

Imagine Español®

Actionable Data

Practices

for Administrators



Actionable Data Practices for Administrators

Imagine Español equips administrators with the data they need to understand how their students are progressing across classrooms, schools, and the district. This guide highlights the reports and metrics most useful at the system level, helping leaders evaluate program fidelity, identify schools or student groups that may need additional support, inform coaching and resource allocation, and recognize student achievement and growth. Administrators can use it to anchor coaching conversations, allocate resources, and tell the story of student outcomes in Spanish Language Arts.

Metrics to Monitor

Imagine Español surfaces data at every level of the system. Administrators can move from a district-wide view of program-level gains to school- and classroom-level insights into usage and unit progress, and then down to an individual student's lesson history, Skills Inventory results, and Portfolio of recordings and writing samples. Choosing the right level of data for each question is what makes the data actionable.

Focus on these four categories to gauge implementation health and language growth:

- **Engagement:** Usage time compared to the weekly/annual usage goal and consistency of weekly usage
- **Progress:** Lessons passed, pass rates, progress through the curriculum, and movement from starting to current placement
- **Achievement:** Skills Inventory proficiency (target: 75–100%), Grouping data, and Portfolio evidence of speaking and writing skills
- **Growth:** Growth in Benchmark scores and movement across proficiency tiers (Minimally Proficient → Partially Proficient → Proficient → Advanced)

Note: Reports are accessible from the Imagine Español educator dashboard. The Program Level Gains Report and the Cumulative Performance Report export are available only to administrators.

Quick Reference

Metric	Report	Educator Review Frequency	Administrator Review Frequency	Primary Use
District/ School Trends	Cumulative Performance Report	-	Monthly/Quarterly	Pull a customizable CSV combining usage, activity, and lesson performance data for board reports, grant documentation, or district-level analysis

Engagement	Usage Report	Weekly	Biweekly	Compare actual usage to the annual usage goal; identify students below usage targets and predict year-end usage
Progress	Progress by Unit Report	Weekly	Monthly	See lessons skipped, in progress, and completed; review unit-level scores banded as developing (0–59%), approaching (60–69%), or proficient (70–100%), with $\geq 70\%$ required to pass a lesson
Progress	Program Level Gains Report	-	Monthly/Quarterly	Compare students' current placement to their starting point and track the percentage of students working above, on, or below grade level across schools
Achievement	Skills Inventory Report	Biweekly	Monthly	Identify which skills students have mastered (75–100%) and which need reteaching; plan small-group instruction around shared learning gaps
Achievement	Grouping Report	As Needed	Monthly	Group students by shared instructional need; use Teacher Presentation Mode to deliver targeted lessons to the whole class or small groups, or access intervention resources directly from the report
Growth	Benchmark Growth Report	After Benchmark	Quarterly	Track movement across proficiency tiers (Minimally, Partially, Proficient, Advanced) and score changes between Benchmark windows

Implementation Fidelity Recommendations

Consistent practice with Spanish Language Arts content supports student growth. The recommendations below outline what strong implementation looks like for students and the educators who support them.

STUDENT EXPECTATIONS

Usage Time: Students should complete 20 hours of program use each school year. Administrators can adjust this target in the platform settings to align with the school’s implementation plan, and the Usage Report will recalculate against the new goal.

Session Length: Sessions are paced by grade band:

- Kindergarten: 15 minutes
- Grades 1–2: 20 minutes
- Grades 3–5: 25 minutes

Session Frequency: Students should complete a minimum of two sessions a week.

Engagement: Students should participate actively by responding to prompts aloud, using read-aloud and recording tools to practice pronunciation, and completing speaking and writing tasks that populate their Portfolios.

STAFF EXPECTATIONS

Usage Goals: Confirm that the platform’s annual usage target aligns with the school’s implementation plan so that Usage Report projections remain accurate.

Progress Monitoring: Review the Usage Report and Progress by Unit Report weekly, identifying students whose pass rate falls below 70% or unit scores fall into the developing range (0–59%).

Intervention: Use the Grouping Report to create small instructional groups based on shared skill gaps, then deliver Teacher Presentation lessons or assign remediation activities directly from the report.

Conferencing: Hold short, regular conferences with students to review their Portfolios, set goals for proficiency tier movement, and recognize milestones such as completing a unit within the proficient band (70–100%).

Resources: Access printable practice materials, reteaching plans, and offline activities in the Teacher Resources Library to reinforce skills taught in the program.

District-Wide Insights: What trends are we seeing across schools, grade bands, and student groups?

Administrators can use the [Cumulative Performance Report](#) to export and analyze Imagine Español data across schools, grade bands, and student groups. This report provides a customizable export of usage, activity, and lesson performance data, making it useful for district-level analysis, board reporting, grant documentation, and program-evaluation conversations.

CUMULATIVE PERFORMANCE REPORT METRICS

- **Customizable Data Export:** Export usage, activity, and lesson performance data in a CSV using selected filters to support district-level analysis.
- **Cross-School Analysis:** Compare results across schools, grade bands, and student groups to support board presentations and program evaluation.
- **District-Level Reporting:** Use exported data to support board updates, grant documentation, bilingual or dual-language program evaluations, and other district reporting needs.

