

# Empowering Students through Mathematics



2023 ANNUAL REPORT



[illustrativemathematics.org](https://illustrativemathematics.org)



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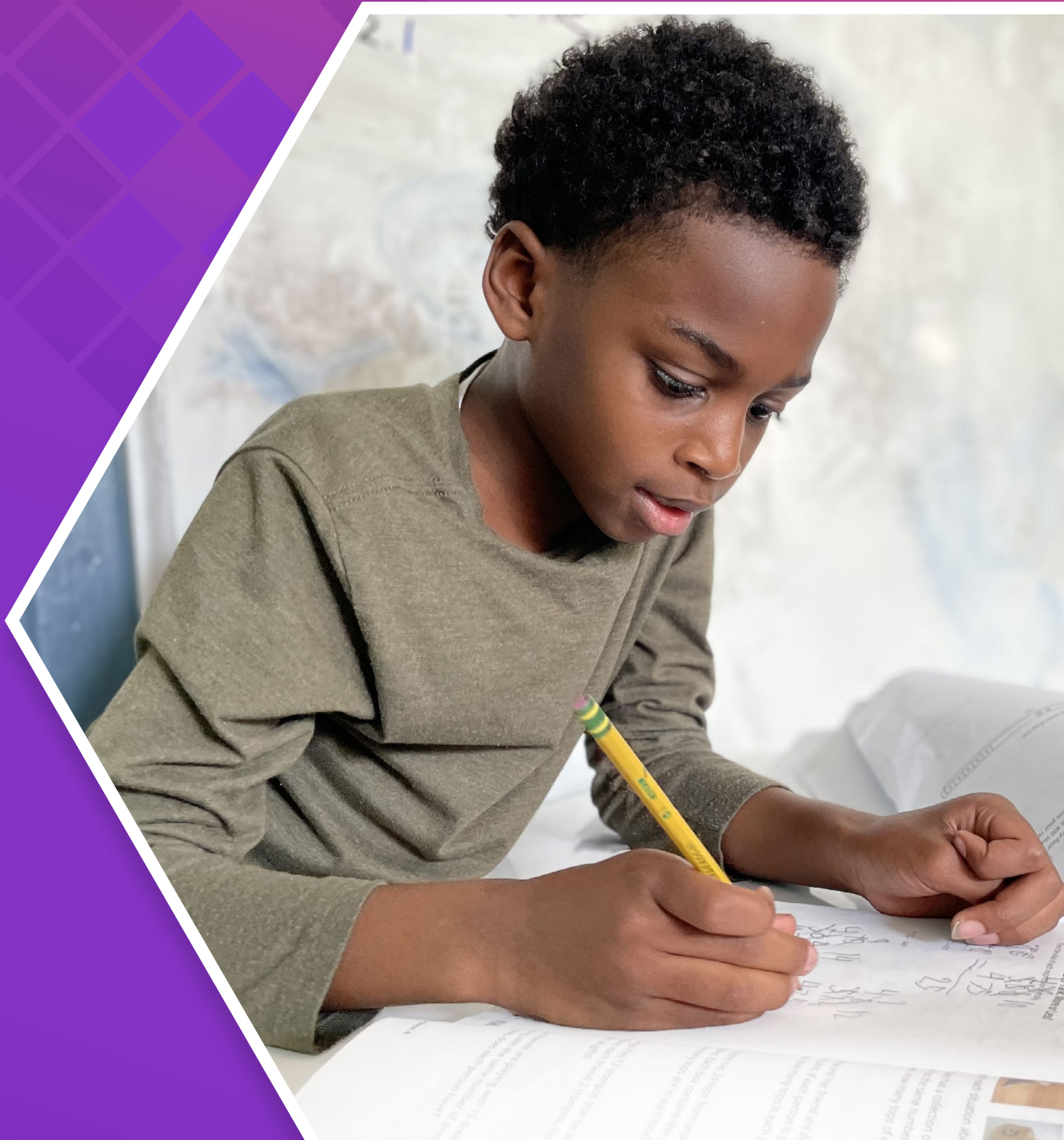
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# Introduction



# Opening Message from Bill

A little over a decade ago, in November 2013, Illustrative Mathematics was incorporated as a nonprofit organization in the state of Arizona. With only a handful of employees, we set out with an ambitious goal: to create a world where all learners know, use, and enjoy mathematics. I'm so proud of the work we've done since then, thanks to the dedicated efforts of our IM staff, our IM Certified® partners, our IM Certified® facilitators, and the entire IM community. From that handful of employees in 2013, Illustrative Mathematics grew to 78 employees in 2023.

As we grow, so too does our impact. In 2023, over

**2.1 MILLION STUDENTS**

have used our curriculum and more than

**25,000 TEACHERS**

have participated in our professional learning.

Throughout the past year, we've visited classrooms where teachers are practicing IM's problem-based instructional model and providing students with equitable access to grade-level mathematics. I've had the pleasure of visiting schools across the country, from Los Angeles, California, to Jefferson Parish, Louisiana. It's been inspiring to see students share their thinking, curiosity, and joy of mathematics and to hear from teachers, parents, and learners about their experiences. We heard from one parent who told us that her daughter has fallen back in love with math ever since her school switched to IM!

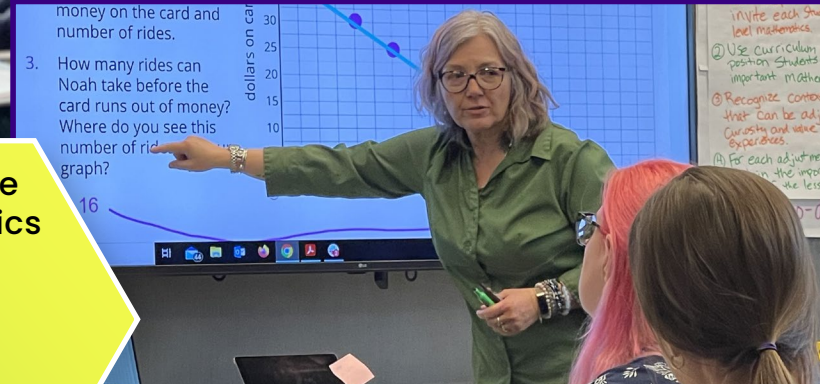
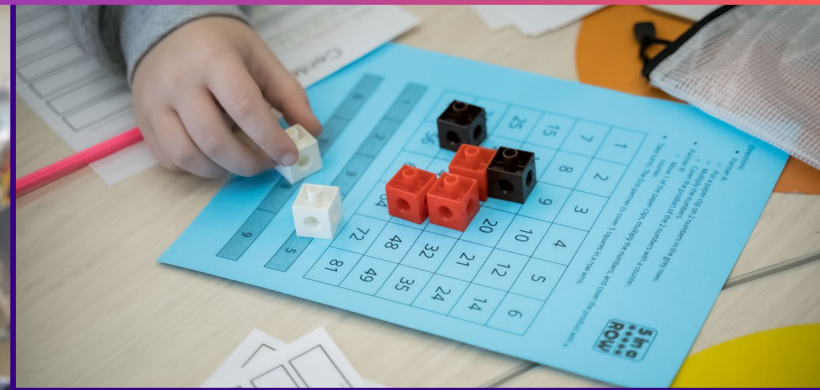
That's a beautiful example of our vision, and we made tremendous progress furthering that vision in 2023. First, we introduced the IM Classroom with its four pillars of curriculum, professional learning, aligned leadership and infrastructure, and community. Later in the year, we launched IM v.360, our first opportunity to revise the entire K-12 curriculum to bring



even more coherence. The vision of the IM Classroom will guide us in 2024, supporting the implementation of IM v.360 with aligned professional learning and other implementation support products and services. Together, the IM community will continue providing educators with the resources, support, and professional learning they need to help students know, use, and enjoy mathematics. That is our mission this year and beyond.

