ColorRosters and student work come to PLC — not opinions, artifacts.

2

The team decides together

Teachers and content specialists agree on each placement and each move.

3

The baseline locks

The agreed roster becomes the record the team is accountable to — and celebrates against.

This is the MTSS problem-solving team most campuses have on paper — functioning in practice.
ColorBands gives PLCs a concrete protocol, a shared artifact, and a reason to meet.

Progress Monitoring Built In — Not Bolted On

Weekly short-cycle checks

Key standards are reassessed on a rhythm, so regrouping happens in weeks — not at the next benchmark.

Error-pattern analysis

Teams look past the score to how students missed — the difference between reteaching a skill and reteaching a habit.

Bands move with evidence

Each new TANGO administration re-feeds the cycle: placements update, groups reshuffle, plans adjust.

GROUNDING IN RESEARCH

Curriculum-based measurement
— Fuchs, Deno & Mirkin

Visible learning and feedback —
Hattie

Growth mindset — Dweck

Differentiated instruction —
Tomlinson

*The same research base MTSS itself
is built on.*

Students and Families Read the Same Data

ScoreBoards™ turn growth data into a language a 9-year-old — and a parent — can read and act on.



Goal setting

Students see their band, name their next one, and set the goal with their teacher — collaborative, not assigned.

Ownership

“Where am I, what does growth look like, how does effort connect to results” — a culture of ownership, not compliance.

Family engagement

Parents get the same colors and the same language — turning an MTSS checkbox into something families actually use.

“It's All About That Growth!™” Every student grows at least one band, every year.

ColorBands Makes the TANGO Investment Work Harder

Professional learning is how a data platform pays off. Districts that train the response get more from the reports they already buy.



Zero new infrastructure

No migration, no integration, no student data leaving BISD systems. ColorBands works from the reports TANGO already produces.



More confident data users

Teachers who can organize a response stop dreading reports — usage of the district's existing tools goes up, not down.



One language, 31 campuses

The same bands, rosters, and routines everywhere — so district leaders can monitor implementation with a common vocabulary.



Proven alongside other platforms

ColorBands already operates this way on top of districts' existing data systems — strengthening them, not competing with them.

What Three Days on a Campus Look Like

DAY 1

Establish the language

- Campus kickoff: the eight bands and the growth expectation
- Build the beginning-of-year ColorRoster from existing data
- Launch student ScoreBoards™ and goal setting

DAY 2

Data dive and grouping

- Benchmark deep-dive: patterns by grade, team, student group, skill
- Band updates decided in PLC — together
- Grouping plans and priority-skill calendars, built in session

DAY 3

Monitoring and leadership

- Progress monitoring rhythm set on the campus calendar
- Walk-through look-fors calibrated with leaders
- Implementation summary delivered — what happens next, and who owns it

Guided work, not sit-and-get: every session produces tangible products the campus keeps — rosters, grouping plans, monitoring calendars.

The Proposal Before You

31

campuses — everyone, not a pilot

× 3

**job-embedded professional learning
days each**

sequenced across the year to match each
campus's calendar and testing windows

Delivered by practitioners

Former South Texas campus leaders and instructional coaches — including deep experience with emergent bilingual learners.

Products, not presentations

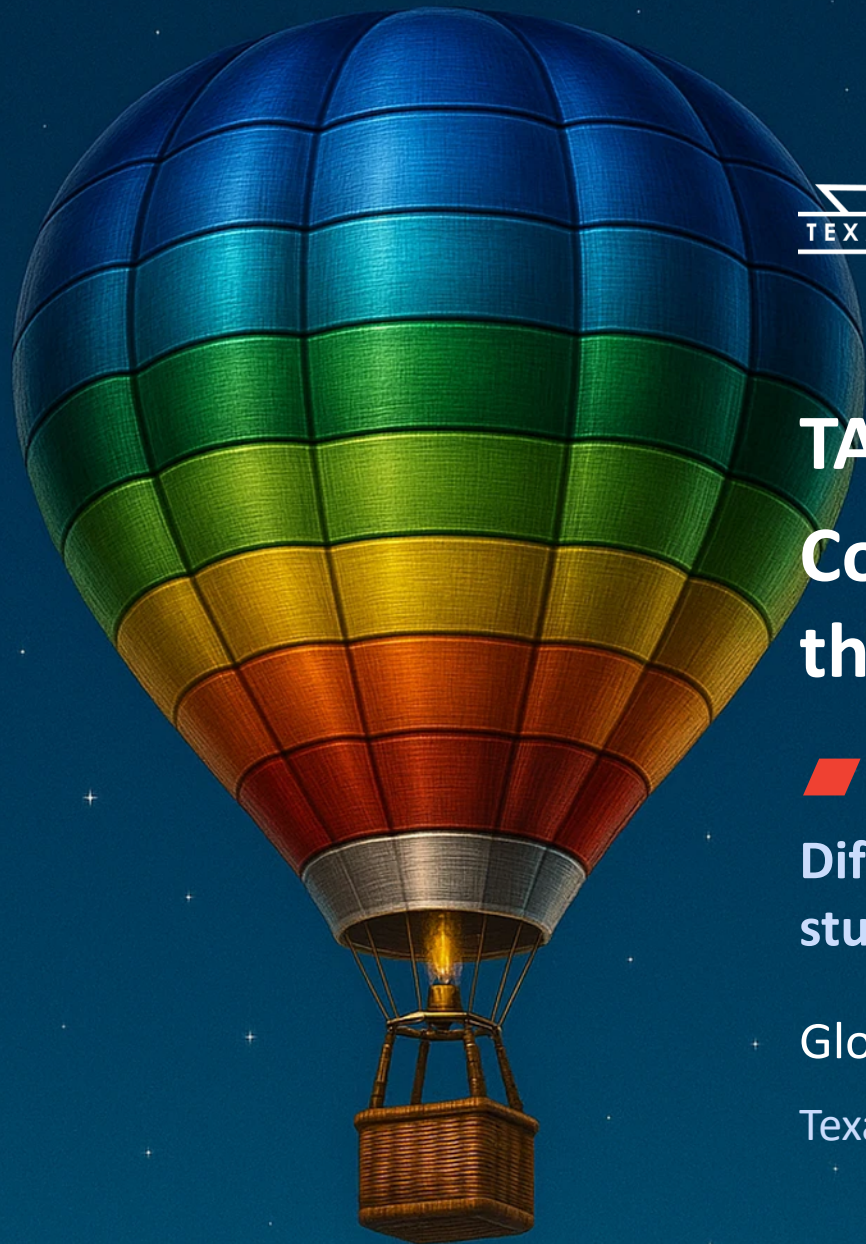
Each day ends with campus-owned artifacts: banded rosters, grouping plans, monitoring calendars, leadership look-fors.

