SUPPLEMENTAL

Imagine Math®

Actionable Data Practices

for Administrators



imagine math®

Actionable Data Practices for Administrators

Imagine Math offers administrators a powerful set of tools to monitor student engagement, progress, achievement, and growth across classrooms and schools. Imagine Math is divided into two learning environments: **Imagine Math PreK–2** and **Imagine Math 3+**. This guide supports data-informed leadership by highlighting the most impactful metrics and providing a practical framework for interpreting trends. With consistent use, administrators can identify areas of strength, uncover opportunities for support, and drive continuous improvement in math outcomes.

Metrics to Monitor

Imagine Math provides a range of data points to evaluate student engagement, progress, achievement, and growth. Depending on the level of insight needed, administrators can view data from a high-level overview (such as district-wide trends), a mid-level perspective (specific schools or classes), or a detailed view (individual students and their activity).

Focus on the following metrics to assess how effectively students are using the platform and progressing through the curriculum:

- **Engagement**: Program usage time, lessons completed, and use of Math Help and Live Teachers (Imagine Math 3+)
- **Progress:** Lessons passed, lesson pass rates, curriculum progression, and Tokens (Imagine Math PreK–2) or THINK Points (Imagine Math 3+) earned*****
- **Achievement**: Concept mastery by standard
- **Growth:** Benchmark Test completion, Benchmark scores, performance levels, and growth trends

Note: All reports are accessible via the Imagine Math dashboard. Ensure educators and site coordinators have the correct access permissions to view and act on these reports. Some reporting and features vary between Imagine Math's two learning environments, and the Weekly Progress Report is only available to district administrators for Imagine Math 3+.

**Students using Imagine Math can earn rewards that recognize engagement and progress. Students earn Tokens in Imagine Math PreK–2 and THINK Points in Imagine Math 3+. Tokens can be used for in-program rewards and classroom goals. THINK Points can be redeemed for avatar customization, charitable donations, and classroom incentives.*

Quick Reference

Metric	Report	Educator Review Frequency	Administrator Review Frequency	Primary Use
District-Wide Insights	Weekly Progress Report (Imagine Math 3+ only)	—	Weekly	Monitor enrolled/active students and lessons completed/passed, and support usage across the district.
Engagement	Usage Reports	Weekly	Biweekly	Monitor program usage time, lessons passed, and Tokens (Imagine Math PreK–2) and THINK Points (Imagine Math 3+) earned.
Progress	Student Progress Report	Weekly	Monthly	Monitor pathway progression and use data as talking points with students and families.
Achievement	Mastery Report	Weekly	Monthly	Group students for RTI and identify concepts that may need to be reviewed or retaught.
Growth	Benchmark Report	After each Benchmark window	After each Benchmark window	Monitor Benchmark completion rates and compare results within the school year.
Real-Time	Activity Report	As needed	As needed	View real-time student login status and current lesson activity.
Data Export	Student Data Export	—	As needed for broader analysis	Export assessment, performance, and usage data into a CSV for custom analysis.

Commented [SS1]: I added period to the bits in this column as they are complete sentences.

Commented [SS2]: Is "support usage" a noun here, equivalent to "lessons complete/passed"? If so, "support used" would make that clearer. Or if it's a verb, equivalent to "Monitor ... students", the whole thing should be "Monitor enrolled/active students and lessons completed/passed, and support usage across the district".

Commented [RT3R2]: @Steven Smithwhite a verb – thanks!

Implementation Fidelity Recommendations

To ensure consistent and effective use of Imagine Math, the following implementation guidelines are recommended for both students and staff:

STUDENT EXPECTATIONS

Usage Time: Session length and frequency should be adjusted by grade level:

- **PreK–2:** 20–30 minutes per session, 3 times per week (approximately 2 lessons per week)
- **Grades 3+:** 60–90 minutes per week (approximately 2–3 lessons per week)

Lesson Pass Rate: Students should maintain a lesson pass rate of at least 70% for both on-grade-level and below-grade-level lessons.

Usage Goal: Imagine Math 3+ students should work toward passing 30 or more lessons per school year.

Support Tools: Imagine Math 3+ students should use available support tools, including Math Help, Math Tools, Live Teachers, their journals, and the multilingual glossary when appropriate.