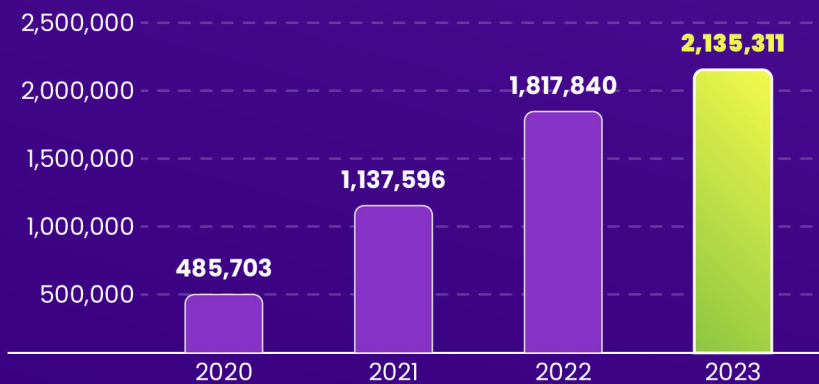
**William G. McCallum**  
CEO AND COFOUNDER



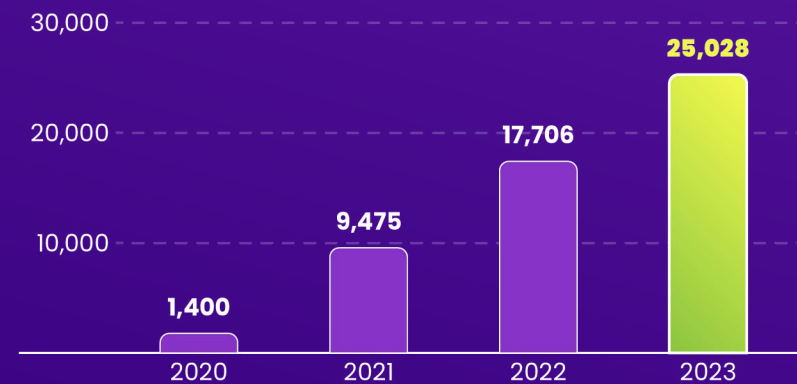


Illustrative  
Mathematics  
grew to  
**78**  
EMPLOYEES  
IN 2023

Number of Students



Number of PL Participants



# IM Classroom

To meet our vision, we created a coherent, problem-based curriculum with aligned professional learning, which is critical to building classroom community. We needed to go beyond that, though.

More was needed to support teachers, schools, and districts with instructional shifts that promote access and equity for all students.

We wanted a shared vision of what the classroom would look like and consideration of the support teachers would need. In early 2023, we introduced our conception of the IM Classroom.

## What is the IM Classroom?

The IM Classroom is IM's wraparound support model for school districts, where all students are active participants in their learning while using the IM K–12 Math curriculum. The IM Classroom stands upon four pillars:

- ◆ **Curriculum:** Teachers use an IM Certified® curriculum, practice IM's problem-based instructional model with integrity, and believe that all

of their students are capable of learning grade-level mathematics.

- ◆ **Learning:** Teachers participate in IM Certified® IM Professional Learning™ and have access to implementation support.
- ◆ **Leaders:** School leaders and administrators understand and support systemic changes if necessary to change teachers' practices.
- ◆ **Community:** Families and communities engage with and support their students' learning.

When students enter an IM Classroom, they enter a space that will encourage participation, develop confidence, inspire collaboration, and most importantly, equip them to know, use, and enjoy mathematics. The essence of the IM Classroom is the idea that learning happens when you pay attention to all the actors—the students, the teachers, and the mathematics—and build an instructional model that facilitates productive interactions between those actors.



# IM Classroom



## CURRICULUM



Teachers and students use an IM Certified® curriculum and practice IM's problem-based instructional model with integrity.



## LEARNING



Teachers participate in IM Certified® Professional Learning and have access to implementation support.



## LEADERS



School leaders and administrators understand and support systemic changes if necessary to change teachers' practices.



## COMMUNITY



Families and communities are engaged with and support their students' learning.



There should be a shared vision of what the classroom will look like and consideration of the support teachers will need. At IM, we call our vision the IM Classroom."

—Bill McCallum





# IM Culture



# Executive Leadership



**William G. McCallum**  
CEO AND COFOUNDER

Bill McCallum has dedicated his life to helping teachers, educators, mathematicians, and policymakers show fidelity to both mathematical coherence and student learning.

He is an Emeritus Distinguished Professor of Mathematics at The University of Arizona, where he researches number theory and arithmetical algebraic geometry, authors textbooks, and advises

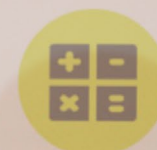
researchers and policymakers. Bill's work as a lead writer of the Common Core State Standards in Mathematics earned him the Award for Distinguished Public Service from the American Mathematical Society and the Dolciani Award from the Mathematical Association of America.

As CEO and cofounder of Illustrative Mathematics, Bill chairs the organization's board of directors, helping craft IM's strategic direction and contributing to the curricula. He also represents IM to funders, at speaking events, and in workshops.

**Illustrative Mathematics®**  
LEARN MATH FOR LIFE



CURRICULUM



LEARNING



Teachers participate in IM Certified® Professional Learning and have access to implementation support.



LEADERS



School and district leaders understand and support the systemic changes that are necessary to change teacher practice.



**Kristin Umland** PRESIDENT AND COFOUNDER

Kristin Umland believes that by coordinating the expertise of teachers, mathematicians, mathematics educators, and business professionals, we can help all students realize their mathematical potential.

Before joining the IM team, she was an associate professor in the Department of Mathematics and Statistics at the University of New Mexico (UNM). After

joining UNM with a PhD in Mathematics, she carried out research in mathematics education, taught pre-service and in-service elementary and secondary teachers, and conducted education outreach at the local, state, and national level. A recipient of both the Louise Hay Award and the AMS Impact Award, Kristin's goal has always been to improve the mathematical and pedagogical quality of children's learning experiences.



**Kristen Welch** CHIEF FINANCIAL OFFICER & VICE PRESIDENT OF ENTERPRISE MANAGEMENT

Kristen has a deeply rooted passion and appreciation for high-quality education and learning, and a steadfast commitment to listening to partners and customers while constantly innovating to meet classrooms' evolving needs.

At Discovery, she served as CFO for Discovery Channel and Science Channel, and as senior vice president of global content operations, she was responsible for developing and overseeing systems to track and manage programs across 32 networks and 220 countries. In 2011, she was named a "Person to Watch"

by *The Financial Manager*, the magazine of the Media Financial Management Association. In 2013, Kristen was honored with a "Women Leading Women" award from the University of Maryland.

As CFO and vice president of enterprise management for IM, Kristen oversees finance, accounting, legal, IT, project management, and administration. She believes that IM's impact and success depend on its ability to support and leverage its own diverse talent and expertise.



# IM Board of Directors



**William G. McCallum**  
CEO AND COFOUNDER,  
ILLUSTRATIVE MATHEMATICS



**Kristin Umland**  
PRESIDENT AND COFOUNDER,  
ILLUSTRATIVE MATHEMATICS



**Sara Allan**  
PRESIDENT,  
VALHALLA FOUNDATION



**Lisa Carmona**  
PRESIDENT AND COO,  
HIGHLIGHTS EDUCATION



**Barbara Chow**  
EDUCATION PROGRAM DIRECTOR,  
THE HEISING-SIMONS FOUNDATION



**Rhett Dornbach-Bender**  
DIRECTOR AND CHIEF OF STAFF,  
BILL & MELINDA GATES FOUNDATION



**Heather Hill**  
PROFESSOR, HARVARD GRADUATE  
SCHOOL OF EDUCATION



**Paul Palmer, Jr. II**  
PROFESSOR OF MARKETING,  
THE INDIANA UNIVERSITY,  
KELLEY SCHOOL OF BUSINESS



**Dominick Sekich**  
PARTNER AND ATTORNEY,  
MOYE WHITE LLP



**Denise Walston**  
CHIEF OF CURRICULUM, COUNCIL  
OF THE GREAT CITY SCHOOLS



**George Zettler**  
COFOUNDER AND MANAGING  
MEMBER, FLOWING SHAPE  
ADVISERS, LLC





# Our Philanthropic Supporters

BILL & MELINDA  
GATES *foundation*

*Carnegie*  
CORPORATION  
OF NEW YORK

Chan  
Zuckerberg  
Initiative 



CHARLES AND LYNN  
SCHUSTERMAN  
FAMILY FOUNDATION



HEISING-SIMONS  
FOUNDATION



W.K.  
KELLOGG  
FOUNDATION®





# Employees

Our IM employees display our company values of diversity, courage, and collaboration, enriching the organization with their bold perspectives and array of life experiences, in addition to their depth and breadth of expertise.