Documented and accountable

Pre-session alignment with BISD's designee; written implementation summary after every engagement.

Nothing duplicated

No platform fees, no licenses, no data migration — professional learning that runs on the TANGO data BISD already owns.



**TANGO identifies the learning need.
ColorBands equips teachers to organize
the response.**



**Different tools. A shared goal. Greater impact for
students.**

Gloria C. Rivera • Texas ColorBands

TexasColorBands.com



2026 – 2027 TEXAS COLORBANDS™ ELEMENTARY PERFORMANCE & GROWTH TABLE of MEASURES - ENGLISH

IT'S ALL ABOUT THAT GROWTH!™



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ELEMENTARY PERFORMANCE STANDARDS & ENHANCED PERFORMANCE LEVELS (GROWTH) SPRING 2026			DOES NOT MEET			+1	APPROACHES		+2	MASTERS	
Supplemental Accelerated Instruction (HB 1416)			Low DNM (0L)	High DNM (0H)		Low Approaches (1L)	High Approaches (1H)	Meets (2M)	Masters (3M)		
SUBJECT AND LEVEL		POINTS/ ITEMS	CHANCE RANGE	PATHFINDER	CONTENDER	APPROACHES	COLLEGE BOUND	UNIVERSITY	FLAGSHIP	IVY LEAGUE	
GRADE 3 RLA	Percentages	52	2% – 25%	27% – 29%	31% – 33%	35% – 40%	42% – 50%	52% – 69%	71% – 94%	96% – 100%	
	Points		1 – 13	14 – 15	16 – 17	18 – 21	22 – 26	27 – 36	37 – 49	50 – 52	
	Scale Score		826 – 1272	1289 – 1306	1322 – 1338	1345 – 1396	1410 – 1462	1467 – 1582	1596 – 1986	2176 – 2400	
	Percentile	41 items	0 – 16	18 – 21	23 – 26	28 – 36	38 – 49	51 – 75	78 – 100	100 – 100	
GRADE 4 RLA	Percentages	52	2% – 25%	27%	29% – 31%	33% – 38%	40% – 48%	50% – 69%	71% – 94%	96% – 100%	
	Points		1 – 13	14	15 – 16	17 – 20	21 – 25	26 – 36	37 – 49	50 – 52	
	Scale Score		917 – 1363	1381	1397 – 1413	1414 – 1473	1487 – 1540	1552 – 1661	1663 – 1955	2020 – 2410	
	Percentile	41 items	0 – 14	16	19 – 22	25 – 33	36 – 47	49 – 76	79 – 99	100 – 100	
GRADE 5 RLA	Percentages	52	2% – 29%	31% – 33%	35% – 38%	40% – 48%	50% – 58%	60% – 73%	75% – 94%	96% – 100%	
	Points		1 – 15	16 – 17	18 – 20	21 – 25	26 – 30	31 – 38	39 – 49	50 – 52	
	Scale Score		935 – 1400	1415 – 1429	1443 – 1469	1475 – 1529	1541 – 1588	1592 – 1694	1700 – 1986	2056 – 2420	
	Percentile	41 items	0 – 12	14 – 16	17 – 21	22 – 30	32 – 41	44 – 65	69 – 99	99 – 100	
GRADE 3 MATH	Percentages	37	3% – 27%	30% – 32%	35% – 41%	43% – 49%	51% – 57%	59% – 73%	76% – 92%	95% – 100%	
	Points		1 – 10	11 – 12	13 – 15	16 – 18	19 – 21	22 – 27	28 – 34	35 – 37	
	Scale Score		926 – 1266	1285 – 1304	1323 – 1359	1360 – 1412	1429 – 1465	1471 – 1582	1600 – 1798	1860 – 2070	
	Percentile	30 items	0 – 14	18 – 22	26 – 34	37 – 45	49 – 56	60 – 78	82 – 97	99 – 100	
GRADE 4 MATH	Percentages	40	3% – 28%	30% – 35%	38% – 43%	45% – 50%	53% – 58%	60% – 75%	78% – 93%	95% – 100%	
	Points		1 – 11	12 – 14	15 – 17	18 – 20	21 – 23	24 – 30	31 – 37	38 – 40	
	Scale Score		991 – 1364	1381 – 1414	1430 – 1460	1462 – 1505	1520 – 1550	1557 – 1670	1690 – 1875	1935 – 2130	
	Percentile	32 items	0 – 14	17 – 23	26 – 32	35 – 42	45 – 51	55 – 76	79 – 97	99 – 100	
GRADE 5 MATH	Percentages	42	2% – 26%	29% – 31%	33% – 36%	38% – 45%	48% – 57%	60% – 79%	81% – 93%	95% – 100%	
	Points		1 – 11	12 – 13	14 – 15	16 – 19	20 – 24	25 – 33	34 – 39	40 – 42	
	Scale Score		1082 – 1440	1457 – 1472	1487 – 1502	1515 – 1557	1570 – 1624	1634 – 1770	1776 – 1952	2012 – 2200	
	Percentile	34 items	0 – 13	16 – 19	23 – 26	29 – 38	41 – 53	56 – 80	83 – 96	98 – 100	
GRADE 5 SCIENCE*	Percentages	39	3% – 30%	31% – 37%	38% – 45%	46% – 55%	56% – 66%	67% – 78%	79% – 94%	95% – 100%	
	2026 Points		1 – 11	12 – 14	15 – 17	18 – 21	22 – 25	26 – 30	31 – 36	37 – 39	
	2027 Points	30	1 – 9	10 – 11	12 – 13	14 – 16	17 – 19	20 – 23	24 – 27	28 – 30	
	Percentile	32 items	0 – 11	15 – 24	28 – 37	42 – 55	59 – 71	75 – 88	91 – 99	100 – 100	

