



Actionable Data Practices for Administrators



Actionable Data Practices for Administrators

Imagine Language & Literacy offers administrators a powerful set of tools to monitor student engagement, progress, achievement, and growth across classrooms and schools. 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 literacy outcomes.

Metrics to Monitor

Imagine Language & Literacy 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:** Usage time compared to weekly goals and session frequency
- **Progress:** Lessons passed, lesson pass rates, and curriculum progression
- **Achievement:** Class-level Achievement data, class- and student-level Action Areas data, student-level Skills Inventory scores
- **Growth:** Benchmark scores (Literacy and Oral Vocabulary), Lexile measures, and grade-level placement

Note: All reports are accessible via the Imagine Language & Literacy educator dashboard. Ensure educators and site coordinators have the correct permissions to view and act on these reports. Administrator-only reports include Program Level Gains and Cumulative Performance.

Quick Reference

Metric	Report	Educator Review Frequency	Administrator Review Frequency	Primary Use
District/School Trends	Program Level Gains	—	Monthly/Quarterly	Monitor grade-level placement across schools; track average lessons passed per active student
Engagement	Usage or Snapshot Report	Weekly	Monthly	Compare actual usage to weekly goals; identify students below usage targets and predict year-end usage

Progress	Progress by Lesson	Weekly	Monthly	Track lesson completion, pass rates, and time per lesson across student groups
Achievement	Skills Inventory	Biweekly	Monthly	View skill assessment scores; identify opportunities for targeted review and intervention
Achievement	Action Areas Tool	As Needed	Monthly	Identify students needing help by skill or standard; access intervention resources
Growth	Growth Report	After Benchmark	Quarterly	Monitor Benchmark and Lexile growth; compare actual vs. expected growth
Data Export	Cumulative Performance	—	Monthly/Quarterly	Export assessment, performance, and usage data into a customizable CSV for analysis

Implementation Fidelity Recommendations

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

STUDENT EXPECTATIONS

Session Length: Session time should be adjusted by grade level: 15 minutes for PreK–K, 20 minutes for grades 1–2, and 25 minutes for grades 3 and above.

Lesson Goal: Students should pass at least 20 lessons per year.

Engagement: Students should log in at least two times per week if they are on or above grade level, and three times per week if they are below grade level, and actively participate in lessons, including responding to prompts and completing activities.

STAFF EXPECTATIONS

Usage Goals: Ensure the school's usage goal is set appropriately in the platform and reflected in the Usage report calculations.

Progress Monitoring: Teachers should review student data weekly using the Usage report and Progress by Lesson report.

Intervention: Use the Action Areas Tool regularly to identify students needing additional support and create targeted intervention plans.

Conferencing: Conduct regular check-ins with students to review progress, set goals, and celebrate milestones such as reaching annual usage goals.

Resources: Leverage Teacher Resources for offline activities, reteaching lesson plans, and supplemental materials to complement digital instruction.

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

Administrators can leverage the [Program Level Gains report](#) for a comprehensive overview of how students are progressing across the district in real time. This administrator-only report provides visibility into grade-level placement trends, average lessons passed, and curriculum progression — key data points for evaluating program effectiveness and guiding strategic decisions.

PROGRAM LEVEL GAINS REPORT METRICS

The Program Level Gains report provides actionable data, including:

- **Current Grade-Level Placement:** View the number and percentage of students working above, on, and below grade level
- **Lessons Passed per Student:** See the average number of Literacy, Grammar, and Oral Vocabulary lessons passed per active student
- **Starting vs. Current Placement:** Compare students' current placement in the curriculum to their starting point at the beginning of the academic year

WHAT DO I DO IF THE DATA SHOWS:

“Multiple schools have a high percentage of students working below grade level?”

Use the Program Level Gains report to identify which schools or grade levels have the highest percentages of students below grade level. Work with school leaders to evaluate implementation fidelity, including whether students are meeting recommended usage targets and passing enough lessons. Share strategies from schools showing stronger outcomes and develop targeted support plans.

“Some schools show significantly lower average lessons passed per student than the district average?”

If certain schools have notably fewer lessons passed per active student, investigate whether students are receiving adequate time in the program. Review scheduling practices, session length, and whether usage goals are set appropriately. Collaborate with site leaders to remove barriers and align expectations with district benchmarks.