WHAT DO I DO IF THE DATA SHOWS...

...trends differ significantly between schools or grade levels?

Use the Cumulative Performance export to review Benchmark results, lessons passed, and usage data together across schools and grade bands. Identify patterns that may explain differences in outcomes, such as higher usage, more lessons completed, or more consistent Benchmark participation. Use the

findings to guide coaching conversations and identify effective practices that could be shared across schools.

...district leaders need a broader view for reporting or program evaluation?

Use Cumulative Performance exports as the primary data source for board updates, Title III reporting, and bilingual or dual-language program evaluations. Because the export combines multiple data points, it can help administrators tell a more complete story of implementation, participation, progress, and outcomes.

Review Frequency	Review monthly or quarterly to monitor district- and school-level trends across usage, lesson progress, and Benchmark performance
Coaching Guidance	Use exported data to identify school-level patterns, prepare district-facing summaries, and identify schools that may need additional support or recognition
Administrator Action Thresholds	If a school's usage, lesson progress, or Benchmark results are consistently below district-wide trends, review implementation routines, schedules, and Benchmark completion rates before drawing conclusions about program impact

Engagement: Are students using the program consistently and meeting usage goals?

The [Usage Report](#) provides administrators with leading indicators of consistent program implementation and Spanish practice across classrooms.

USAGE REPORT METRICS

- Actual Usage Time:** Year-to-date minutes of Spanish practice per student
- Predicted Usage:** Projected year-end usage based on each student's current pace, helping administrators identify potential shortfalls early
- Usage Goal Comparison:** Each student's progress toward the annual usage goal (20 hours by default and adjustable by school)

WHAT DO I DO IF THE DATA SHOWS...

...Students are consistently below the annual usage goal?

Start with the schedule, not the students: confirm that classrooms have protected time for Spanish practice and that session lengths align with grade-band recommendations. Also ensure that the annual usage goal in the platform settings reflects what the school's master schedule can actually deliver so that the Usage Report provides accurate projections.

...Some classrooms show significantly lower usage than others?

Review the Usage Report by class and identify outliers within the same school. Look for local factors, such as device access, schedules, or classroom routines that may explain the differences. Meet with the teachers of higher-usage classrooms to identify what they're doing differently. Use their effective practices as a starting point for coaching across the team.

Review Frequency	- Educators should review the report weekly to monitor student usage trends - Administrators may review it biweekly to identify broader patterns
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Coaching Guidance	- Coach teachers to review the Usage Report at the beginning of each week and adjust the upcoming schedule as needed - Review each school's usage goal at the start of the school year to ensure that report projections align with the school's implementation plan - Monitor predicted year-end usage and intervene early when students are not projected to meet the annual goal
Administrator Action Thresholds	- Treat fewer than two sessions per week as an early warning sign - If a school's predicted year-end usage falls below ~15 hours, review the school's schedule and implementation routines before focusing on individual student behavior

Progress: Are students advancing through lessons and demonstrating skill acquisition?

Administrators can strengthen their oversight by regularly reviewing the [Progress by Unit report](#), the [Skills Inventory report](#), and the [Program Level Gains report](#) to see whether students are not only moving through lessons but building the skills the program targets. While pass rates indicate forward motion (a lesson needs $\geq 70\%$ to count as passed), the Skills Inventory shows which specific skills students are or are not proficient in, and together they tell you whether progress is real or surface-level.

PROGRESS BY UNIT REPORT METRICS

- Unit Status:** Units each student has not started, has begun, or has tested out of — useful for spotting students stuck on a single lesson
- Lesson Scores:** Individual scores for lessons within each unit
- Unit Performance:** Class-, group-, and student-level average scores reported unit by unit and banded as Developing (0–59%), Approaching (60–69%), or Proficient (70–100%) with 70% pass threshold

SKILLS INVENTORY REPORT METRICS

- Skill Assessment Scores:** Each student's score on every targeted skill, with 75–100% indicating proficiency
- Vocabulary Comprehension:** Item-level visibility into the vocabulary, comprehension, and language skills students have or haven't internalized
- Intervention Opportunities:** Skills that warrant reteaching in a Teacher Presentation lesson or a Grouping Report intervention
- Skill Area / Date Views:** Toggle between the Skill Area view (grouping results by domain) and Date view (ordering the same results by assessment date) to see how proficiency shifts over time

PROGRAM LEVEL GAINS REPORT METRICS

- Current Grade-Level Placement:** See, by school and grade level, how many students are working above, on, or below grade level in Spanish Language Arts
- Starting vs. Current Placement:** Anchor every conversation in growth — not raw scores — by comparing where students sit in the curriculum today against where they started the year

- **School and Grade-Level Trends:** Filter by school, grade, group, or organization to identify placement patterns that may need support

WHAT DO I DO IF THE DATA SHOWS...