In 2023, we continued hiring top talent from all over the United States. From nine employees in 2015, we grew to 78 team members in 2023. This significant growth allows us to continue expanding our curriculum and professional development initiatives that enhance learning experiences for students and educators.

Our commitment to creating curricula that are as inclusive and accessible as they are extraordinary requires honest, continuous conversations across all departments, as well as continuous learning. IM uses RISE Teams™ (Recognize, Intervene, Support, Empower) as a model for providing ongoing training, dialogue, and personal and collective growth. Our RISE teams focus on:

- ◆ Building skills for addressing inequity, active listening, and providing feedback
- ◆ Developing a repository of resources for use by RISE teams and the organization at large
- ◆ Creating a sustainable safe space for accountability and personal growth

- ◆ Establishing a space and structure for members to examine complicated issues in diversity, equity, and inclusion
- ◆ Developing innovative solutions to challenges faced by Illustrative Mathematics

IM's talented and dedicated employees are our most valuable asset. To support them in the ways they deserve, we proudly offer flexible work schedules and an expansive, evolving benefits package, which exceeds the standards of most nonprofits.



From nine  
employees in  
2015, we grew to

**78**  
**EMPLOYEES**  
**IN 2023**

## Employee Benefits

Employees receive flexible paid time off, a generous bonus plan, and a 403(b) plan with a 4 percent employer match. Our medical, dental, and vision plan premiums are 100 percent covered for employees, and dependent premiums are 35–50 percent covered, depending on the chosen plan. Because physical and mental well-being are significant factors in promoting a sustainable, healthy work environment, we also offer a wellness stipend. And because we know that learning is a lifelong venture, employees can also take advantage of a generous professional development stipend each year.



Year **78**

## Department

|                                       |           |
|---------------------------------------|-----------|
| Brand and Communications              | 7         |
| Client Success                        | 13        |
| Enterprise Management                 | 11        |
| Executive Department                  | 2         |
| Human Resources and Talent Management | 5         |
| Implementation Programs               | 7         |
| Product Strategy and Development      | 19        |
| Technology and Information Services   | 14        |
| <b>Total</b>                          | <b>78</b> |

\*The 2023 demographics data for employee gender, race and ethnicity statistics were removed due to data collection and reporting inconsistencies. The 2024 report will contain representative data.

# What We Value

Across the organization, IM encourages diversity of ideas, healthy debate, and constructive feedback.

In 2023, our Employee Stewardship Council devoted the year to exploring our organizational culture and values to ensure that as our organization grows and changes, our culture and values remain relevant to our employees and to our work. These efforts will continue in 2024.



## COURAGE



We speak up and we cultivate an environment where all are encouraged and supported in doing so. We say the thing that supports the people and matters to the work and the organization.



## DIVERSITY



We value differences within our community and within the communities we serve. We care about our community's learning and lived experiences. We seek to build an environment where people can lead with trust and assume positive intent.



## COLLABORATION



We value finding solutions through giving and receiving inclusive and constructive feedback. We are open to other perspectives and listen for understanding.





# What We Believe about Professional Learning

IM is guided by the belief that everyone can continuously grow in their knowledge and expertise of mathematics teaching and learning. The IM Professional Learning Framework refers to all professional learning participants—classroom teachers, paraprofessionals, special education teachers, EL teachers, instructional coaches, and district leaders—as educators as well as learners.

When developing products and services, IM's professional learning team is guided by four principles that stem from

the relationship between mathematics, student learners, and educators.

- ◆ Coherence with curriculum is key.
- ◆ Educators must attend to equity for all.
- ◆ Learning is social and active.
- ◆ Complex skills develop and deepen over time.

Professional learning is provided on-site and virtually by IM employees and our network of IM Certified<sup>®</sup> facilitators (IMCFs), who span 35 states and counting. IMCFs are educators with myriad teaching, grade-level, and learning environment experiences who have undergone a rigorous qualification and training process to gain mastery in delivering effective professional learning based on our curriculum authors' intent. A beta version of professional learning training was developed in 2023 to empower experienced facilitators to train new facilitators and allow for scalability of the training program.



From 2019–2023, annual professional learning attendees increased

from

**1,400**

to over

**25,000**

educators

We are proud to report that IM provided a record number of professional learning opportunities in 2023, which were thoughtfully developed in anticipation of an unprecedented year in professional learning.



We made updates to the professional learning catalog to ensure flexibility and responsiveness to school and district needs. New and effective processes were implemented, including processes that maximize input from the field and determine useful product lifecycle insights, ensuring our professional learning materials are both consistent and responsive. From 2019-2023, we have tripled the number of offerings in our PL catalog.

The number of teachers benefiting from IM's professional learning is also growing

rapidly. From 2019-2023, professional learning attendees increased from 1,400 to over 25,000 educators.

In the Philadelphia school district alone, we hosted 171 on-site sessions over the course of two days in collaboration with Imagine Learning, supporting more than 5,000 teachers.

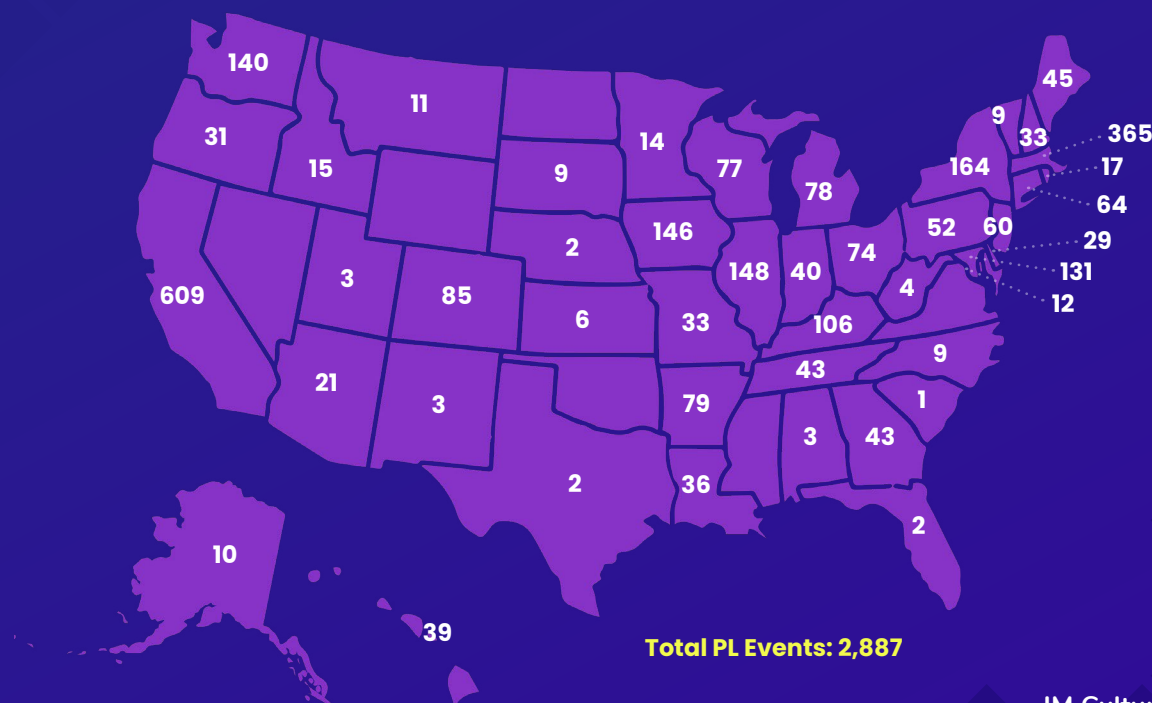
We recognize that schools and districts have varying needs and capacity, so we will continue developing new ways to meet those needs with a flexible

In 2023, we hosted more than

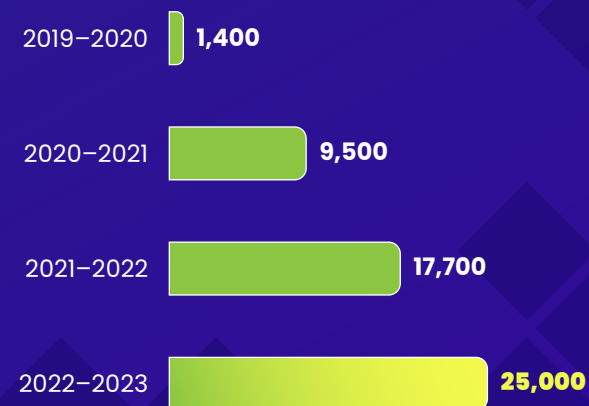
**2,887** PROFESSIONAL  
LEARNING EVENTS in 41 states.

catalog and a deep, diverse pool of IMCFs to ensure both our curriculum and professional learning are accessible and beneficial to all.

