

Cultivating **360°** Support for Mathematics Classrooms



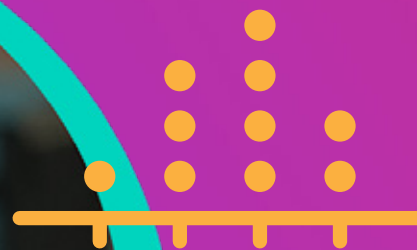


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Who **We** Are





Opening Message from Bill

2024 was another year of remarkable growth and evolution for Illustrative Mathematics. I am proud of and inspired by the IM community's collaboration and unwavering commitment to creating a world where all learners know, use, and enjoy mathematics.

At Illustrative Mathematics, we believe the success of the IM Classroom rests on four pillars: curriculum, professional learning, leadership, and community. Time and again, we've witnessed how this framework cultivates a collaborative and engaging classroom that supports both students and educators in their mathematical journeys—and 2024 was no exception.

It's been thrilling to see educators excited to dive into IM[®] v.360, our most extensive K–12 curriculum upgrade to date. A free digital version, including downloadable print materials, is now available on our website, with enhanced digital and print formats available through IM Certified[®] partners. I was poking around the website recently, looking for examples to include in a talk,

and I was delighted by the ease of navigation and the gorgeous visual design; I invite you to go and take a look for yourselves.

At IM, we recognize that effective teaching extends beyond content knowledge, encompassing pedagogical skills and an understanding of diverse learning needs. In 2024, the IM Experience (IMx) took the IM[®] Math journey to new heights by offering educators access to engaging resources and experiences, such as our featured webinars, podcasts, case studies, and various platforms for IM educators to connect and share support and inspiration.

Since 2011, Illustrative Mathematics has grown from 5 to 99 employees, partnered with more than 1,900 schools, and reached over 2.6 million students. Our continued success reflects the dedication of our IM staff, IM Certified partners and facilitators, and the entire IM community. Together, we are driving change for the better in mathematics education and having a positive effect on classrooms nationwide.



I encourage you to explore the pages of our 2024 Annual Report, where you'll find stories of growth, engagement, and innovation. These narratives highlight not only our achievements but also the profound impact we can make when we work together. We hope the entire IM community will celebrate these milestones with us and look forward to what lies ahead.

A handwritten signature in black ink, appearing to read "Bill McCallum".

Dr. Bill McCallum
CEO and Cofounder

2024



Partnered with over 1,900 schools

IM Math continues to empower students and educators across the country—from large urban districts to suburban neighborhoods and rural communities.



Reached over 2.6 million students

IM expanded its reach in California, New York, Pennsylvania, and beyond, helping even more students learn math for life.



Launched IM[®] v.360

IM's most comprehensive curriculum upgrade to date features enhanced learning goals, refined teacher guidance, and lesson contexts designed to engage all learners.



Launched AccessIM

IM's new online platform transforms math learning by delivering high-quality resources, interactive tools, and personalized support—all in one streamlined experience.



Vision, Mission, and Values

IM's vision is to create a world where all learners know, use, and enjoy mathematics. We achieve this vision through curriculum development, implementation support, and community.

What We Value

Across the organization, IM encourages diverse ideas, healthy debate, and constructive feedback. This collaborative atmosphere results in a curriculum that is coherent, engaging, accessible, and innovative—one that truly supports mathematics classrooms and meets teachers and students where they are in their learning journeys.

In addition, our organization prioritizes the values of **accountability**, **connection**, and **innovation**.

In 2024, we leveraged our quarterly pulse surveys to capture anonymous feedback from our workforce, which offered candid insight that we continually harness for improvements in our workplace culture.



- We own our actions, outcomes, and impact—as individuals and as a team.



- We build authentic relationships across roles, perspectives, and experiences.



- We challenge norms and seek creative, mission-aligned solutions.

2024 Executive Leadership

William G. McCallum CEO AND COFOUNDER



Dr. Bill McCallum has dedicated his career to helping teachers, educators, mathematicians, and policymakers care about both mathematical coherence and student learning.

He is an Emeritus Distinguished Professor of Mathematics at the University of Arizona, where he conducts research in 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, helps craft IM's strategic direction, and contributes to the development of its curricula. He also represents IM in engagements with investors, at speaking events, and in workshops.





Kristin Umland PRESIDENT AND COFOUNDER

Dr. 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 CFO AND SENIOR VICE PRESIDENT OF ENTERPRISE MANAGEMENT

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

Prior to joining IM, she served as CFO for Discovery Channel and Science Channel, as well as senior vice president of global content operations, where 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 senior 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.