+ = Domain 1 Point System *Approximations for Instructional Decisions for 2026-2027



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2026 - 2027 TEXAS COLORBANDS™ MIDDLE SCHOOL PERFORMANCE & GROWTH TABLE of MEASURES

IT'S ALL ABOUT THAT GROWTH!™



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MIDDLE SCHOOL PERFORMANCE STANDARDS & ENHANCED PERFORMANCE LEVELS (GROWTH) SPRING 2026			DOES NOT MEET			APPROACHES		MEETS	MASTERS	
Supplemental Accelerated Instruction (HB 1416)			Low DNM (0L)	High DNM (0H)		Low Approaches (1L)	High Approaches (1H)	Meets (2M)	Masters (3M)	
SUBJECT AND LEVEL		POINTS/ ITEMS	CHANCE RANGE	PATHFINDER	CONTENDER	APPROACHES	COLLEGE BOUND	UNIVERSITY	FLAGSHIP	IVY LEAGUE
GRADE 6 RLA	Percentages	56	0% – 29%	30% – 33%	34% – 38%	39% – 45%	46% – 54%	55% – 72%	73% – 94%	95% – 100%
	Points		0 – 16	17 – 18	19 – 21	22 – 25	26 – 30	31 – 40	41 – 52	53 – 56
	Scale Score		880 – 1478	1479 – 1504	1505 – 1534	1535 – 1583	1584 – 1633	1634 – 1748	1749 – 2062	2063 – 2430
	Percentile	45 items	0 – 18	19 – 22	23 – 28	29 – 36	37 – 47	48 – 73	74 – 98	99 – 100
GRADE 7 RLA	Percentages	56	0% – 31%	32% – 35%	36% – 42%	43% – 51%	52% – 62%	63% – 76%	77% – 94%	95% – 100%
	Points		0 – 17	18 – 19	20 – 23	24 – 28	29 – 34	35 – 42	43 – 52	53 – 56
	Scale Score		890 – 1500	1501 – 1525	1526 – 1563	1564 – 1616	1617 – 1668	1669 – 1770	1771 – 2036	2037 – 2440
	Percentile	45 items	0 – 14	15 – 17	18 – 24	25 – 33	34 – 47	48 – 71	72 – 97	98 – 100
GRADE 8 RLA	Percentages	56	0% – 28%	29% – 31%	32% – 35%	36% – 45%	46% – 56%	57% – 72%	73% – 94%	95% – 100%
	Points		0 – 15	16 – 17	18 – 19	20 – 25	26 – 31	32 – 40	41 – 52	53 – 56
	Scale Score		980 – 1543	1544 – 1568	1569 – 1591	1592 – 1650	1651 – 1697	1698 – 1802	1803 – 2073	2074 – 2450
	Percentile	45 items	0 – 11	12 – 14	15 – 17	18 – 28	29 – 43	44 – 70	71 – 99	99 – 100
GRADE 6 MATH	Percentages	43	0% – 27%	28% – 32%	33% – 36%	37% – 46%	47% – 57%	58% – 78%	79% – 94%	95% – 100%
	Points		0 – 11	12 – 13	14 – 15	16 – 19	20 – 24	25 – 33	34 – 40	41 – 43
	Scale Score		1070 – 1553	1554 – 1587	1588 – 1615	1616 – 1679	1680 – 1744	1745 – 1888	1889 – 2148	2149 – 2350
	Percentile	36 items	0 – 12	13 – 22	23 – 31	32 – 47	48 – 64	65 – 87	88 – 98	99 – 100
GRADE 7 MATH	Percentages	46	0% – 29%	30% – 34%	35% – 40%	41% – 47%	48% – 53%	54% – 79%	80% – 95%	96% – 100%
	Points		0 – 13	14 – 15	16 – 18	19 – 21	22 – 24	25 – 36	37 – 43	44 – 46
