

Imagine Language & Literacy[®]

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 spend at least 30 minutes per week (two 15-minute sessions) in the program; the default weekly usage goal is 100 minutes and can be customized in the program.
- Session length should match grade level: 15 minutes for PreK–K, 20 minutes for grades 1–2, and 25 minutes for grades 3 and above.
- Students should log in at least 2 times per week if on or above grade level, and 3 times per week if below grade level.

Goals	Action Steps:
Meeting goal — 100% or more per week	Thank and recognize students for meeting expectations and encourage continued engagement
Approaching goal — 40–99% per week	Encourage students to use the program more often and for longer sessions
Below goal — Less than 40% 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 to use the program for 40–100+ minutes per week, based on district goals	• 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 Language & Literacy during the expected usage times (including school and home time if applicable)	• Implement a motivation or incentive systems • When possible, give students choices
Students are aware of all the classroom policies and know how to track their progress	• 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. [Research](#) shows that students who pass 20 or more lessons in a school year demonstrate significantly higher growth.

If the data shows:	Action Steps:
On pace for 20+ lessons passed this year	Recognize and celebrate students' consistent effort and dedication. Encourage them to keep working toward 40+ lessons for significant growth.
On pace for 10–19 lessons passed this year	Reinforce progress expectations and encourage continued lesson completion
On pace for fewer than 10 lessons passed this year	Identify factors that may be limiting progress and develop an improvement plan

Are my students making progress through their lessons?

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

Determine if:	Action to take:
Students need assistance using progress-monitoring tools to support independent learning and self-regulation	• Provide an overview of progress-monitoring tools • Ask peers to mentor, model, and coach helpful strategies • Use the lesson resources or view a lesson together with the student in a coaching session
Students need to be held accountable to expectations	• Set and communicate goals with students • Review of the Usage and Progress by Lesson reports for sufficient weekly activity • Conference weekly with students and their families • Follow through with celebrations and consequences
Students understand the critical data points available (Lessons Passed and Usage Time)	• Monitor closely at the beginning of students' first online experience • Encourage students to track their own lessons passed and usage to promote accountability

Achievement

When focusing on student achievement, we examine whether students are mastering content and where they struggle. Students should maintain a lesson pass rate of 70% or higher.

Use the Skills Inventory Report and the Action Areas Tool to confirm students are mastering targeted skills.

If the data shows:	Action Steps:
Lesson pass rate of 70% or higher and skills mastered on the Skills Inventory	Celebrate student success
Lesson pass rate of 50–69% or scattered skill gaps	Celebrate effort and encourage students to use program supports. Assign targeted review through the Action Areas Tool.
Lesson pass rate below 50% or persistent skill gaps	Provide one-on-one instruction and targeted small-group intervention

Are my students mastering content?

If the [Skills Inventory Report](#) or the Progress by Lesson Report indicates a student is consistently below goal...

Determine if:	Action to take:
A large group of students needs support in the same skill area	Use intervention tools from the Action Areas Tool to assign digital activities, find printable resources, or access standards-aligned offline reteaching plans in Teacher Resources for targeted small-group instruction
Students are passing lessons, but the Skills Inventory shows gaps in specific skills	Create and assign a playlist of targeted activities, then review the student's Portfolio recordings/writing to confirm the specific gap

If the [Action Areas Tool](#) indicates students need additional support in a specific skill area...

Determine if:	Action to take:
Students are identified in the Action Areas Tool for a specific skill or standard	Use the Action Areas Tool to assign targeted digital activities, access intervention resources for instruction, and monitor student progress

Growth

Pulling insight from what we learn about students' engagement, progress, and achievement, we can evaluate growth through Benchmark assessment results.

Students should demonstrate growth in Literacy and Oral Vocabulary from one Benchmark to the next, with Lexile / Reading Level Assessment (RLA) measures and grade-level placement trending upward over time.

If the [Growth Report](#) or the [Cumulative Performance Report](#) shows limited or unexpected growth between embedded assessments, use the data to identify areas where students may need additional support or targeted intervention.

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

**For NWEA users, please refer to the NWEA reports to make growth observations.*

Handling unexpected trends

Students should consistently maintain a lesson pass rate of 70% or higher. On average, students should aim to spend at least 30 minutes per week working on the program.

If the data shows:	Action Steps:
High lesson pass rate, meeting weekly usage goal	Celebrate student success and encourage continued progress
High lesson pass rate, below weekly usage goal	Encourage increased program usage while recognizing strong academic performance. Review participation patterns to identify potential barriers to engagement, reinforce weekly usage expectations, and monitor progress to ensure students receive the full benefit of the program.
Low lesson pass rate, meeting weekly usage goal	Minimize distractions and encourage students to take their time. Review the Skills Inventory and provide small-group or individual instruction.
Low lesson pass rate, below weekly usage goal	Reinforce usage expectations, encourage consistent program usage, and provide targeted support based on identified skill needs



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