### Professional Learning Events by State

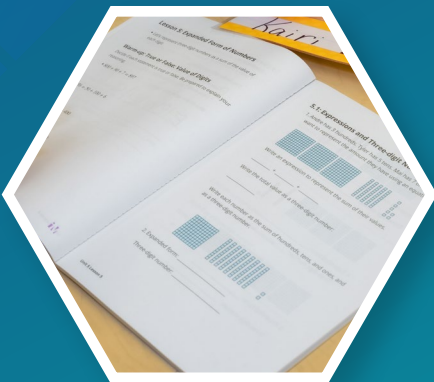


### Unique PL Attendees





# Curriculum





# What Is the IM Curriculum?

## What Is the IM Curriculum?

IM K–12 Math is a problem-based core curriculum dedicated to the principle that all students can learn grade-level mathematics.

**Teachers orchestrate productive discussions among students, drawing on their prior knowledge and lived experiences. Through a carefully designed sequence of activities, students learn key concepts and build procedural fluency. At the same time, they apply their learning to real-world and mathematical problems.**

## How Does the IM Curriculum Support Students?

The IM curriculum is thoughtfully designed to promote student success. Images and scenarios reflect a diverse society, so students can see themselves and their experiences represented in the problems they're solving. As a result, students make more meaningful connections with new concepts. Each lesson includes a warm-up activity that invites all students to join the mathematical conversation. Teachers say these warm-ups are instrumental in engaging reluctant students and getting them excited about math.

The curriculum also includes resources to enhance access for multilingual learners, students with disabilities, and extensions for students who are ready to go more deeply into the mathematics.

Supporting students also means supporting families. Each unit includes a Family Support Materials section, which uses plain language to provide an overview of what students are learning and questions that promote conversations about the mathematics.



## How Does the IM Curriculum Support Teachers?

Our curriculum is designed with multiple supports for teachers at every level.

### Teacher supports include:

- ◆ Narrative overviews of each unit, lesson, and activity that describe their purpose and how they fit into a coherent progression with other units, lessons, and activities
- ◆ Launches for each activity with guidance for ensuring that students understand each problem they are being asked to work on without depriving them of the opportunity to solve it on their own
- ◆ Anticipated misconceptions
- ◆ Syntheses at both the activity and lesson levels that provide guidance for ensuring that students have learned the mathematics



## Does the IM Curriculum Work?

Yes! EdReports, a highly regarded independent nonprofit that reviews K–12 instructional materials for standards alignment and quality, gave IM K–5 Math, IM 6–8 Math, and IM 9–12 Math its highest rating across all three gateways for focus, coherence, rigor, mathematical practices, and usability.

To find out more about why more than two million students know, use, and enjoy mathematics through the IM K–12 curriculum, we invite you to [schedule a call](#).

## EdReport Scores

### IM K–5 Math

14/14 FOCUS & COHERENCE

18/18 RIGOR & MATHEMATICAL PRACTICES

25/27 USABILITY

### IM 6–8 Math

14/14 FOCUS & COHERENCE

18/18 RIGOR & MATHEMATICAL PRACTICES

38/38 USABILITY

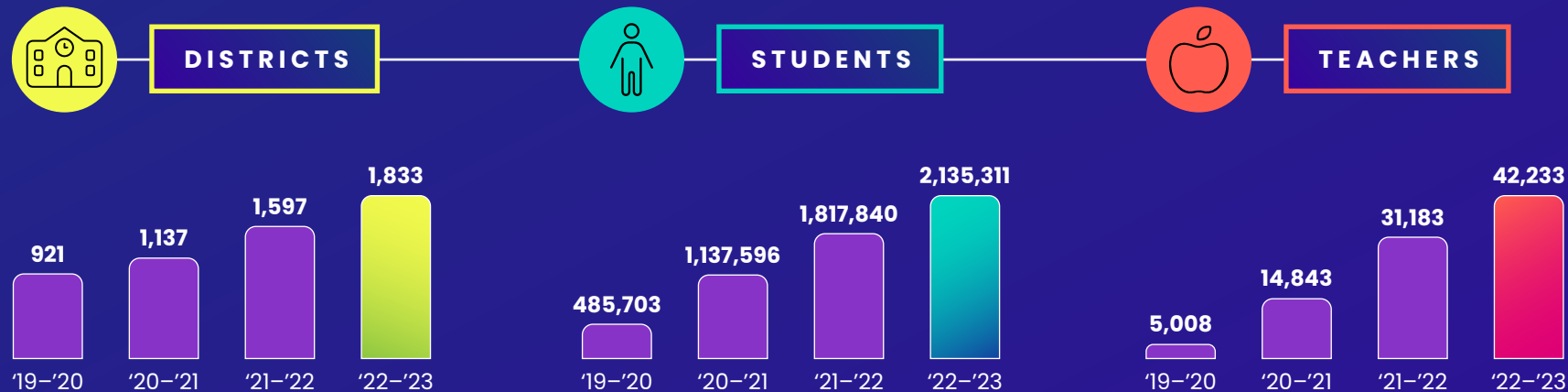
### IM 9–12 Math

18/18 FOCUS & COHERENCE

16/16 RIGOR & MATHEMATICAL PRACTICES

27/27 USABILITY

# Who Uses the IM Curriculum?



IM's vision is to create a world where all learners know, use, and enjoy mathematics through curriculum, professional learning, and community. Realizing that vision requires maximizing the reach of our curriculum in schools and districts, and we are pleased to report that we are steadily gaining ground across the United States. Since 2019, we have almost doubled our footprint from 921 districts to more than 1,800 districts using IM Math in 2023.

Students are engaging with IM's

problem-based learning in classrooms from coast to coast—in urban, rural, and suburban districts—in all 50 states and the District of Columbia.

More than

**42,000 teachers & 2 million students**

**are currently accessing our certified curriculum.**

This is a significant increase from the 485,703 students learning with IM just a few years ago.

We are thrilled that so many districts, teachers, and students are benefiting from IM's innovative curriculum, and we look forward to continuing the work that has built this joyful community—and to watching the IM community's numbers grow.

The data describes the number of districts with access to the curriculum through an IM Certified Partner, along with districts that have participated in IM Professional Learning events.



In the fall of 2023, we introduced IM<sup>®</sup> v.360, Illustrative Mathematics' most extensive upgrade to date of our K–12 math curriculum.

Why “360”? Because our curriculum brings teachers, students, and mathematics together in an all-encompassing circle of learning. IM v.360 invites all students to be active members of the mathematics community through diverse representations, engaging contexts, and opportunities to solve problems relevant to their life experiences.

IM v.360 features K–12 curriculum enhancements that were thoughtfully

crafted to better meet the needs of students, teachers, and school leaders.

A free, digital version of K–8 IM v.360, which includes downloadable print materials, will be released on IM's website in summer 2024. Enhanced digital and print formats will be available through IM Certified<sup>®</sup> partners for the 2024–2025 school year and beyond.