STAFF EXPECTATIONS

Usage Goals: Teachers should set a clear goal for students to complete and pass 2–3 lessons per week, establishing a consistent schedule with dedicated computer time aligned with the weekly usage recommendations (PreK–2 | Grades 3+).

Progress Monitoring: Teachers should check the Usage Report weekly to track class progress and use the Teacher Resources, Classroom Progress Trackers, Student Lesson Trackers, and Achievement Certificates to reinforce goals and celebrate progress.

Student Monitoring: Instructional leaders and teachers should confirm that students are actively using Imagine Math during scheduled program time and monitor student screens to address off-task behavior during small-group or independent work.

Data Review: Teachers and instructional leaders should review school- and classroom-level trends with administrators, using the Mastery Report to identify concepts that may require whole-class or small-group reteaching and to guide coaching or resource decisions.

Support Tools: Teaching staff should monitor support tool usage across classrooms using the Usage Report and encourage students to use available support tools, including Math Help, Math Tools, Live Teachers, their journals, and the multilingual glossary when appropriate.

Commented [RT4]: is there an annual lesson goal for PreK-2?

Commented [TK5R4]: @Rachel Taylor-Brown Per Stacy Ferguson, "I was unable to find an annual lesson usage goal for Pre-K-2"

District-Wide Insights: How is our district performing across engagement, progress, and support tool usage?

Administrators can use the Weekly Progress Report to gain a comprehensive overview of engagement, progress, and support usage across the district. This report, available only to Imagine Math 3+ district administrators, provides a weekly snapshot of key metrics, helping district leaders identify schools that may need additional support.

WEEKLY PROGRESS REPORT METRICS

The Weekly Progress Report provides actionable data, including:

- **Enrolled and Active Students**: Number of students enrolled compared to those actively using the program
- **Lessons Completed and Passed**: Total lessons completed and pass rates across the district
- **Math Help and Live Teacher Usage**: How often Imagine Math 3+ students are using built-in support tools
- **School-by-School Comparison:** Compare data for individual schools across the district
- **Weekly Cadence**: Reported data reflects the previous week, ending Saturday

WHAT DO I DO IF THE DATA SHOWS...

Commented [SS6]: WHAT DO I DO IF THE RESULTS SHOW

"Data" is traditionally a plural noun, so the original ought to be "if the data show" but that sounds fussy and odd nowadays. Better to reword where possible!

...multiple schools have low percentages of active students compared to those enrolled?

Investigate potential barriers to access, such as scheduling, technology availability, or onboarding gaps. Reach out to school leaders or site coordinators to ensure students have been successfully introduced to the program and have regular, dedicated time to use it. Continue monitoring weekly to track improvement.

...lesson pass rates are significantly lower at certain schools?

Review whether these schools are meeting recommended usage: 20–30 minutes per session, three times per week for PreK–2, and 60–90 minutes per week for Grades 3+. Low pass rates may indicate that students are rushing through content. Work with school leaders to reinforce expectations for meaningful engagement and ensure teachers use data to provide targeted reteaching.

Review Frequency	• Administrators should review the Weekly Progress Report each week to monitor district-wide implementation and identify trends
Coaching Guidance	• Use school-level data to target professional development and allocate resources • Share effective practices from high-performing schools with those needing additional support • Ensure all schools meet recommended usage targets: 20–30 minutes per session, three times per week for PreK–2, and 60–90 minutes per week for Grades 3+ • Set district-wide goals for active student rates, lesson pass rates, and support-tool usage
Data Points to Watch	• Schools with active student rates significantly below enrollment numbers, weekly math time below recommended targets, lesson pass rates below 70%, or limited support-tool usage in Grades 3+ may need schedule or implementation support

Engagement: Are students spending enough time on the program and using available support tools?

Administrators can use the Usage Reports (PreK–2 and Grades 3+) to monitor student engagement and use of available support tools. These reports provide detailed insights into time on the program, lessons passed, and students' use of Math Help and Live Teachers in Imagine Math 3+ — key indicators of student engagement and instructional fidelity.

USAGE REPORT METRICS

- **Time on Program**: Total time students have spent actively working in Imagine Math
- **Lessons Passed**: Number of lessons each student has completed and passed
- **Tokens/THINK Points Earned**: Tokens earned in Imagine Math PreK–2 and THINK Points earned in Imagine Math 3+
- **Math Help and Live Teacher Usage (Imagine Math 3+)**: Frequency with which students access built-in support tools

WHAT DO I DO IF THE DATA SHOWS...