2024 Board of Directors



William G. McCallum (chair)

CEO AND COFOUNDER,
ILLUSTRATIVE MATHEMATICS



Kristin Umland

PRESIDENT AND COFOUNDER,
ILLUSTRATIVE MATHEMATICS



Sara Allan

PRESIDENT,
VALHALLA FOUNDATION



Lisa Carmona

COO AND PRESIDENT,
HIGHLIGHTS EDUCATION



Barbara Chow

DIRECTOR, EDUCATION,
HEISING-SIMONS FOUNDATION



Rhett Dornbach-Bender

DIRECTOR AND CHIEF OF STAFF,
BILL & MELINDA GATES FOUNDATION



Heather Hill

HAZEN-NICOLI PROFESSOR IN TEACHER
LEARNING AND PRACTICE,
HARVARD GRADUATE SCHOOL OF EDUCATION



Denise Walston

CHIEF OF CURRICULUM AND DIRECTOR
OF MATHEMATICS,
COUNCIL OF GREAT CITY SCHOOLS



George Zettler

COFOUNDER AND MANAGING MEMBER,
FLOWING SHAPE ADVISERS, LLC

Our Philanthropic Supporters

Illustrative Mathematics has operated as an independent 501(c)3 nonprofit organization since 2013.

We appreciate the generous support of our philanthropic partners, whose contributions play a crucial role in advancing our organization's mission. Their support allows IM to expand access to high-quality math education, especially in under-resourced communities, helping more students build strong mathematical foundations and succeed in school and beyond.

BILL & MELINDA
GATES *foundation*

Carnegie
CORPORATION
OF NEW YORK

Chan
Zuckerberg
Initiative 



CHARLES AND LYNN
SCHUSTERMAN
FAMILY FOUNDATION



HEISING-SIMONS
FOUNDATION

 WILLIAM + FLORA
Hewlett Foundation



W.K.
KELLOGG
FOUNDATION

Employees

At IM, our commitment to our values and impact is foundational to who we are and how we work. In 2024, we made significant strides to align our mission with a workplace culture that prioritizes a sense of belonging for all. Our employees embody our core values of accountability, connection, and innovation, enriching our organization with their unique perspectives and diverse life experiences. This blend of backgrounds, coupled with varied and extensive expertise, drives our innovative and collaborative approach to mathematics education.

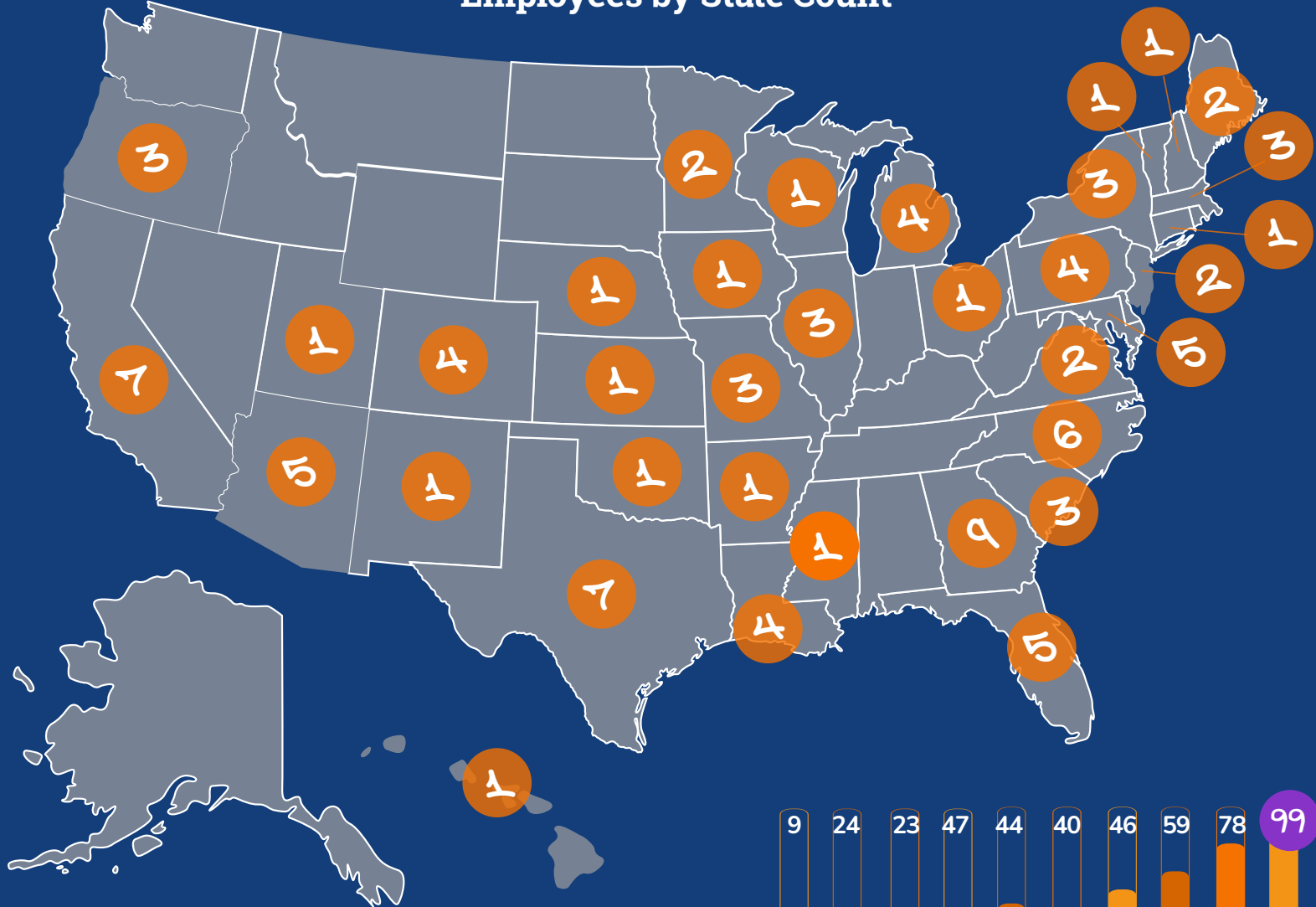
To better support students and educators, we made strategic use of our financial resources to expand our organization in 2024. Throughout the year, we increased our team by **27 percent**, attracting top talent from across the United States. This growth allows us to further enhance our curriculum and professional development initiatives, delivering impact on learning at greater scale for students and educators in classrooms nationwide.