## Curriculum Updates



- Strengthened representations of diverse cultures
- New language learning goals, end-of-unit guidance, and checklist guidance
- Revisions to the Course Guide content, instructional routines, and blackline masters



- Revised context and activity launches, including more representations of diverse cultures
- Revised lesson contexts, including environmental literacy enhancements that align with the California framework
- Embedded guidance for building a classroom community



- New narrative structures, section-level assessments (checkpoints), instructional goals, and teacher reflection questions
- Embedded math language routines and revised instructional routine language



# IM Certified® Partners



IM Certified partners are the sole providers of the IM Certified curricula and guarantee their curriculum enhancements are thoroughly vetted by the IM authors. Our partners strategically align with IM's mission and goals, and they enhance our position in the market by combining complementary strengths and capabilities. Together with our partners, we foster innovation and creativity by bringing together different perspectives, ideas, and expertise.



Imagine Learning, an IM Certified partner since 2019, continues to show growth in multi-year implementations across the United States as it invests in innovative features focused on the learning and teaching experience.

In 2023, a new print design and exclusive Learning Narrative, Family Support, and Inspire Math videos were released, and digital functionality was enhanced. Imagine Learning also released Year 1 of an Imagine Learning Illustrative Mathematics third-party ESSA aligned efficacy study, which found that 90 percent of teachers would recommend the program to other teachers.

Imagine IM, an exciting new solution offering the latest IM v.360 curriculum, launched in 2023. Optimized for engagement, accessibility, and usability, Imagine IM provides exclusive features, such as fully designed print resources, digital centers, and Inspire Math multimedia/videos for teachers, students, and families. It will be available for grades K-8 in 2024 and high school courses in 2025.

## Kendall Hunt

As one of IM's longstanding IM Certified partners, Kendall Hunt was excited to continue its partnership with IM in 2023 for the introduction of IM v.360, which builds on the foundation of IM's highly rated IM K-12 Math curricula.

Kendall Hunt takes pride in providing custom-tailored solutions to individual school and district needs, including Spanish print versions of the IM curriculum at no additional cost. From print materials and kits to professional learning, Kendall Hunt offers dedicated customer service teams to accommodate each school's specific needs.

Over the past year, Kendall Hunt K-12 has been extremely fortunate to be part of the IM universe, helping teachers find the right print and digital resources for their classrooms. The Kendall Hunt team looks forward to continued success with IM and the new IM v.360 curriculum.



As IM's newest IM Certified partner, Kiddom is quickly becoming a go-to for customers across the country. The partnership was unveiled in October 2023 at NCTM to great interest and immediate requests for demonstrations and information.

IM v.360 powered by Kiddom unites groundbreaking technology with Illustrative Mathematics' high-quality

curriculum. Kiddom empowers educators to customize, implement, and measure the impact of IM v.360 on a simple yet powerful platform. A full suite of digital tools and print materials creates dynamic, engaging learning experiences for students, while real-time data supports informed instructional choices for teachers. IM v.360 powered by Kiddom is available in English and Spanish.



In 2019, IM and McGraw Hill partnered to bring print and digital curriculum offerings to more students. McGraw Hill provided print and digital access to the 6–12 curriculum that made it easier for educators in schools across the country to plan, teach, and assess with Illustrative Mathematics.

McGraw Hill made a strategic decision to

focus on its other offerings and will not be selling IM v.360, the next edition of IM's curriculum, which will be available for adoption through IM's other partners Kendall Hunt, Imagine Learning, and Kiddom in the 2024–25 school year. McGraw Hill's existing contracts for both digital and print will be honored through the end of the contract.





# Community





# The IM Experience

The IM Experience, or IMx, connects educators to engaging experiences and resources, serving as a wraparound support for the IM Classroom. IMx elevates the IM curriculum journey in a new way—through events, case studies, webinars, support services, digital resources, and more. Introduced in 2023, IMx is a set of curated and evolving experiences designed to engage our audiences and allow them to share their needs beyond curriculum adoption.



## IMx PRESENTS



Learn from IM's thought leaders and expert guests on webinars and podcasts as they deliver compelling solutions and novel insights on relevant topics in mathematics education.



## IMx EVENTS



IM has left the office and is meeting educators in person! Experience IM at national and regional math education events as we connect with educators and school leaders to deliver meaningful interactions to the K–12 mathematics community.



## IMx ROADSHOW



IM is on the road! Experience IM in Iowa at Des Moines Public Schools as we observe the IM Classroom, get feedback from educators, and spread the word about our dynamic curricular and professional learning resources.



## IMx CASE STUDIES



Experience IM through storytelling. Discover inspiring case studies from a diverse array of school districts that are successfully implementing the IM K–12 Math curriculum.





# IMx Presents



In 2023, we debuted IMx Presents, our series of live virtual webinars bringing together math education experts and practitioners with Illustrative Mathematics' thought leaders. By discussing topics pertinent to today's math teachers and instructional leaders, we are furthering the mission of the IM Classroom in new ways. During each event, IM representatives showcased features of the IM K–12 Math curriculum and invited the IM community to learn more about our vision to create a world where all learners know, use, and enjoy mathematics.

We held six webinars:

1. Implementing a Problem-Based Instructional Model
2. Building Thinking in an IM Classroom
3. Leveraging Coherence to Build Responsive Classrooms
4. Cultivating Brilliance through Grade-Level Instruction
5. Pacing for Rigor
6. Inspiring Collective Agency through Responsive Coaching

The response to these events from the math educator community was incredible.

At our peak, we had over  
**4,000** REGISTRANTS  
anticipating our webinars.

Our average approval rate was 90 percent (a peak of 97 percent), with respondents agreeing that our webinars are useful. We appreciated all the questions submitted before and during the live webinars.

Educators were curious, engaged, and ready to learn—the same qualities we love to see from our students!

We look forward to hosting more webinars in 2024. These webinars can be viewed on the IMx Presents page: <https://illustrativemathematics.org/im-experience/im-presents>

//  
My favorite takeaway was when one of the panelists [Cherelle] said, 'How can I learn to drive in the rain if I am not allowed to drive in the rain?' Don't limit the students with your fixed mindset."

|  | Webinar |      |      |      |      |      |
|--|---------|------|------|------|------|------|
|  | 1       | 2    | 3    | 4    | 5    | 6    |
| Number of registrants  | 2087    | 4657 | 1470 | 1663 | 1979 | 1421 |
| Number of questions submitted before the webinar   | 13      | 416  | 86   | 126  | 201  | 59   |
| Percent of respondents who indicated that they found the webinar useful in the post-webinar survey | 68%     | 92%  | 97%  | 90%  | 90%  | 97%  |





# IMx Events

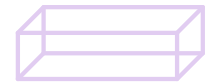


## Conferences

Illustrative Mathematics made its debut at national conferences in 2023. We attended seven events this year, including UnboundEd Standards Institute, the California Mathematics Council (CMC North), and the NCTM 2023 Annual Meeting & Exposition in Washington, D.C. We were excited to have these opportunities to meet with educators, answer questions, and share our love of the IM Classroom.

Our presence at the conferences was met with great enthusiasm from the math community! In fact, our booth was so popular at NCTM (the Super Bowl of math conferences) that we distributed more than 3,000 pieces of IM-branded promotional items. Our learning sessions were well-attended, and there was much excitement for our groundbreaking use of virtual reality to demonstrate kindergarten, fifth-grade, and Algebra I

lessons. Our immersive IM Classroom virtual reality experience captivated educators, fostering a dynamic and engaging environment that showcased the transformative impact of our mathematics curriculum.





# IMx Roadshow



## IM Classroom Roadshow

Across the nation, school districts are implementing IM K–12 Math with integrity, and we wanted to learn about their experiences firsthand. Because of our commitment to equity and racial justice in math education, we also wanted to see how educators are using the curriculum to provide access to mathematics through culturally responsive pedagogy, mathematical language routines, and Universal Design for Learning. So, in winter

2023, we bundled up and headed to Des Moines, Iowa, for our first IM Classroom Roadshow. We had the amazing opportunity to visit elementary, middle, and high schools to see the IM Classroom in action and have meaningful discussions with teachers and students about their math experiences and using the IM curriculum.