	Scale Score		1150 – 1643	1644 – 1673	1674 – 1702	1703 – 1755	1756 – 1792	1793 – 1964	1965 – 2210	2211 – 2400
	Percentile	38 items	0 – 30	31 – 42	43 – 56	57 – 66	67 – 73	74 – 92	93 – 99	99 – 100
GRADE 8 MATH	Percentages	48	0% – 26%	27% – 30%	31% – 37%	38% – 45%	46% – 53%	54% – 76%	77% – 95%	96% – 100%
	Points		0 – 12	13 – 14	15 – 17	18 – 21	22 – 25	26 – 36	37 – 45	46 – 48
	Scale Score		1240 – 1690	1691 – 1719	1720 – 1753	1754 – 1812	1813 – 1858	1859 – 2008	2009 – 2309	2310 – 2470
	Percentile	40 items	0 – 17	18 – 25	26 – 37	38 – 52	53 – 65	66 – 91	92 – 99	100 – 100
ALGEBRA I	Percentages	59	0% – 24%	25% – 28%	29% – 31%	32% – 41%	42% – 52%	53% – 68%	69% – 94%	95% – 100%
	Points		0 – 14	15 – 16	17 – 18	19 – 24	25 – 30	31 – 40	41 – 55	56 – 59
	Scale Score		1500 – 3404	3405 – 3488	3489 – 3549	3550 – 3800	3801 – 3999	4000 – 4344	4345 – 5384	5385 – 6430
	Percentile	50 items	0 – 9	10 – 14	15 – 19	20 – 33	34 – 47	48 – 71	72 – 96	97 – 100
GRADE 8 SCIENCE	Percentages	35	0% – 28%	29% – 33%	34% – 39%	40% – 48%	49% – 56%	57% – 73%	74% – 93%	94% – 100%
	Points		0 – 9	10 – 11	12 – 13	14 – 16	17 – 19	20 – 25	26 – 32	33 – 35
	Scale Score		1250 – 3235	3236 – 3396	3397 – 3549	3550 – 3772	3773 – 3999	4000 – 4522	4523 – 5637	5638 – 6500
	Percentile	28-30 items	0 – 14	15 – 21	22 – 28	29 – 38	39 – 50	51 – 74	75 – 97	98 – 100
GRADE 8 SOCIAL STUDIES	Percentages	49	0% – 21%	22% – 32%	33% – 44%	45% – 52%	53% – 62%	63% – 75%	76% – 95%	96% – 100%
	Points		0 – 10	11 – 15	16 – 21	22 – 25	26 – 30	31 – 36	37 – 46	47 – 49
	Scale Score		1050 – 2961	2962 – 3270	3271 – 3549	3550 – 3791	3792 – 3999	4000 – 4351	4352 – 5660	5661 – 6550
	Percentile	40 items	0 – 9	10 – 27	28 – 45	46 – 56	57 – 70	71 – 85	86 – 100	100 – 100
GRADE 5 RLA	Percentages	52	0% – 30%	31% – 34%	35% – 39%	40% – 49%	50% – 59%	60% – 74%	75% – 95%	96% – 100%
	Points		0 – 15	16 – 17	18 – 20	21 – 25	26 – 30	31 – 38	39 – 49	50 – 52
	Scale Score		830 – 1414	1415 – 1442	1443 – 1474	1475 – 1540	1541 – 1591	1592 – 1699	1700 – 2055	2056 – 2420
	Percentile	38 items	0 – 13	14 – 16	17 – 21	22 – 31	32 – 43	44 – 68	69 – 99	99 – 100
GRADE 5 MATH	Percentages	42	0% – 28%	29% – 32%	33% – 37%	38% – 47%	48% – 59%	60% – 80%	81% – 94%	95% – 100%
	Points		0 – 11	12 – 13	14 – 15	16 – 19	20 – 24	25 – 33	34 – 39	40 – 42
	Scale Score		1000 – 1456	1457 – 1486	1487 – 1514	1515 – 1569	1570 – 1633	1634 – 1775	1776 – 2011	2012 – 2200
	Percentile	34 items	0 – 15	16 – 22	23 – 28	29 – 40	41 – 55	56 – 82	83 – 97	98 – 100