We also used this period of growth as an opportunity to reflect on our organization and strengthen our commitment to our values and impact. The following 2024 milestones highlight the outcomes of these efforts, celebrating the transformative power of a talented and varied workforce and fair and consistent processes:

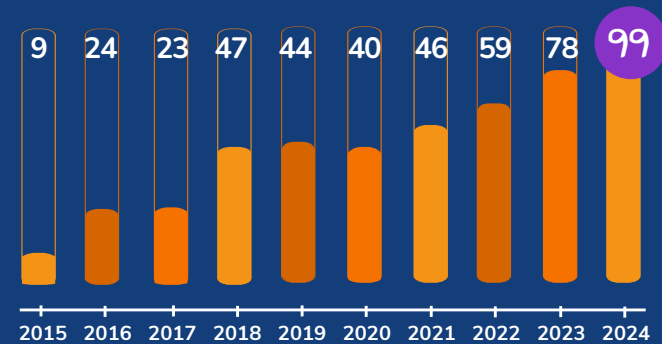
- **Completed leadership and manager training**, emphasizing transparent team communication and fair, constructive feedback practices
- **Conducted our first-ever pay equity audit**, ensuring transparency and alignment with our core values
- **Conducted our first-ever manager needs assessment**, guiding the development of consistent, supportive resources for managers
- **Incorporated CliftonStrengths for all staff**, fostering community engagement and collaboration by leveraging individual strengths
- **Implemented Lattice**, utilizing its recognition and feedback tools to nurture a culture of belonging
- **Hosted impactful Pride Month programming through the IM Proud community**, intentionally highlighting education and engagement led by the LGBTQIA+community
- **Renamed the Human Resources and Talent Management department to Employee Success**, reflecting our innovative, people-focused workplace culture



Employees by State Count



Overall Employee Counts by Year



*One employee in residence in the UK

IM's commitment to supporting coherent and engaging education for all learners requires collaboration across all departments and a culture of continuous learning. To support this mission, IM uses RISE Teams™ (Recognize, Intervene, Support, Empower) as a model for providing ongoing training, dialogue, and opportunities for personal and collective growth.

Our RISE teams focus on fostering skills to promote fairness, recognize staff strengths, practice active listening, deliver constructive feedback, and create a sustainable, safe space for accountability and personal development. In an organization that has experienced a 27 percent workforce growth, creating a safe and sustainable space is especially critical to ensure that respect, trust, and support remain at the heart of our expanding team.

At IM, our dedication to empowering teachers and students is equally matched by our commitment to supporting our employees, and this remained true in 2024.