These authentic interactions provided feedback and insights that we shared

with our colleagues to inspire further improvements to our curricula and professional learning services. The visits also became the basis of our virtual reality experience, as we filmed these classroom engagements to share at conferences and beyond.

To thank them for their generosity, IM is providing these schools with professional learning for their administrators and math instructional coaches.

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# IMx Case Studies

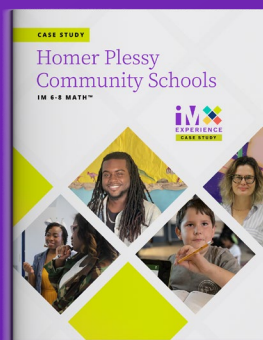
In 2023, we released our first IMx case studies. We wanted to learn how IM K–12 Math and the IM Classroom are implemented in school districts and measure the influence on students and teachers. Our research design included the collection of qualitative and quantitative data to attain a

comprehensive understanding of the successes and challenges in using our curriculum.

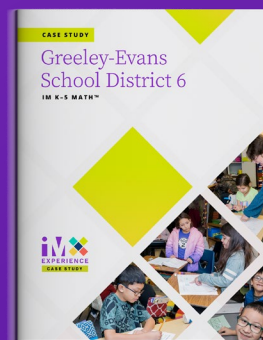
We wanted to have a diverse set of cases, so three districts were chosen: Des Moines Public Schools in Des Moines, Iowa; Greeley-Evans School

District 6 in Greeley, Colorado; and Homer Plessy Community Schools in New Orleans, Louisiana. We conducted interviews with administrators, math curriculum coordinators, teachers, and students. We also deployed surveys and analyzed student-performance data.

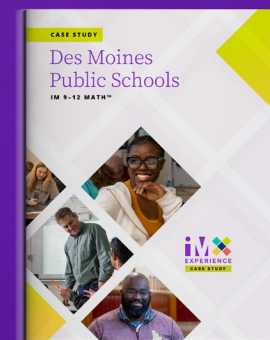
## Homer Plessy Community Schools


[VIEW CASE STUDY](#)

## Greeley-Evans School District 6


[VIEW CASE STUDY](#)

## Des Moines Public Schools

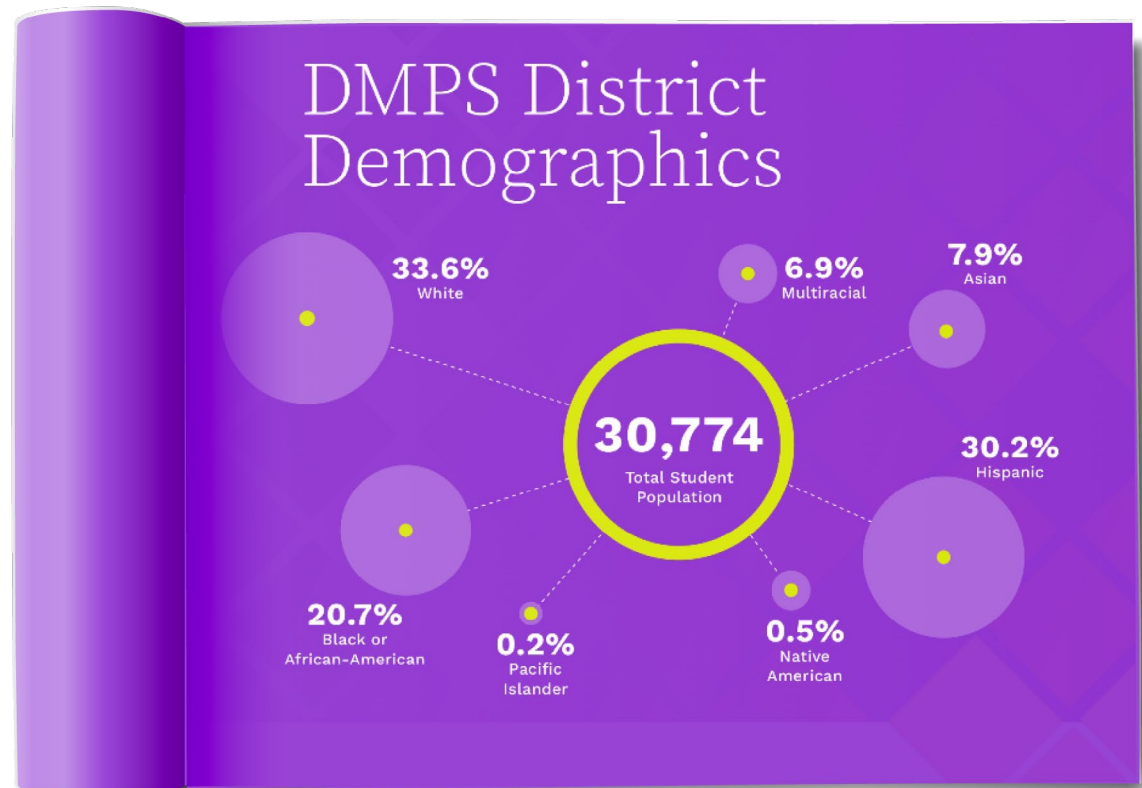

[VIEW CASE STUDY](#)




## What We Discovered

Despite the differences between the districts in terms of geography, student and staff demographics, etc., some critical universal themes emerged:

- ◆ **Successful implementations take time.** A common phrase district staff used with teachers was “Trust the process.” The first year was often challenging for teachers and students unfamiliar with IM’s problem-based approach. With increased familiarity, however, staff reported feeling that they fully understood how the curriculum works and how to implement it.
- ◆ **Student engagement increased.** All districts reported that students were much more interested in math when using IM. In particular, the warm-ups were cited as a way for all students to feel invited to engage with the lessons. One school even reported that math class was the only class period in which they had zero instances of student behavior issues.
- ◆ **Student performance improved.** Our case studies found that students were more likely to say they enjoyed math while using the IM curriculum.



That enjoyment was reflected in the increased state assessment scores from Homer Plessy and Greeley-Evans.

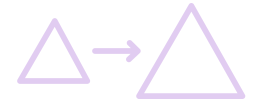
By sharing these districts’ implementation stories, we hope that prospective school districts will gain valuable, realistic insights into how they can also successfully implement IM’s curriculum.

To learn more about our case studies, please scan the QR code below.



[illustrativemathematics.org/im-experience/case-studies/](https://illustrativemathematics.org/im-experience/case-studies/)





# Digital Connections

Illustrative Mathematics recognizes the power of digital connections to foster collaboration, share insights, and amplify the impact of mathematics education. Our commitment to building a vibrant digital community stems from the belief that collective knowledge and shared experiences propel transformative learning.

As a learning organization, we place a high value on sharing information, which we view as a collaborative process. One important way we connect with the greater IM community is through our use of social media.

In 2023, we made a commitment to increase our social listening. Through this improved engagement, we learned that educators wanted more videos and more opportunities for interactivity. They also wanted IM-branded promotional products—because who doesn't love a purple IM pen or stress ball?! We heard the community loud and clear, and in 2023, we:

**Curated new video content.** These additional offerings include content from our IMx Roadshow and school visits, video messages from our CEO and Cofounder Bill McCallum and other IMers (our extraordinary staff), and webinar content.

**Created more ways to connect.** We introduced polls as another way for educators to directly engage with us. We asked everything from “Where would you like to go on a mini self-care retreat?” to “What were you most grateful for in your teaching journey this year?” Fun fact: 76 percent of respondents said supportive colleagues!





**Increased incentives.** We wanted to celebrate members of our educator community for their hard work and dedication to our students. Promotional giveaways were part of this celebration. Our Teacher Appreciation Week giveaway included a curated gift box and gift card, while our back-to-school initiative rewarded five incredible teachers with a school wish list, providing them with resources and tools for a successful academic year.

The educator community's response to

our social media outreach was amazing. In 2023, we saw the number of our followers and impressions climb across all social channels.

