

Imagine Español®

Data Action Guide



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Engagement

Students who aren't engaged are significantly less likely to achieve the measurements of success outlined by their school and district.

- Students should reach **20 hours of program use per school year**, the default annual usage goal in the platform.
- Students should complete **at least two grade-appropriate sessions per week**.
 - Kindergarten: 15 minutes
 - Grades 1–2: 20 minutes
 - Grades 3–5: 25 minutes

Goals	Action Steps
Meeting weekly usage goal of two full, grade-appropriate sessions per week	Thank and recognize students for meeting expectations and encourage continued engagement
Approaching weekly usage goal, completing one session per week or partial sessions	Ensure students have consistent opportunities and sufficient time to use the program and complete the recommended sessions
Below weekly usage goal, completing less than one session per week	Identify factors that may be limiting program usage and reinforce usage expectations

Are my students actively engaged in the program?

If the [Usage Report](#) shows that weekly active time is approaching or below goal...

Determine if:	Action to take:
Students have enough seat time for two grade-appropriate sessions per week	• Set a session time goal and provide positive reinforcement and recognition when students meet it • Review classroom management procedures • Provide one-on-one support to ensure students understand expectations for the learning environment
Students are using Imagine Español during expected usage times (including at school and at home if applicable)	• Implement motivation or incentive systems • When possible, give students choices
Students are aware of classroom policies and expectations	• Clearly explain and model expected behaviors while using the program • Create a student/parent contract or handbook

Progress

Progress is an essential stepping stone toward positive student outcomes. The [Progress by Unit Report](#) shows how students are advancing through each unit on their pathway.

- Students should advance through units on pace, with average unit scores in the proficient range of 70–100%.

If the data shows:	Action to take:
Average unit scores are proficient (70–100%) and units are completed on pace	Recognize and celebrate students' consistent effort and dedication to encourage continued engagement and further growth
Average unit scores are approaching proficiency (60–69%)	Reinforce progress expectations and encourage continued unit completion
Average unit scores are developing (0–59%) or units are stalled	Identify factors that may be limiting progress and develop an improvement plan

Are my students making progress on their prescribed sequence of activities?

If the [Progress by Unit Report](#) shows that student progress is below goal...

Determine if:	Action to take:
Students have been introduced to and supported in using progress-monitoring tools appropriate for their age and level of independence	- Provide an overview of available progress-monitoring tools and explain how they can support learning - Model how to use progress-monitoring tools and provide guidance as needed - Pair students with peers who can demonstrate and share helpful strategies, when appropriate - Review the Portfolio together to celebrate recordings and writing samples
Student benefits from additional accountability and support based on their learning style	- Set and communicate goals with students - Review the Usage Report and Progress by Unit Report to ensure sufficient weekly activity - Meet weekly with students and their families to discuss progress - Follow through with celebrations and appropriate consequences
Students understand the key data points: unit scores, in-lesson progress signals , and usage time	Monitor students closely at the beginning of their first online experiences

Determine if:	Action to take:
	- Show students how to interpret their usage time and progress signals - Encourage students to track their own progress to promote accountability

Achievement

When focusing on student achievement, we examine whether students are mastering content and identify areas where they may need additional support. On the [Skills Inventory Report](#), a student is proficient in a skill when they score 75% or higher.

On the [Benchmark Growth Report](#), Spanish Language Arts proficiency is reported across four levels.

If the data shows:	Action to take:
Advanced (75–100%)	Celebrate student success and encourage continued growth
Proficient (50–74%)	Recognize student progress and encourage continued growth toward Advanced proficiency
Partially Proficient (25–49%)	Celebrate student effort, encourage use of program supports and assign targeted review and small-group practice
Minimally Proficient (0–24%)	Provide targeted one-on-one instruction and support

Are my students mastering content?

If the [Skills Inventory Report](#) or [Grouping Report](#) shows that a student's Spanish Language Arts proficiency is below goal...

Determine if:	Action to take:
A large group of students needs support in the same skill area	Conduct small-group instruction focused on the identified skill, using Teacher Presentation mode to pause activities and reteach as needed
Students are completing units, but the Skills Inventory Report shows gaps in specific skills	Use the Grouping Report to form intervention groups and assign offline lessons from the Teacher Resources for targeted reteaching

Growth

Students should show growth in Spanish Language Arts proficiency from one assessment to the next. Growth calculations appear only when more than one assessment has been completed.

Drawing on what we learn about student engagement, progress, and achievement, we review the [Benchmark Growth Report](#) for individual student growth.

If the data shows:	Action to take:
Growth between two assessments	Celebrate student success and encourage continued growth
No growth between two assessments	Review student engagement, progress, and achievement using the previous sections of this guide
Negative growth between two assessments	Remind students of the importance of completing assessments with care and attention during the designated assessment window

Are my students growing in Spanish Language Arts proficiency?

If the [Benchmark Growth Report](#) shows little, no, or negative growth between assessments...

Determine if:	Action to take:
Students have completed more than one Benchmark assessment	- Confirm that each student completed the current Benchmark so growth can be calculated - Check completion status and reassign any incomplete assessments before the assessment window closes
Students are completing assessments with care and attention	Explain why the assessments matter and monitor students during the assessment window to ensure they finish each assessment without rushing
Engagement, progress, or achievement may be contributing to limited growth	- Revisit the Engagement, Progress, and Achievement sections of this guide - Use the Usage Report and the Skills Inventory Report to confirm students are meeting usage goals and mastering skills
Students' assessed level is unexpected	Compare the assessed level with students' rostered grades and, if the results seem inconsistent, consider re-administering the assessment

Handling Unexpected Trends

In the program, students should consistently demonstrate proficiency and complete two grade-appropriate sessions per week.

If the data shows:	Action Steps:
High proficiency, meeting weekly usage goal	Celebrate student success and encourage continued progress
High proficiency, below weekly usage goal	Recognize the student's strong proficiency, reinforce weekly usage expectations, and encourage consistency while monitoring usage closely
Low proficiency, meeting weekly usage goal	Review the Skills Inventory Report to identify areas where students may need additional support, then provide targeted small-group or individual instruction based on identified skill needs
Low proficiency, below weekly usage goal	Reinforce usage expectations, encourage consistent program usage, and provide targeted support based on identified skill needs



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