+ = Domain 1 Point System



2025 – 2026 TEXAS COLORBANDS™ GROWTH SCOREBOARD

Grade 4 Math from Grade 3 Math

STUDENT NAME:		CAREER ASPIRATIONS:	
ID:	DATE OF ENTRY:	COLLEGE I PLAN TO ATTEND:	
TEACHER:		WHAT COLORBAND LEVEL DO I NEED TO ATTAIN MY CAREER GOAL?	

2025 Grade 3 Math

2025 TILE	2025 RAW SCORE/ POINTS	2025 PERCENT CORRECT	2025 STAAR
100	37	100%	IVY LEAGUE
100	36	97%	
99	35	95%	
98	34	92%	
96	33	89%	FLAGSHIP
94	32	86%	
91	31	84%	
88	30	81%	
85	29	78%	
81	28	76%	
78	27	73%	
74	26	70%	UNIVERSITY
71	25	68%	
67	24	65%	
63	23	62%	
60	22	59%	
56	21	57%	
52	20	54%	
49	19	51%	
45	18	49%	COLLEGE BOUND
42	17	46%	
38	16	43%	
34	15	41%	
31	14	38%	
27	13	35%	
23	12	32%	
19	11	30%	
15	10	27%	
12	9	24%	
8	8	22%	
5	7	19%	
3	6	16%	
1	5	14%	
1	4	11%	
0	3	8%	
0	2	5%	
0	1	3%	
0	0	0%	

2026 Grade 4 Math

2026 REFERENCE TILE*	2026 RAW SCORE/ POINTS	2026 PERCENT CORRECT	2026 GOAL	DATA POINTS
100	40	100%	IVY LEAGUE	
99	39	98%		
98	38	95%		
96	37	93%		
94	36	90%		
91	35	88%		
88	34	85%	FLAGSHIP	
85	33	83%		
83	32	80%		
80	31	78%		
77	30	75%		
74	29	73%		
71	28	70%	UNIVERSITY	
68	27	68%		
65	26	65%		
61	25	63%		
58	24	60%		
55	23	58%		
52	22	55%	COLLEGE BOUND	
49	21	53%		
45	20	50%		
42	19	48%		
39	18	45%		
36	17	43%		
32	16	40%		
29	15	38%		
26	14	35%		
22	13	33%		
18	12	30%		
14	11	28%		
10	10	25%		
7	9	23%		
4	8	20%		
2	7	18%		
1	6	15%		
0	5	13%		
0	4	10%		
0	3	8%		
0	2	5%		
0	1	3%		
0	0	0%		

Blueprint

32 questions = 40 points	
Questions Breakdown	
RC 1: Numerical Representations and Relationships	RC 2: Computations and Algebraic Relationships
Readiness Standards: 3	Readiness Standards: 5
Supporting Standards: 10	Supporting Standards: 7
7 - 9 Questions	10 - 12 Questions
RC 3: Geometry and Measurement	RC 4: Data Analysis and Personal Financial Literacy
Readiness Standards: 4	Readiness Standards: 1
Supporting Standards: 7	Supporting Standards: 4
8 - 10 Questions	3 - 5 Questions
Total: 32 Questions	
Points Breakdown	
1-Point Questions Multiple-Choice And Non-Multiple-Choice Items	
24 Questions = 24 Possible Points	
2-Point Questions Non-Multiple-Choice Items	
8 Questions = 16 Possible Points	
BM1	BM2
1 PT: /24	1 PT: /24
2PT: /16	2PT: /16
TOTAL: /40	TOTAL: /40
= %	= %

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THE
POWER
OF
SMALL
STEPS



2025 – 2026 TEXAS COLORBANDS™ GROWTH SCOREBOARD

Grade 5 RLA Spanish from Grade 4 RLA Spanish

STUDENT NAME:		CAREER ASPIRATIONS:	
ID:	DATE OF ENTRY:	COLLEGE I PLAN TO ATTEND:	
TEACHER:		WHAT COLORBAND LEVEL DO I NEED TO ATTAIN MY CAREER GOAL?	