Growing to  
**62,000** FOLLOWERS  
Our total engagement growth for 2023 had a  
**54%** INCREASE

Our reach continues to expand, connecting educators, learners, and advocates worldwide. Across all channels, our posts reached millions, emphasizing Illustrative Mathematics' distinguished role in shaping math education narratives on a global level. We value our IM social community and look forward to its continued expansion. Together, we celebrate the diverse voices that make our online space a beacon for collaborative learning and inspiration.

## From Our IM Social Community



**Michael Farrell**  
@MichaelFarrell

It's been a Monday morning filled with Math at @PHLSchools! Visits to West Philly HS, Lea School, Hamilton School, & Bryant School showcase strong teacher facilitation and students discourse and problem-solving. @IllustrateMath @ImagineLearning #phled #LeadPhled



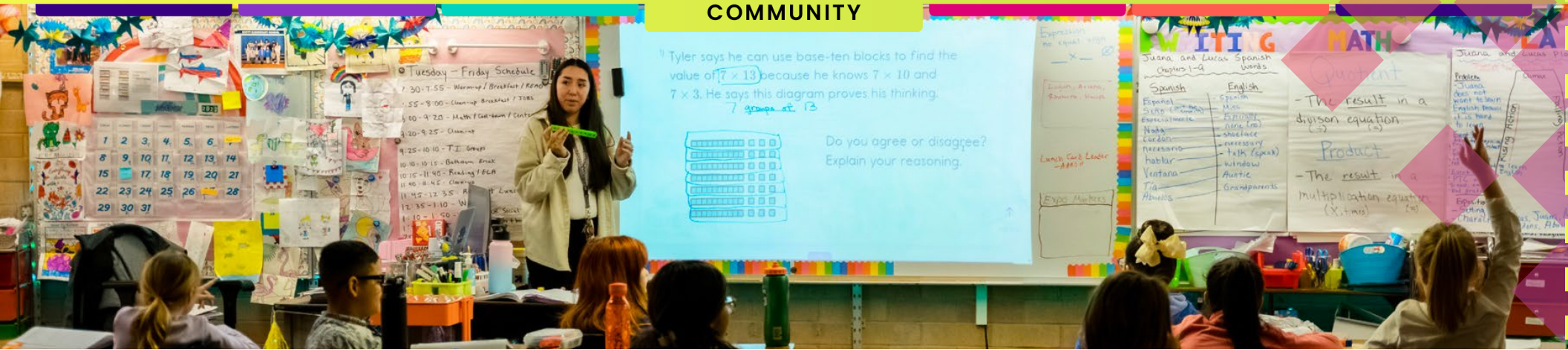
**Annie**  
@anniesmith821

Making the leap from fraction notation to decimal notation @Region15Schools. Mike Powell beat Carl Lewis's best of 8.87 meters with a long jump of 8 95/100 meters. Students wondered, could we? #LearnWithIM #MathIsFun



**Mr. Cometz**  
@mecometz

Kindergartners in Ms. Brown's class composing shapes in multiple ways to form larger shapes as well as practicing with previously introduced geometry math centers! @IllustrateMath @PHLSchools



# Listening and Learning

As IM grows, we are dedicated to actively engaging with the math educator community and listening even more to better understand educators' needs. This happens in a variety of ways.

## Focus Groups

In 2023, we launched a series of focus groups to help strengthen our support for IM Classroom implementation. We designed our focus groups around two key questions:

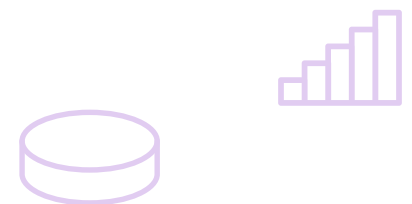
- ◆ How can the IM Classroom support diverse learners?
- ◆ How do educators want to interact with IM?

These focus groups included a diverse array of teachers, coaches, and administrators to reflect the makeup of our IM users. Each focus group session included no more than six participants to ensure there was enough time to foster environments conducive to thoughtful, candid discussions.

We held seven sessions: five at NCTM and two virtual focus groups. We learned from our focus group participants that:

- ◆ They want consistent and continuous interaction with IM. We want that as well and are looking forward to having more opportunities to meet, both virtually and in person.

- ◆ They want us to ensure that diverse groups of learners can fully access the IM curriculum by creating a more accessible platform.
- ◆ They want to see authentic representations of the curriculum. For most, this meant seeing a real IM Classroom in action.
- ◆ They want us to share available supports and resources early and often, and they want us to make them easy to find.



## Brand Awareness Survey

An independently administered brand awareness survey is conducted annually for IM. This survey allows us to see how we compare with other curriculum providers and determine if we are meeting the expectations of our math educator community.

### Some findings from the 2023 survey include:

- ◆ IM has become one of the best-known brands in the field.
- ◆ More respondents report being interested in IM's products and services than any other curriculum provider.
- ◆ IM leads all other major curriculum providers in standards alignment.
- ◆ The number of respondents who currently participate in our professional learning has room for growth. To encourage this, we are planning exciting changes and opportunities for 2024 and beyond.

## IM Research Community

The IM Research Community also launched in 2023. With many exciting products and services on the horizon, we're making a concerted effort to listen directly to the field to get feedback on our initiatives. The IM Research

Community is a diverse, invitation-only community for district thought leaders. These members share their valuable perspectives through surveys, interviews, classroom pilots, UX, focus groups, and more.



# What Are People Saying about IM?

Educators, students, and families are excited about the transformative impact of IM. Here's what they're saying:

“

I am excited about our decision to adopt the IM curriculum. It's accessible for teachers, accessible for students, and it really speaks to Plessy's strengths and values when it comes to centering student voice and fostering autonomy for students, which is really at the heart of the work we do.”

**CAMILLE RUSS, CHIEF  
ACADEMIC OFFICER AT  
HOMER PLESSY COMMUNITY  
SCHOOLS, LA**



“

I like that the warm-up routines are very invitational and subtly tied into the lesson. Students start the lesson with something they can already do, or something they can have success with, which invites them to be a part of the math.”

**ALYSSA DIAZ, TEACHER,  
SCOTT ELEMENTARY, CO**

“

I hope more schools adopt your curriculum. I work with students in all ranges of the spectrum, and your program makes it easy for all students to understand. You should be proud of the work all of you have accomplished.”

**RETIRED TEACHER AND COACH, MA**



# MATH SUPPORT SPECIALISTS

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I am currently a seventh-grade instructional support math teacher in New Jersey. I have been teaching using the Illustrative Mathematics curriculum for the past five years (Math 6, 7, 8, and Algebra I). I have experienced the implementation of this curriculum change my students' entire perspective and outlook as a math thinker and learner. It has significantly increased their confidence, encouraged them to make mistakes and take risks, inspired them to have courageous math conversations through structured and equitable discourse, and has given everyone the opportunity to not only access grade-level standards, but also to find their voice within the math community when they previously didn't see their value and worth as a math learner. I am extremely passionate about the Illustrative Mathematics curriculum and have helped support other teachers in implementing it in their own classrooms."

**GINA, SOUTH BRUNSWICK  
PUBLIC SCHOOLS, NJ**



//

It was hard for me to learn math when we were just watching the teacher do problems on the board, and we had to try to remember all of the steps ourselves. Math class is so much easier now that I get to talk with my partner and work through the math problems with them."

**TENLEY, HS STUDENT, IA**

# FAMILIES

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My daughter is in an independent school right now that has just switched to IM, and she's loving math again."