	• Administrators should review the Program Level Gains report monthly or quarterly to monitor district- and school-wide program effectiveness and grade-level placement trends
Coaching Guidance	• Use district- or school-level data to inform professional development and resource allocation • Share successful strategies from schools with strong grade-level placement outcomes • Collaborate with school leaders to address patterns of low lesson completion or below-grade-level placement • Set district-wide goals for usage, lesson completion, and growth benchmarks
Administrator Action Thresholds	Note: Grade-level placement in the Program Level Gains report is calibrated for grades K–5. Students in grade 6 and above will display as

	“Below” or “2+ Below” regardless of actual performance; use Lexile growth and Benchmark trends to evaluate older students At mid-year, if a significant share of students (for example, 25% or more) have shown no movement from “2+ Below” since the start of the year, schedule a review of instructional grouping, intervention placement, and lesson assignment for those students
--	---

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

Administrators can use the [Usage report](#) or the [Snapshot report](#) located on the Dashboard to monitor how students and classrooms are tracking against usage goals. This report provides visibility into actual usage time, predicted year-end usage, and comparisons against the weekly goal — key indicators for evaluating whether students are receiving adequate exposure to the program and whether implementation is on track.

USAGE REPORT METRICS

- Actual Usage Time:** Current total usage time for the school year for each student
- Predicted EoY Usage:** Projected usage by end of year based on current weekly trends
- Usage Goal Comparison:** How actual usage compares to the weekly goal (default 100 minutes per week, customizable)

SNAPSHOT REPORT METRICS

- Active Student (YTD & Four Weeks):** Count of the students using the program for at least one session of at least one minute
- Avg Lessons Passed:** Avg number of lessons passed
- Avg Lessons Completed:** Avg number of lessons completed
- Avg Weekly Usage:** Current average weekly usage time for each student
- Weekly Goal:** The default usage goal is 100 minutes per week, which can be customized by an administrator to reflect your school’s goals

WHAT DO I DO IF THE DATA SHOWS:

“Students are consistently below the weekly usage goal?”

Review scheduling practices to ensure students have adequate dedicated time for the program. Consider whether session frequency or length needs adjustment. Work with teachers to reinforce the importance of consistent usage and verify that the usage goal is set to reflect your school’s implementation plan.

“Some classrooms show significantly lower usage than others?”

Compare usage data across classrooms within a school. If certain groups show lower usage, investigate scheduling, staffing, or technology access issues. Share successful implementation strategies from high-usage classrooms and develop action plans to bring all classrooms into alignment.

Review Frequency	Educators should review this weekly to monitor student usage trends; administrators may review biweekly for broader patterns
Coaching Guidance	- Encourage educators to check the Usage report weekly and use data to adjust session frequency or length - Verify that the school's usage goal is set appropriately and reflected in report calculations - Use predicted usage data to intervene early if students are unlikely to reach their annual usage target
Administrator Action Thresholds	Students averaging less than the school's weekly usage threshold may not be receiving adequate exposure; schools with predicted usage significantly below the annual target may need schedule adjustments. The Usage report displays the percentage of students meeting the configured weekly usage threshold – review this metric monthly to spot schools trending below target.

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

Administrators can strengthen their oversight by regularly reviewing the class-level [Progress by Lesson report](#) and the [Skills Inventory report](#), which highlight trends in lesson completion and skill mastery across student groups. These reports provide valuable insights for identifying patterns that may signal a need for instructional support, professional development, or adjustments to program implementation.

PROGRESS BY LESSON REPORT METRICS

- Lesson Status:** Which lessons students have skipped (tested out of), finished, or are currently working on
- Lesson Details:** Date completed, time spent on each lesson, and whether it was passed
- Pass Rate:** Overall pass rate and itemized pass rates for Literacy, Grammar, and Oral Vocabulary lessons

SKILLS INVENTORY REPORT METRICS

- Skill Assessment Scores:** Student performance on skill assessments across curriculum areas
- Vocabulary Comprehension:** Specific vocabulary words or other skills that students may or may not comprehend
- Intervention Opportunities:** Data to identify opportunities for targeted review and intervention

WHAT DO I DO IF THE DATA SHOWS:

“A large number of students are not passing lessons or have low pass rates?”