IMployee Retreat

As a fully-remote organization, we understand the importance of fostering meaningful in-person connections. Each year, we host an in-person company retreat to strengthen employee bonds and provide enriching experiences for our team. The 2024 IMployee Retreat took place in New Orleans, where we aligned our organizational goals, engaged in interdepartmental planning sessions, and explored our individual and collective strengths. In line with our commitment to honoring cultural traditions, we partnered with a local Black Masking Indian Tribe (New Orleans' vibrant tradition of blending African and Native American cultures) at the retreat's opening ceremony. Of course, we also made time for fun team-building activities—like designing IM-themed parade floats at Mardi Gras World!

Employee Benefits

At IM, we recognize that our talented and dedicated employees are our greatest asset. To support their well-being and professional growth, we proudly offer flexible work schedules and an expansive benefits package that exceeds the standards of most nonprofits. IM 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.

Employee Stewardship Council

Our Employee Stewardship Council (ESC) is dedicated to cultivating a supportive, collaborative, and respectful workplace. This employee-led committee serves as a culture ambassador, empowering employees to actively contribute to organizational initiatives while upholding IM's core values of accountability, connection, and innovation, as well as transparency and employee wellness. In 2024, the ESC focused on enhancing workplace culture, analyzing and interpreting employee surveys, and making recommendations to senior leadership. The ESC's contributions have been instrumental in strengthening our workplace community, fostering open dialogue, and driving meaningful change. By championing our core values and prioritizing employee well-being, the ESC continues to shape IM's positive, dynamic, and engaging work environment.



With an impressive **91 percent employee retention rate**, the success of IM's employee-focused initiatives is clear. Our commitment to growth and support is creating a workplace **where employees choose to stay and thrive!**

"I appreciated this retreat being very hands-on and engaging versus a sit-and-get style retreat."



What We **DO**

A horizontal line of white dots, consisting of 20 dots, positioned below the text "What We DO".



The IM Classroom

To meet our vision of a world where all learners know, use, and enjoy mathematics, we created a coherent, problem-based curriculum paired with aligned professional learning, which is critical to building a strong classroom community. But we knew we needed to go further.

We wanted a shared vision of what a thriving math classroom would look like and a thoughtful approach to the support teachers would need. In 2023, we introduced our conception of the IM Classroom.

What Is the IM Classroom?

The IM Classroom is a framework that guides IM's products and partnerships supporting school districts using the IM 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® 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 all the

components of the classroom—students, teachers, mathematics, school leaders, and the community—are thoughtfully considered and connected through an instructional model that facilitates productive interactions.





Curriculum

What Is IM Math?

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 IM Math Support Students?

IM Math is thoughtfully designed to promote student success. Images and problems reflect varied real-world contexts so that students can see themselves and their own experiences represented in the learning. As a result, students engage meaningfully with new concepts and procedures. Each lesson includes a warm-up activity that invites all students to join the mathematical conversation. These warm-ups are instrumental in engaging reluctant students and getting them excited about math.

The curriculum also includes resources designed to support multilingual learners, students with disabilities, and students ready to explore mathematics at a deeper level.

Supporting students also means supporting their families. That's why each unit includes a Family Support Materials section, written in clear, accessible language, to provide an overview of what students are learning and to suggest questions that encourage meaningful conversations about the mathematics.



How Does IM Math Support Teachers?

IM Math is designed with multiple supports for teachers at every level. Teacher supports include:

- Narrative overviews of each unit, lesson, and activity that describe each one's purpose and how it fits 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
- Learnable instructional routines that allow students and teachers to focus on learning rather than on the logistics of classroom interactions



Does IM Math Work?

The effectiveness of IM Math is influenced by several key factors, including thoughtful implementation, teacher expertise, and the context in which it is used. When these elements align, the curriculum has consistently demonstrated its ability to enhance student engagement and understanding.

In 2024, the Los Angeles Unified School District (LAUSD) showcased the curriculum’s transformative impact, reporting that K–5 students achieved a mathematics improvement rate 2.5 times higher than the rest of California. Likewise, Thomas Mifflin School in Philadelphia saw a 5.3 percentage point increase in students scoring proficient or advanced on the Pennsylvania System School Assessment (PSSA) after adopting IM Math.

These compelling outcomes highlight IM Math’s ability to foster deeper mathematical understanding and academic success. In addition, IM’s curricula has received high praise from EdReports, a leading independent nonprofit that evaluates K–12 instructional materials. IM K–5 Math, IM 6–8 Math, and IM 9–12 Math earned EdReports’ highest rating across all three gateways for focus, coherence, rigor, mathematical practices, and usability.

Our latest release, IM K–8 Math v.360, has also earned all-green ratings—the top scores available from EdReports.

* IM 9–12 v.360 has not yet been evaluated by EdReports.



Who Uses IM Math?