2025 Grade 4 RLA Spanish

2025 TILE	2025 RAW SCORE/ POINTS	2025 PERCENT CORRECT	2025 STAAR
100	52	100%	IVY LEAGUE
100	51	98%	
100	50	96%	
100	49	94%	
100	48	92%	
100	47	90%	
99	46	88%	
99	45	87%	
98	44	85%	FLAGSHIP
97	43	83%	
96	42	81%	
94	41	79%	
93	40	77%	
91	39	75%	
89	38	73%	
86	37	71%	
84	36	69%	
81	35	67%	
78	34	65%	
76	33	63%	
72	32	62%	
69	31	60%	
66	30	58%	
63	29	56%	
60	28	54%	
57	27	52%	
54	26	50%	
51	25	48%	
49	24	46%	
46	23	44%	
43	22	42%	
40	21	40%	
37	20	38%	
34	19	37%	
31	18	35%	
29	17	33%	
26	16	31%	
23	15	29%	
20	14	27%	
17	13	25%	
14	12	23%	
11	11	21%	
8	10	19%	
5	9	17%	
3	8	15%	
2	7	13%	
1	6	12%	
0	5	10%	
0	4	8%	
0	3	6%	
0	2	4%	
0	1	2%	
0	0	0%	

2026 Grade 5 RLA Spanish

2026 REFERENCE TILE*	2026 RAW SCORE/ POINTS	2026 PERCENT CORRECT	2026 GOAL	DATA POINTS
100	52	100%	IVY LEAGUE	
100	51	98%		
100	50	96%		
100	49	94%		
100	48	92%		
99	47	90%		
99	46	88%		
97	45	87%		
96	44	85%	FLAGSHIP	
94	43	83%		
93	42	81%		
90	41	79%		
88	40	77%		
85	39	75%		
83	38	73%		
80	37	71%		
77	36	69%		
74	35	67%		
70	34	65%		
67	33	63%		
64	32	62%		
61	31	60%		
58	30	58%		
55	29	56%		
52	28	54%		
49	27	52%		
46	26	50%		
44	25	48%		
41	24	46%		
38	23	44%		
36	22	42%		
33	21	40%		
30	20	38%		
28	19	37%		
26	18	35%		
23	17	33%		
20	16	31%		
18	15	29%		
15	14	27%		
12	13	25%		
10	12	23%		
7	11	21%		
5	10	19%		
3	9	17%		
2	8	15%		
1	7	13%		
0	6	12%		
0	5	10%		
0	4	8%		
0	3	6%		
0	2	4%		
0	1	2%		
0	0	0%		

Blueprint

41 questions = 52 points	
Questions Breakdown	
RC 1: Reading	RC 2: Writing
Readiness Standards: 13	Readiness Standards: 12
Supporting Standards: 18	Supporting Standards: 12
2 Single Reading Passages	2 Revising Passages And 2 Editing Passages
1 Paired Reading Passage	1 Extended Constructed Response
24 - 26 Questions	15 - 17 Questions
Total: 41 Questions	
Points Breakdown	
1-Point Questions Multiple-Choice And Non-Multiple-Choice Items	
38 Questions = 38 Possible Points	
2-Point Questions Non-Multiple-Choice Items	
2 Questions = 4 Possible Points	
10-Point Question Extended Constructed Response Item	
1 Question = 10 Possible Points	
BM1	BM2
1 PT: /38	1 PT: /38
2PT: /4	2PT: /4
10 PT: /10	10 PT: /10
TOTAL: /52	TOTAL: /52
= %	= %

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THE
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**Brownsville
Independent
School District**