Review lesson pass rates across classrooms and grade levels. If certain groups show consistently low pass rates, investigate whether students have adequate time in the program, whether session lengths are appropriate for the grade level, and whether teachers are using the data to provide additional support. Guide coaching conversations about session frequency, supplemental resources, and targeted intervention.

“Students are passing lessons but the Skills Inventory shows gaps in specific skill areas?”

If students are progressing through lessons but the Skills Inventory reveals persistent gaps in specific skills, use this data to guide targeted small-group instruction. Pair Skills Inventory findings with the Action Areas Tool to access intervention resources and assign remediation activities directly within the platform.

Review Frequency	Educators should review Progress by Lesson weekly and Skills Inventory biweekly; administrators should review monthly to identify trends
Coaching Guidance	- Encourage educators to use pass rates during student goal-setting conferences - Use Skills Inventory data to create targeted intervention groups for small-group instruction - Pair Skills Inventory findings with the Action Areas Tool for ready-made intervention resources
Administrator Action Thresholds	Pass rates below 60% across a class or grade level may indicate a need for instructional support; multiple students scoring below 50% on the same skill area may warrant whole-class reteaching

Achievement and Growth: Are students growing in literacy and language proficiency?

Administrators can assess how effectively the program is driving student growth by analyzing the [Growth report](#) and [Cumulative Performance report](#). The Growth report provides visibility into Benchmark scores, Lexile measures, and growth trajectories: key data points for evaluating program impact and informing instructional decisions. The Cumulative Performance report enables administrators to export detailed data for custom analysis and reporting.

GROWTH REPORT METRICS

- Benchmark Scores:** Literacy and Oral Vocabulary scores from the embedded Benchmark assessments
- Lexile Measures:** Reading Level Assessment (RLA) results, if enabled for your organization
- Actual Growth:** Evaluate student growth for the Benchmarks and RLA
- Grade-Level Status:** Whether students are on, above, or below grade level based on Benchmark performance

CUMULATIVE PERFORMANCE REPORT METRICS

- Customizable Data Export:** Export assessment, performance, and usage data into a CSV or Excel file with highly customizable filters and groupings
- Cross-School Analysis:** Compare data across schools, groups, or student populations for district-level reporting

WHAT DO I DO IF THE DATA SHOWS:

“Students are not meeting expected growth targets on the Benchmark?”

If students are showing lower-than-expected growth, compare their growth data to the number of lessons they have passed. Use this insight to guide conversations about usage fidelity, session

frequency, and instructional support. Identify specific schools or grade levels where growth has stalled and develop targeted intervention plans.

“Growth varies significantly between schools or grade levels?”

When growth patterns differ substantially across sites, use the Growth report and Cumulative Performance export to identify contributing factors. Compare usage data, lesson completion, and implementation practices between high-growth and low-growth schools. Share successful strategies and facilitate professional learning opportunities to help underperforming sites improve outcomes.

Review Frequency	Educators should review after each Benchmark window; administrators should review quarterly for district-wide growth trends
Coaching Guidance	- Use growth data to celebrate student progress and recognize high-performing schools - Compare growth to number of lessons passed - Identify students or sites whose growth has stalled for additional support and coaching - Use Cumulative Performance exports for board presentations, grant reporting, or program evaluation
Administrator Action Thresholds	Students not showing measurable growth after completing 40+ lessons may need an implementation review; schools with average growth significantly below the district may benefit from targeted coaching or schedule adjustments

Data Integrity Tips

To ensure accurate insights:

- Verify that usage goals are set appropriately for your school (default is 100 minutes per week) and reflect your implementation plan
- Confirm that student rostering and group assignments are current and accurate
- Ensure educators are trained to interpret and act on report data effectively
- Review Benchmark completion rates to ensure sufficient data for growth analysis
- Check that session times are configured appropriately by grade level (15 min for PreK–K, 20 min for grades 1–2, 25 min for grades 3 and above)

Other Resources

Find more resources and help on reports in the Help Center <https://help.imaginelearning.com/hc/en-us/sections/32855905421591>

Notes

imaginelearning.com/products/imagine-language-literacy

877-725-4257 • solutions@imaginelearning.com