IM’s vision is to create a world where all learners know, use, and enjoy mathematics. We bring this vision to life by providing comprehensive 360° support for the entire IM Classroom—engaging students, empowering teachers, and connecting with families. We equip students with problem-based learning experiences, support teachers with IM Certified Professional Learning, and welcome families into the learning process through embedded support materials. This integrated approach ensures that everyone involved has the tools and resources needed to succeed.

Achieving our vision also involves bringing our curriculum to even more schools and districts nationwide, and we’re thrilled to share that we are making significant progress across the United States. Since 2019, we have more than doubled our footprint, expanding from 921 districts to more than 1,955 districts using IM Math in 2024. Today, students across urban,

rural, and suburban communities in all 50 states and the District of Columbia are engaging with IM’s problem-based learning in their classrooms.

In 2024, there were 2,663,400 students with access to the curriculum—a remarkable increase from the 485,700 students learning with IM Math just a few years ago. We’re thrilled that so many districts, teachers, and students are embracing IM’s innovative curriculum, and we’re excited to continue fostering the joyful community that has grown around it. Our growth represents more than just numbers; it reflects a transformative educational approach that prioritizes student learning, teacher empowerment, and community engagement. We can’t wait to see the IM community continue to thrive!

Estimated number of **teachers** with access to IM Certified® curriculum

2019–2020	2020–2021	2021–2022	2022–2023	2023–2024
5,000	14,800	31,100	42,200	48,700

Number of **districts** with access to curriculum from an IM Certified® partner

2019–2020	2020–2021	2021–2022	2022–2023	2023–2024
921	1,137	1,597	1,833	1,955

Estimated number of **students** with access to IM Certified® curriculum

2019–2020	2020–2021	2021–2022	2022–2023	2023–2024
485,700	1,137,600	1,817,840	2,135,300	2,663,400



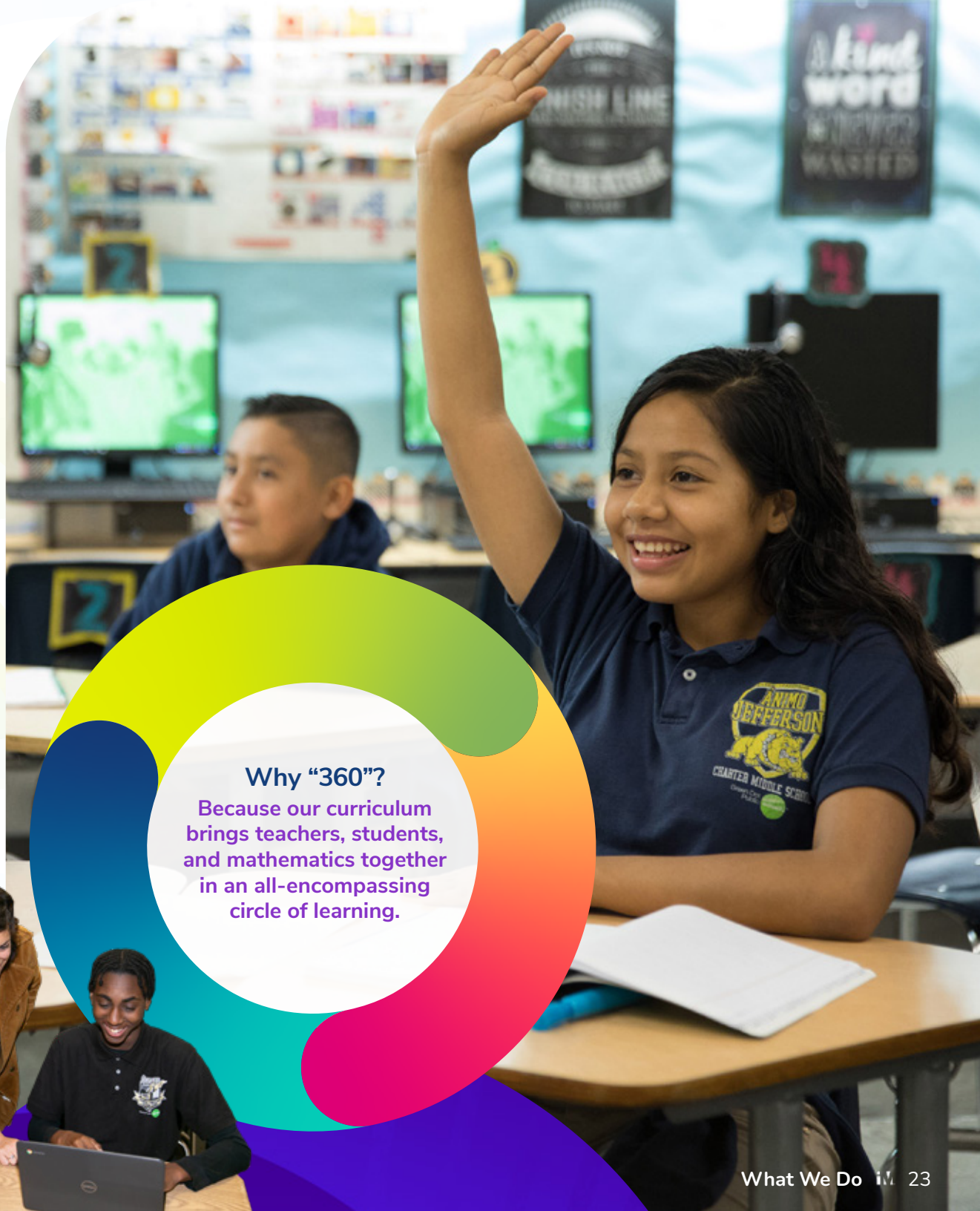
To learn how the IM Classroom can support you and your students—and why over two million students know, use, and enjoy mathematics through IM K–12 Math—we invite you to [schedule a call](#).