...students are logging time but not passing lessons:

This may indicate that students are struggling with content or not engaging productively. Review whether Imagine Math 3+ students are using Math Help and Live Teachers for support. Collaborate with site staff to reinforce expectations for active engagement with the program and consider adjusting pathway assignments if students are consistently stuck.

...some classrooms show very low use of Math Help or Live Teachers:

Review support tool usage across the school. If certain groups rarely use Math Help or Live Teachers, ensure that students and teachers are aware of these resources and understand how to access them. Share data from classrooms with high support tool usage to demonstrate the connection between support usage and lesson pass rates.

Review Frequency	• Educators should review the Usage Report weekly to monitor student engagement and usage, with deeper progress reviews every 2–3 weeks • Administrators may review biweekly or monthly to identify broader trends
Coaching Guidance	• Encourage educators to check the Usage Report weekly and track progress with the Class Progress Tracker • Reinforce expectations for completing and passing 2–3 lessons per week • Remind teachers and students about Math Help and Live Teachers as key support tools for Imagine Math 3+
Data Points to Watch	• Students below the grade-band usage recommendation may need schedule or routine adjustments • High lesson completion rates but comparatively low usage time and pass rates may indicate students are rushing or using guesswork during assessments and should be reviewed by classroom staff

Commented [RT7]: does it report on 3+ THINK points too?

Commented [TK8R7]: @Rachel Taylor-Brown Per Stacy Ferguson "Yes, it does include Points Earned for 3+. If you wanted to rephrase that you can put something like this - Tokens / THINK Points Earned: Tokens earned in Imagine Math PreK–2 and THINK Points earned in Imagine Math 3+."

Commented [SS9]: WHAT DO I DO IF THE RESULTS SHOW

Progress: Are students advancing through pathways and building mathematical understanding?

Administrators can monitor student progress by regularly reviewing the **Student Progress Report** (PreK–2 and Grades 3+) and the **Activity Report** (PreK–2 and Grades 3+). Together, these reports highlight pathway progression and real-time student activity, helping administrators identify patterns that may indicate a need for instructional support, professional development, or adjustments to program implementation.

STUDENT PROGRESS REPORT METRICS

- **Pathway Progression**: How far students have progressed through their current pathway
- **Lesson Outcomes**: Which lessons students have passed, not passed, or are currently completing
- **Areas of Strength and Weakness**: Key data points to support conversations with students and families
- **Update Frequency**: Student Progress Reports update **e**very 10 minutes for teachers, hourly for school administrators, and every 24 hours for district and customer administrators.
- **Pathway Assignment**: Pathways are assigned automatically to Imagine Math PreK–2 students. Imagine Math 3+ students begin on a grade-level pathway, but authorized educators or administrators can assign a different pathway when appropriate. Because pathways determine the sequence of lessons students receive, consider each student's current pathway when reviewing usage and performance data.

ACTIVITY REPORT METRICS

- **Real-Time Login Status**: Students who are currently logged in and those who are logged out of the program
- **Current Activity**: The specific lesson, activity, and exercise (PreK–2) or item number (Grades 3+) each student is working on
- **Update Frequency**: Activity reports update every 10 seconds for near real-time monitoring

WHAT DO I DO IF THE DATA SHOWS...

Commented [SS10]: WHAT DO I DO IF THE RESULTS SHOW

...students or classrooms show limited progress on the lessons or pathways for extended periods: Work with teachers and instructional leaders to review where progress is slowing. For Imagine Math PreK–2, confirm that teachers are using the automatically assigned pathway and available instructional resources to reinforce skills. For Imagine Math 3+, review school or classroom patterns, support-tool usage, and whether current pathway assignments are appropriate. Use the findings to guide coaching, targeted reteaching, and any pathway-adjustment decisions.

...the Activity Report shows many students logged out during scheduled Imagine Math time: If students are not logged in during scheduled program time, investigate scheduling, technology access, or classroom management factors. Work with site coordinators to ensure that dedicated Imagine Math time is protected and that students are engaged during sessions.