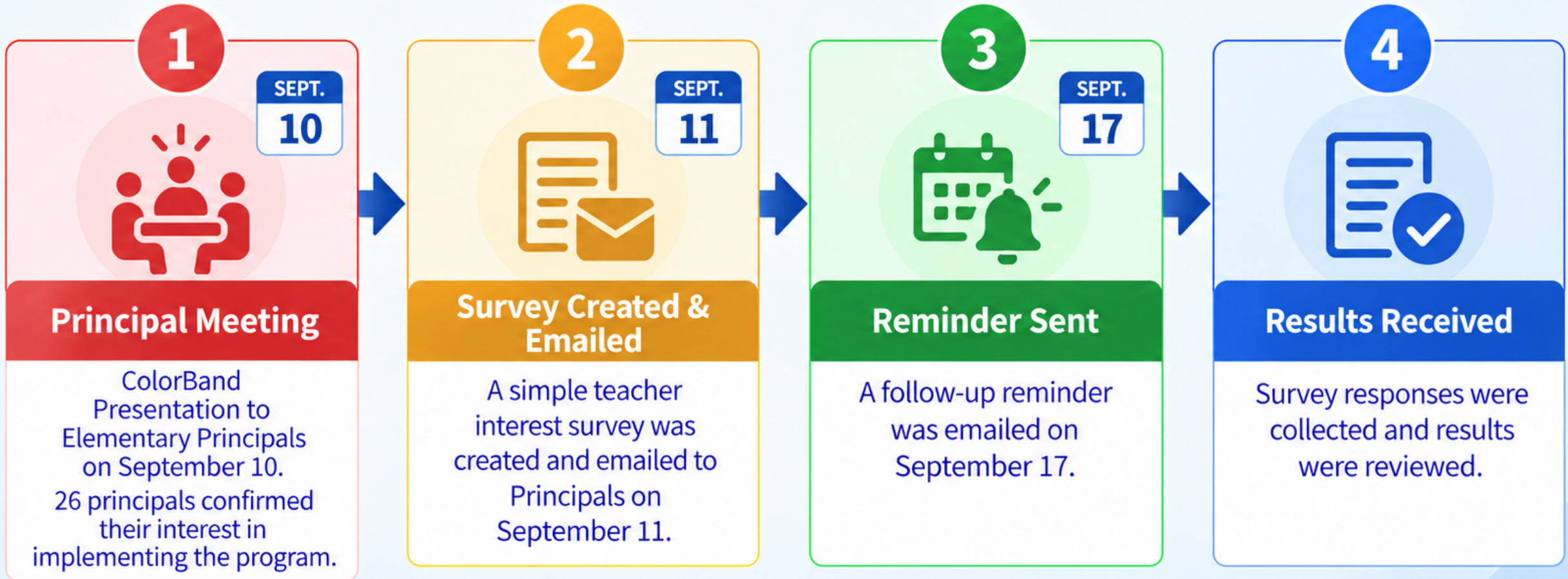
Texas ColorBands Survey Results

Campus Response Overview

ColorBands Principal Interest Process



26 Principals have confirmed their interest in implementing ColorBands.



Principal interest documented
and ready for next-step planning.



Campuses Confirming Interest in ColorBands

26 principals have confirmed their interest in receiving ColorBands.

#	Campus – Principal
1	Aiken – Mrs. D Garcia
2	Benavides – Anabela Almanza
3	Breeden – Pamela McCumber
4	Brite – Myrta Alicia Castillo
5	Burns – Maria G. Garcia
6	Canales – Dr. Aidee Vasquez
7	Champion – Lorena E. Medina
8	Cromack-Castañeda – Nora Camargo
9	Del Castillo-Morningside – Ivonne Barnes
10	Egly – Ada C. Fernandez
11	El Jardin – Leticia Briones
12	Gallegos – Cynthia Cardenas
13	Hudson – Dr. Melinda V.. Lopez

#	Campus – Principal
14	Garza at Southmost – Diana Gonzalez
15	Martin – Carla G. Gonzalez
16	Ortiz – Julie Peña
17	Palm Grove – Myrta Garza
18	Paredes – Eduardo Martinez
19	Peña – Anabel Martinez
20	Perez – Maricela Guerra
21	Pullam – Michael Moreno
22	Putegnath – Patricia Chacon
23	Russell – Dr. Zapata-Burguete
24	Skinner – Melissa Gutierrez
25	Vermillion – Vanessa Cisneros
26	Villa Nueva – Betsy Iglesias



26 Campuses Confirmed



Brownsville Independent School District

ColorBand Survey

As we continue to explore opportunities to support teachers and enhance student learning, we would like to gather your input regarding the possible implementation of ColorBands at your campus.

ColorBands is designed to provide teachers with a simple, efficient way to organize and access student information, helping to make day-to-day instructional planning easier. By allowing teachers to quickly identify student needs, organize instructional groups, monitor progress, and determine appropriate supports, Colorbands can reduce the time spent sorting through data and help teachers focus more time on instruction and meeting the needs of students.

Our goal is to make your job easier by providing a tool that simplifies the process, supports instructional decision-making.

Your feedback is important. Please take a few moments to complete this brief survey and indicate whether you would like to see ColorBands implemented at your campus. Your responses will help guide our next steps and ensure that any implementation is beneficial to both teachers and students.



TEXAS COLORBANDS

Campus *

Choose

Grade Level *

Choose

Would like to see ColorBands implemented at your campus? *

☐ Yes

☐ No

Submit

Clear form

ColorBands Survey – Overall Totals by Campus

Percentage of Yes responses by campus, ranked highest to lowest • 237 responses, 30 campuses



80%+ Yes



50–79% Yes



Under 50% Yes



Campus	% Yes
Del Castillo-Morningside	100%
Perez	100%
Aiken	100%
Putegnat	100%
Canales	100%
Burns	100%
Pullam	100%
Russell	100%
Benavides	100%
Cromack-Castañeda	92.9%
Ortiz	92.9%
Egly	90.9%
Martin	85.7%
Paredes	85.7%
Breeden	77.8%

Campus	% Yes
Garza at Southmost	75%
Skinner	71.4%
Villa Nueva	66.7%
Yturria	60%
Champion	55.6%
Peña	55.6%
Hudson	50%
El Jardin	50%
Garden Park	50%
Vermillion	40%
Keller	25%
Brite	16.7%
Gonzalez	0%
Gallegos	0%
Palm Grove	0%



District-wide: 167 of 237 responses (70.5%) said Yes.



Supporting Student Success

TANGO

Efficient data reports

TEKS trends, student groups, progress and accountability views.

Which patterns need attention?

+

Texas ColorBands

Coached data use

Interpretation, reflection and goals.
Accountability dialogue and follow-up.

What will we do next?

Different services. One connected improvement process.

Reports can point to the trend. Leadership determines what happens next.



T-TESS and T-PESS Aligned



T-TESS | Teacher Practice

Domain 1: Planning

Use standards and student evidence to prepare meaningful instruction and check for learning.