Introducing IM[®] v.360

Debating in the summer of 2024, IM v.360 is IM's most comprehensive curriculum upgrade to date. Building on the foundation of previous IM Math versions, IM v.360 maintains the core tenets of IM's problem-based instruction and features while incorporating new additions and enhancements based on feedback from teachers, school leaders, and students.

IM v.360 empowers teachers to ensure that every child learns grade-level mathematics and develops a positive mathematical identity through engaging learning experiences. Grades K–8, along with Algebra 1 and Integrated Math 1, were released in 2024, and the full high school materials were released in 2025. Free, digital versions, including downloadable print materials, are available on our new AccessIM website. Enhanced digital and print formats are available through IM Certified partners.



Why “360”?

Because our curriculum
brings teachers, students,
and mathematics together
in an all-encompassing
circle of learning.



Dr. April Mouton
Vice President, Content Development

With a passion for supporting educators and enhancing teaching practices, Dr. April Mouton played a key role in guiding the development of IM v.360, ensuring it aligns with the needs of both teachers and students. Her excitement about its release reflects her dedication to advancing educational experiences and empowering educators in their classrooms.

What makes IM v.360 an exciting and valuable upgrade for teachers and students?

IM v.360 is a more cohesive K–12 curriculum that offers updated language learning goals, reorganized content for a more streamlined user experience, better vertical alignment across grades, and an increased focus on integrating relevant mathematical contexts.

How did the development of IM v.360 demonstrate IM's commitment to collaboration?

The development of IM v.360 was a true example of collaboration across departments internally at IM, along with integrating the valuable information gained from nationwide MathLabs, targeted school case studies, and feedback shared from educators.

IM v.360 Curriculum Updates

K–5

- 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

6–8

- 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

To learn more about the content updates, visit illustrativemathematics.org.

IM v.360 brings
teachers, students,
and mathematics
together.

AccessIM.org

IM v.360 was released through our new online platform, AccessIM. The website offers schools and districts a suite of resources and tools to support the successful implementation of IM Math while fostering engaging and dynamic learning environments.

AccessIM is for ...

Educators: On AccessIM, teachers can create a free educator account to gain full access to the curriculum in both digital and print formats, available in English and Spanish.

Families: On AccessIM, families can explore curriculum units in both English and Spanish.

Students: On AccessIM, student materials are easily accessible in both English and Spanish.

Visit [AccessIM](#) to view the entire IM v.360 curriculum for free.

The launch of AccessIM reflects the fusion of creativity, precision, and teamwork that define IM. Our product development team tackled countless details, such as user experience, design, print-to-web color conversion, organization, and page structure, while our engineering team grappled with every major and minor aspect of the technical site build, from data storage to user registration, content protection, handling and displaying hundreds of intricate content fields, and more.



Aurora Ziobrowski
Senior Director, Engineering

As IM's senior director of engineering, Aurora Ziobrowski is thrilled that AccessIM and IM v.360 have been released to the public. She celebrates the collective hard work and efforts that are now reaching teachers, transforming classrooms, and positively impacting students' learning experiences.

How does the new AccessIM benefit teachers, students, and families?

AccessIM provides an updated, intuitive interface for teachers, students, and families to engage with IM's curriculum, making learning more accessible both in and out of the classroom. By promoting engagement and cohesion, the platform empowers teachers to plan and deliver content effectively, students to learn actively, and families to support meaningfully.

What, for you, is the most valuable aspect of AccessIM?

For me, the most valuable aspect of AccessIM is the way it serves as an enhanced platform to elevate and support our exceptional, rich curricular content. It seamlessly connects the content, making it intuitive and easy to use for all audiences.