**PARENT**





# Financials



# Financials

## Statement of Activities for the Year Ending December 31, 2022<sup>1</sup>

| Revenue, Support and Gains                  | Net Assets without Donor Restrictions | Net Assets with Donor Restrictions | Total             |
|---|---------------------------------------|------------------------------------|-------------------|
| Program service revenue                     | 13,587,956                            |                                    | 13,587,956        |
| Contributions and grants                    | 1,500,090                             | 5,117,432                          | 6,617,522         |
| PPP loan forgiveness                        | 949,380                               |                                    | 949,380           |
| Other income                                | 127,219                               |                                    | 127,219           |
| Investment income                           | 775                                   |                                    | 775               |
| Net assets released from donor restrictions | 996,747                               | -996,747                           | 0                 |
| <b>Total revenue, support and gains</b>     | <b>17,162,167</b>                     | <b>4,120,685</b>                   | <b>21,282,852</b> |

| Expenses                              | Net Assets without Donor Restrictions | Net Assets with Donor Restrictions | Total             |
|---------------------------------------|---------------------------------------|------------------------------------|-------------------|
| Program services                      | 11,763,335                            |                                    | 11,763,335        |
| General management and administration | 2,098,692                             |                                    | 2,098,692         |
| Fundraising                           | 158,368                               |                                    | 158,368           |
| <b>Total expenses</b>                 | <b>14,020,395</b>                     | <b>0</b>                           | <b>14,020,395</b> |

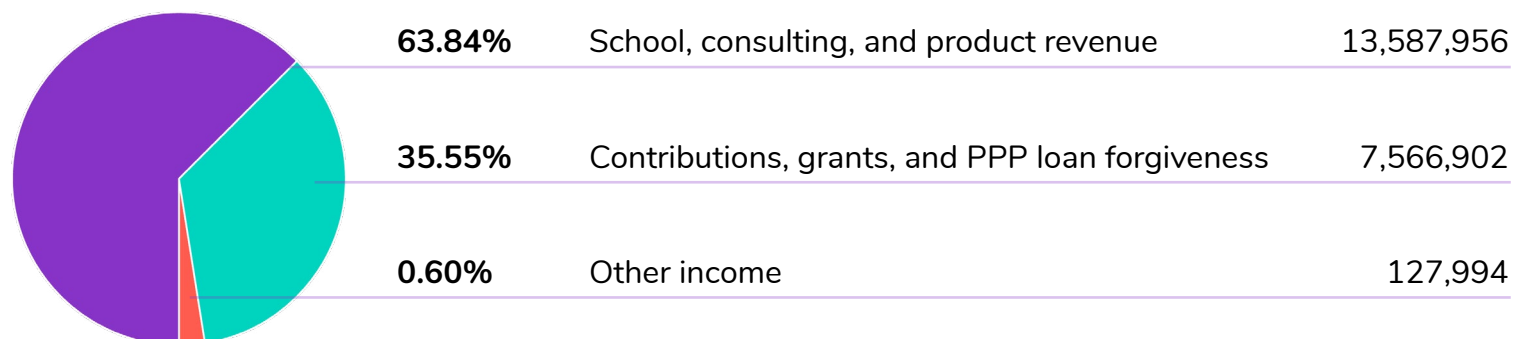
|                                |                  |                  |                   |
|--------------------------------|------------------|------------------|-------------------|
| Change in net assets           | 3,141,772        | 4,120,685        | 7,262,457         |
| Net assets, beginning of year  | 4,212,611        | 324,181          | 4,536,792         |
| <b>Net assets, end of year</b> | <b>7,354,383</b> | <b>4,444,866</b> | <b>11,799,249</b> |

<sup>1</sup>The financial reporting data for 2023 becomes available after the publication date of the 2023 annual report. Data for 2023 will be reported in the 2024 annual report. If you have questions, please contact [finance@illustrativemathematics.org](mailto:finance@illustrativemathematics.org).

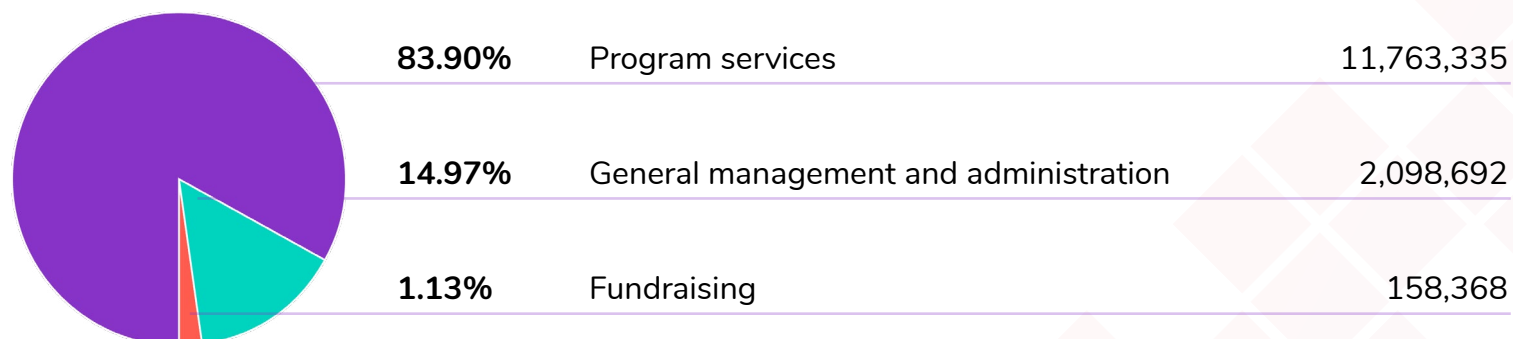


We are in a strong financial position. As a nonprofit organization, we provide a free curriculum, but we also work to ensure our viability and stability through a variety of support and revenue sources.

#### 2022 Revenue Sources



#### 2022 Allocation of Expenses





# Future



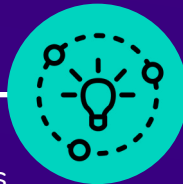
# Continued Organizational Growth

## IM 3.0 AND THE FUTURE OF IM



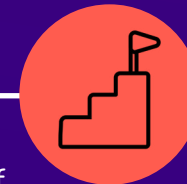
The next several years will be a time of innovation and growth for IM. We have entered what we are calling IM 3.0, our next phase of work to further develop the IM Classroom.

## IMPACT



Students in IM Classrooms learn grade-level mathematics and develop positive mathematical identities.

## SCALE



Twenty-five percent of U.S. students will be learning in IM Classrooms by 2030, with an emphasis on multilingual learners, students with disabilities, Black and Brown students, and students experiencing poverty.



## SUSTAINABILITY



IM has the financial stability through diversified revenue sources to achieve its impact goal at scale.

As a nonprofit, we are diversifying our sources of revenue to maintain financial stability in the event of funding shifts.

## WORKPLACE



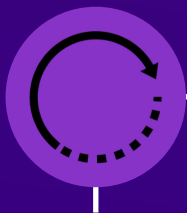
IM is a place where we practice and experience inclusion, belonging, mutual recognition, and appreciation of each other's personal and professional roles in and contributions to the work we share, all of which support growth, health, and well-being both at work and in life.

## 2024 WILL BRING



**In addition to IM<sup>®</sup> v.360, 2024 will bring:**

- ◆ An updated professional learning catalog
- ◆ The completion of discovery work for the transitional kindergarten (TK) curriculum



Some things, however, remain the same. We remain fully invested in our impact goal of having an increasing number of students in IM Classrooms learning grade-level mathematics and developing positive mathematical identities so that they can know, use, and enjoy mathematics for life.





# Closing Message from Kristin





# Closing Message From Kristin

As we look forward to 2024, I'd love to highlight the amazing team of employees and contractors who have helped us further our mission. We hired 27 employees in 2023, and with big goals in 2024, we plan to hire more. I have the privilege of meeting every new employee a few months after they've settled into their role. I truly value these opportunities to learn a bit about each employee and share some IM history.

It is wonderful to know that the new members joining our team are every bit as thoughtful, talented, and committed to our mission as those who have been with us for years.

I am excited about and thankful for our continued partnerships with our curriculum distribution partners Imagine Learning, Kendall Hunt, and Kiddom; with our professional learning service

providers in Connecticut (CREC), Michigan (MMSLN), and Wisconsin (MIW); and with our interim assessment partner, CenterPoint Education.

As we continue developing our professional learning and supplemental products and services, I look forward to the new partnerships we will form this year.





Most of all, I am excited, grateful, and always in awe of the engaged and energetic IM community that helps us on our journey to a world where all learners know, use, and enjoy mathematics.

**Kristin Umland**

PRESIDENT AND COFOUNDER



# Contact Us

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