T-PESS | Principal Practice

Data-Driven Leadership

Guide interpretation, provide feedback, set goals and monitor the instructional response.



THE HUMAN SUPPORT

Why Texas ColorBands is necessary as a coaching option



Where a campus has an unmet coaching need, guided practice is key!

When Guided Practice Is Missing

- Reports may be available without a shared interpretation.
- A principal may have no opportunity to rehearse the conversation.
- Teachers may know the concern but may need assistance with next steps.

With Coached Implementation

- Leaders and teachers interpret the evidence together.
- The principal practices facilitating a respectful accountability conversation.
- Goals, next steps and review dates become explicit.

The need is guided practice. Texas ColorBands is one option—not a mandate.



EXPERIENCE APPLIED TO REAL CAMPUS WORK



An experienced coach works alongside the principal

Interpret the evidence together. Facilitate the conversation together. Develop the leader's practice.

Provider-described background: founder with elementary- and high-school principal experience; a team of veteran Texas educators.

01 Prepare together

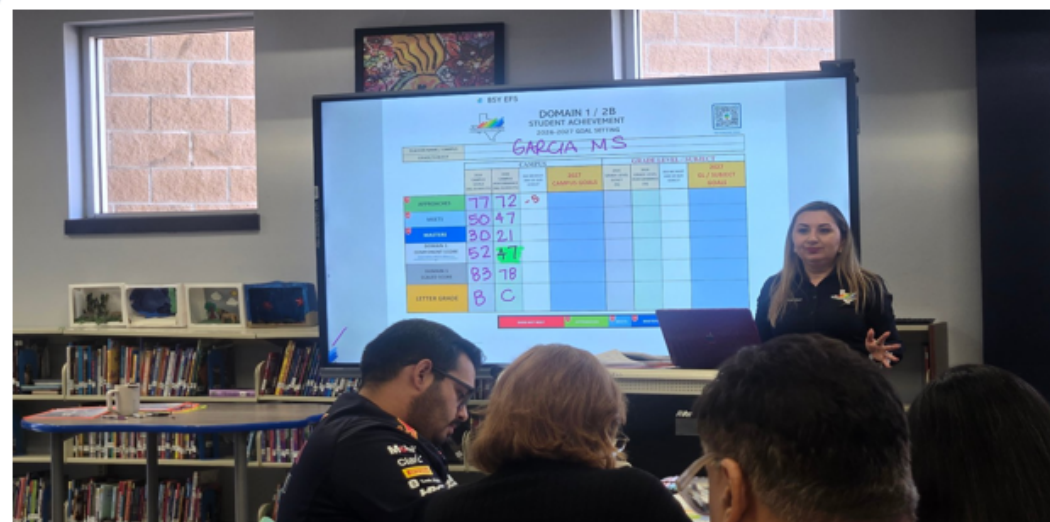
Select the evidence. Clarify the learning need. Rehearse the questions.

02 Facilitate together

Hear teacher input. Guide the discussion. Agree on a response.

03 Lead with feedback

Review the decisions. Practice a refinement. Grow principal ownership.



Texas ColorBands coach reviewing Domain 1 achievement data with Garcia MS staff, Aug. 21, 2026.

The principal learns to lead the conversation.



ADMINISTRATOR + TEACHER + STUDENT OWNERSHIP

Reflection becomes documented action at every level



The conversation ends with an understood goal, a next step, an owner and a review date.

ADMINISTRATORS

Set the direction.

- Campus priority + support
- Decisions + action owners
- Monitoring + review dates

TEACHERS

Explain the response.

- Student evidence + reflection
- Lesson adjustment + goal
- Next check for understanding

STUDENTS

Own the next step.

- Starting point + learning goal
- A strategy to practice
- Progress reflection + next step

STOP

Let go of what is getting in the way.

One practice, habit, or assumption I need to stop is...

① Stop letting kids sweet talk their way out of group from one I chose for them that would strengthen them. ② Stop "crying" about not hitting my goals for last year. It's a fresh start this year.

START

Turn today's learning into action.

One practice I will begin using intentionally is...

① Using more sentence stems for student evidence of what they know. ② Having kids more involved with data trackers than last year. ③ More rigor in all work.

SUSTAIN

Protect what is already working.

One practice I will continue because it supports student growth is...

① Make students feel comfortable in class. Allow them to "interrupt" to ask questions. ② Continue with hands on student explorations. ③ spiraling, warm ups, exit ticket with sentence stem.

MY FIRST MOVE TOMORROW:

• Introduce data tracker at back of class.

Use existing plans, lesson annotations and learning logs. Pictured: one Garcia MS teacher's Stop / Start / Sustain reflection from Session 1.

My students. My evidence. My goal. My next step.



SESSION 1 IN PRACTICE

What coached data use looked like at Garcia Middle School



Photos from the August 21, 2026 first session—campus staff working the process together.



Grade-level teams work through STAAR data trackers together during Session 1.



Coaches worked table-by-table as staff set 2027 campus and grade-level goals.

Not a hypothetical. This is what a guided data conversation looks like in a BISD library, table by table.