What does the launch of AccessIM mean to you and the team?

This day has been a long time coming and represents the culmination of an extraordinary collective effort by so many talented people. While the new website is the polished, visible result, it was made possible by a massive behind-the-scenes overhaul that brought this vision to life.





IM Certified® Partners

IM Certified distribution partners are the sole providers of IM Certified curricula and guarantee that their curriculum enhancements are thoroughly vetted by the IM authors. Our partners enhance our position in the market by combining complementary strengths and capabilities. In 2024, IM deepened these collaborative partnerships, showcasing the power of innovative educational technology and curriculum design.

A Word from Our IM Certified Partners:

Kendall Hunt

Kendall Hunt Publishing has thoroughly enjoyed our time spent collaborating with IM to provide inclusive teaching tools to K–12 math teachers across the country. During NCTM 2024 in Chicago, we loved having the chance to showcase our partnership with our event *Fuel Your Success | An Evening Affair with Kendall Hunt*. Through detailed conversations with IM Math users, we've been able to identify exactly what teachers need and how we can support their instruction.

Kendall Hunt is proud of our partnership with IM. Aligning seamlessly with the IM digital platform, we make accessing and implementing the curriculum easy and stress-free. Our selection of professional learning academies facilitated by our own IM Certified team supports teachers from start to finish. Kendall Hunt's commitment to providing teachers with the right tools for continued

success year after year remains steadfast. We're dedicated to supporting classroom instruction and helping students "Learn Math for Life" with Illustrative Mathematics.



Kiddom and IM partnered at several prominent conference events in 2024. During NCSM, Dr. Bill McCallum, CEO and cofounder of Illustrative Mathematics, and Abbas Manjee, CAO and cofounder of Kiddom, along with a panel of Kiddom educators, hosted a focused conversation about *What Matters in Mathematics*. At CMC-South, Dr. Bill McCallum and Kiddom's Dr. Mike Flanagan showcased the new IM v.360 curriculum to an audience of California educators and discussed the importance of creating discourse communities.

This year, Kiddom embraced teacher feedback to inform our product decisions. We redesigned our interface to make educators' work easier, with a streamlined layout and a tiled content system for fast, intuitive navigation. We also launched three AI-powered teacher assistants: auto-feedback, auto-grading, and a student practice generator. With these tools, teachers can offer students standards-aligned opportunities to refine their knowledge and skills, instantly grade open-ended response questions, and provide tailored support around common student misconceptions.



Imagine Learning, an IM Certified partner since 2019, implemented the new Imagine IM program for grades K–8 in districts across the United States. Imagine IM—the IM v.360 curriculum with enhanced and exclusive features—supports educators and students with its focus on engagement, accessibility, and usability. In 2024, Imagine Learning partnered with both new and existing customers to ensure a seamless transition to the new program.

This year, Imagine Learning also introduced the Family and Caregiver Resource Hub to strengthen connections between families and Illustrative Mathematics. Resources including *Family Letters* and *Family Support Videos*, equipped with translation and closed captioning capabilities, enhance access to the materials. The Imagine Learning product, curriculum, and platform teams continue our efforts for innovation and will launch some exciting updates in 2025.



Client Engagement Team

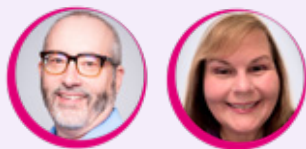
At IM, support is always within reach! Our Client Engagement team is dedicated to delivering seamless assistance via phone or email. In 2024 alone, the team facilitated over 8,000 personalized support sessions with educators worldwide.

With that level of expertise, you can trust our Client Engagement team has encountered—and resolved—just about every question imaginable!

What Does IM's Client Engagement Team Do?

The Client Engagement team plays a vital role in advancing IM's mission to support educators by connecting with both potential and existing clients via calls and emails to explain our partners, products, and services. The team actively listens to and addresses client questions, feedback, and concerns. Common topics they assist with include pacing, formative assessment, professional learning recommendations, and connecting educators to valuable resources, such as state standards crosswalks, hub resources, and IM v.360 changes and updates.

Schedule a Call



Our Client Engagement Team: Ray and Patti

Professional Learning (PL)

IM is dedicated to providing comprehensive support for educators, grounded in the belief that everyone can continuously grow in their knowledge and expertise in mathematics teaching and learning. The IM Professional Learning Framework recognizes all professional learning participants—classroom teachers, paraprofessionals, special education teachers, EL teachers, instructional coaches, and district leaders—as both educators and learners, fostering a collaborative growth mindset across all roles.

When developing products and services for IM K–12 Math and IM v.360, IM's professional learning team is guided by four core principles that stem from the interconnected 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.