...a large number of students are not passing lessons or have low pass rates?

First group the data by classroom, grade band, and school to determine whether the pattern is local or systemic. Then review usage routines, session length, and whether students have sufficient, consistent time to complete lessons successfully. If a group of students is struggling with the same skill, coach teachers to use Teacher Presentation lessons to provide targeted reteaching.

...students are passing lessons but the Skills Inventory shows gaps in specific skill areas?

Use the Skills Inventory results to identify shared skill gaps, then use the Grouping Report to organize students by instructional needs. This allows teachers to move from general progress monitoring to targeted reteaching and intervention.

...multiple schools have a high percentage of students working below grade level?

Use the Program Level Gains Report to identify which schools or grade bands have the highest percentage of students working below grade level. Pair those findings with data from the Usage Report and Progress by Unit Report to determine whether the concern relates to implementation fidelity, lesson completion, or skill development.

...some schools are not showing the same movement from starting to current placement as other schools?

Compare Program Level Gains results across schools and grade bands to identify where students are making the strongest gains and where additional support may be needed. Then review usage, progress, and proficiency data to determine whether differences may relate to implementation fidelity, student engagement, or instructional practices.

Review Frequency	• Educators should review Progress by Unit weekly and Skills Inventory biweekly • Administrators should review Progress by Unit and Skills Inventory monthly and Program Level Gains monthly or quarterly
Coaching Guidance	• Use lesson pass rates, Skills Inventory proficiency, and Program Level Gains placement trends together to determine whether students are simply moving through lessons or truly advancing in Spanish Language Arts proficiency
Administrator Action Thresholds	Potential signals for instructional or implementation support include: • A classroom or grade-level pass rate below 60% • A high proportion of students in the Developing or Approaching bands • Multiple students scoring below 50% on the same skill • A school with a high percentage of students working below grade level

Achievement and Growth: Are students growing in Spanish Language Arts proficiency?

The [Benchmark Growth Report](#) allows administrators to track student growth across Benchmark windows, including changes in scores and movement across proficiency tiers (Minimally Proficient → Partially Proficient → Proficient → Advanced).

BENCHMARK GROWTH REPORT METRICS

- **Benchmark Scores:** Scores from the Benchmark assessments embedded in Imagine Español
- **Proficiency Level Progression:** Movement across the four proficiency tiers — Minimally Proficient (0–24%), Partially Proficient (25–49%), Proficient (50–74%), Advanced (75–100%) — between Benchmark windows
- **Benchmark Growth:** The change in a student’s percentage correct between any two Benchmark assessments selected
- **Grade-Level Status:** The student’s rostered grade level, providing context when reviewing Benchmark performance and growth data. This metric can be helpful when paired with the Program Level Gains Report.
- **Reporting Levels and Refresh:** View data at the student, group/class, grade, school, or district level. Data refreshes within approximately one hour after students complete or work on an assessment. Growth calculations appear only when more than one Benchmark assessment is selected.

WHAT DO I DO IF THE DATA SHOWS...

...students are not showing growth between Benchmark windows?

Review Benchmark Growth data alongside the Usage Report to determine what support is needed. Where students are not on pace to reach their annual usage goal, additional scheduling, access, or implementation support may be needed. By contrast, students meeting usage expectations but showing little or no signs of growth in their Benchmark scores may need additional instructional support. Use the Skills Inventory to identify specific gaps and Teacher Presentation lessons to provide targeted reteaching.

...growth varies significantly between schools or grade levels?

Compare Benchmark Growth results across schools and grade bands, then review Benchmark completion, usage, and lesson performance data to identify patterns that may explain differences in growth outcomes.

Review Frequency	• Educators should review after each Benchmark window to monitor individual and group growth • Administrators should review quarterly to evaluate district-wide tier movement and program impact
Coaching Guidance	• Celebrate a student’s success even if they remain below grade level – the shift from Minimally Proficient to Partially Proficient is still meaningful work • Always compare growth data with usage data before determining what support may be needed • Flag students or schools showing little or no Benchmark score growth across two Benchmark windows and route them to targeted coaching
Administrator Action Thresholds	• If a student meets the annual usage goal but shows little or no Benchmark score growth, review instructional needs rather than their usage

	If a school's grade-band results are more than one proficiency tier below the district average, consider targeted coaching and a schedule review
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Data Integrity Tips

To ensure accurate insights:

- Confirm that each school's annual usage goal aligns with its actual implementation plan, as the Usage Report calculations are based on the configured goal (20 hours by default)
- Keep rosters and group assignments up to date so the report includes the correct students
- Ensure that educators can interpret the reports — especially the proficiency tier and pass-rate banding — and know what action each signal calls for
- Check Benchmark completion during each window, as incomplete or expired assessments can distort the data in the Benchmark Growth Report
- Verify that session-length settings match grade-band recommendations, as incorrect settings can result in higher or lower usage than expected.

Other Resources

Find more resources and help on Imagine Español reports in the Help Center:
<https://help.imaginelearning.com/hc/en-us/sections/33301148211991>

Notes