Review Frequency	• Educators should review Student Progress weekly and Activity Report as needed during sessions • Administrators should review monthly to identify trends
Coaching Guidance	• Share Student Progress data during student and family conferences to highlight successes and areas of need • Encourage educators to monitor the Activity Report during class to ensure students are on task • Look for students with limited lesson completion or pathway progress and plan targeted support
Data Points to Watch	• Look for students or classrooms with lower-than-expected lesson completion, limited pathway progression, or inconsistent login patterns

Achievement: Are students mastering mathematical concepts?

Administrators can assess how effectively students are mastering content by analyzing the Mastery Report. The Mastery Report provides visibility into concept-level performance, supporting RTI groupings and reteaching decisions.

MASTERY REPORT METRICS

- **Concept Mastery Levels**: Student performance grouped by mathematical concept and standard
- **RTI Grouping Data**: Information to support Response to Intervention groupings
- **Reteaching Needs**: Concepts that may need to be reviewed or retaught based on student performance

WHAT DO I DO IF THE DATA SHOWS...

Commented [SS11]: WHAT DO I DO IF THE RESULTS SHOW

...multiple students are struggling with the same concepts on the Mastery Report?

If the Mastery Report reveals widespread difficulty with specific concepts, this may indicate a need for additional support, reteaching, or instructional coaching. Share findings with instructional leads and recommend whole-class or small-group reteaching using the printable resources available in Teacher Resources. Consider whether the struggling concepts align with gaps in core instruction.

Review Frequency	• Educators and administrators should review the Mastery Report regularly to identify reteaching opportunities and concept-level trends
Coaching Guidance	• Use the Mastery Report to guide whole-class or small-group reteaching and inform professional development • Share findings with instructional leads when multiple students struggle with the same concepts • Review whether struggling concepts align with gaps in core instruction
Data Points to Watch	• Look for repeated concept-level struggles or mastery trends that may need reteaching, instructional coaching, or additional support

Growth: Are students demonstrating growth over time?

Administrators can use the Benchmark Test Report to monitor student growth across Benchmark Tests 1, 2 and 3 within the same school year, identifying trends across classrooms, schools, and grade levels. Benchmark Test data can help administrators compare results and identify where additional support may be needed.

BENCHMARK REPORT METRICS

- **Benchmark Test Completion Rates:** Percentage of students who completed each Benchmark Test window
- **Benchmark Test Score Comparisons:** Students' current Benchmark Test results compared to previous Benchmark Test results within the same school year
- **Benchmark Test Growth Trends:** Patterns in Benchmark Test performance over time, across schools or grade levels

WHAT DO I DO IF THE DATA SHOWS...

Commented [SS12]: WHAT DO I DO IF THE RESULTS SHOW

...Benchmark Test scores are flat or declining for certain groups?

When Benchmark Test growth stalls or declines, compare the data with usage patterns. Students who are meeting usage recommendations but not showing growth may need pathway adjustments or additional instructional support. Celebrate schools and groups showing positive Benchmark Test growth trends and identify and share effective practices from these schools to others that may need additional support.

...Benchmark Test completion rates are low?

Review Benchmark Test schedules and communication practices to confirm students had the opportunity to complete the appropriate assessment. Follow up with schools or classrooms that show lower completion rates and provide support as needed.

Review Frequency	• Educators should review Benchmark results following each Benchmark window • Administrators should review growth trends after each Benchmark window and compare results across schools and grade levels
Coaching Guidance	• Compare growth data with usage, progress, and achievement data to identify patterns • Celebrate schools, classrooms, and student groups demonstrating strong growth • Use growth results to guide instructional planning and professional development conversations • Monitor Benchmark participation to ensure complete and accurate data
Data Points to Watch	• Look for flat or declining growth trends, low Benchmark completion rates, or significant differences between schools, grade levels, or student groups

Data Integrity Tips

Before acting on report trends, confirm the results are accurate and complete by taking the following actions:

- Verify that students are assigned to the correct pathway and grade level
- Confirm that Benchmark Test windows are scheduled and communicated to staff
- Ensure educators understand the difference between lessons completed, lessons passed, time on program, and pass rate
- Use the Student Data Export when a broader analysis is needed or when data needs to be validated outside the dashboard
- Confirm that student accounts are active and that enrollments reflect actual course participation

Other Resources

Find more resources and help on reports in the Help Center visit https://help.imaginelearning.com/hc/en-us/sections/32905446247959

Notes