Our professional learning is provided both on-site and virtually by IM employees and our network of IM Certified facilitators (IMCFs), who span 35 states and counting. IMCFs are experienced educators with diverse teaching backgrounds, grade-level expertise, and familiarity with various learning environments. They undergo a rigorous qualification and training process to ensure mastery in delivering effective professional learning that aligns with the intent of our curriculum authors.

PL Attendees by Year

2019–2020	2020–2021	2021–2022	2022–2023	2023–2024
1,400	9,500	17,700	25,000	44,700



Professional Learning for Instructional Leaders

Leaders play a vital role in the success of the IM Classroom. For IM's curriculum to be implemented effectively, school leaders and administrators must understand and support the systemic changes that may be needed to transform teaching practices. That's why IM's professional learning isn't just for teachers—it's for leaders, too! Our professional learning catalog offers a variety of resources for leaders, including the [Getting Started with IM Certified Math guide](#) as well as materials for using the recently redesigned [Implementation Reflection Tool](#).

Expanding Implementation Supports for Instructional Leaders

In 2024, the Implementation Portfolio team expanded from one to three team members and developed impactful resources for instructional leaders. These include the [Getting Started with IM Certified Math guide](#) and a companion [blog post](#). Together, these resources provide a roadmap for launching IM implementation in partnership with teachers, emphasizing six key actions that will help launch a successful first-year implementation plan.

"The PL session was very informative. I'm leaving with strategies that will strengthen my facilitation of learning."



"This PL training should be mandatory for all teachers adopting IM!"

Leader and Implementation Stories

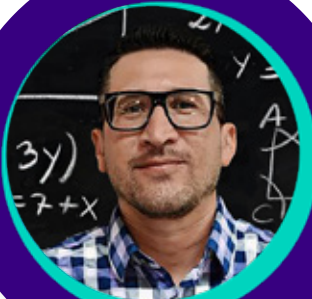
We're pleased to report that leaders across the country are deeply invested in understanding IM Math, providing professional learning and support for teachers, and engaging with students and families. Here are some inspiring examples of how leaders are championing IM Math in their schools.



Curriculum aligned with district values

"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, Homer Plessy Community Schools, New Orleans, LA



Leaders make teachers' lives easier

"I think one of the strongest programs has been our math program. Everything's laid out for you. When new teachers look at the IM curriculum, they're like, 'Wow, this is awesome.'"

José Zavala, Principal, Alum Rock Middle School, Downtown College Preparatory, San Jose, CA



Curriculum aligned with district values

"D7, which is home to 8,000 students in the South Bronx, is a bridge to generational success, and we have adopted Illustrative Math. [It] is grounded, actually, in our core values [of] joy, unity, integrity, collaboration, and empowerment. Illustrative Math has brought joy to our learners because it [puts] the learner at the forefront, and they are owning their learning."

Wendy Battee, *Math and Science Instructional Specialist, NYC Public Schools, New York, NY*



Leaders appreciate standards-alignment

"I really appreciate how [IM is] focused on the actual standards. And when you crosswalk our Common Core standards with what IM asks [students] to do, they're really trying to meet the requirements of those standards."

Isaac Rodenberg, *District High School Math Curriculum Coordinator, Des Moines, IA*



Mindset

"We're really working in an environment where we believe that all students can be successful, and we put in the work to make that happen. Students are ready to learn. Teachers create those positive environments so that students want to learn."

Heather Schacher, *Math Department Chair at Ánimo Watts, Green Dot Public Schools, Los Angeles, CA*

IM Certified Blog

Did you know that IM also has a blog? Our IM Certified blog enhances our professional learning with insights on topics such as using the recently revamped **Implementation Reflection Tool (IRT)** and promoting student participation through the **Think-Pair-Share** framework.

Read more:

<https://illustrativemathematics.blog/>

Community

The IM Experience, or IMx, connects educators to engaging experiences and resources, providing comprehensive support for the IM Classroom. IMx enhances the IM Math journey through curated and evolving experiences—including events, case studies, webinars, support services, digital resources, and more. Introduced in 2023, IMx is designed to engage our audiences and create meaningful connections 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: 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! We observe IM Classrooms, 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 2024, we continued our IMx Presents webinars, bringing relevant content from our IM thought leaders to the K–12 educator community. By discussing topics pertinent to today's math teachers and instructional leaders, we are dedicated to keeping the IM Classroom at the forefront of progress. During each webinar, 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.

With the debut of our upgraded curriculum, IM v.360, we held an *Introducing IM® v.360: A Live Q&A with the IM Authors* webinar, where IM authors answered educators' questions about what to expect from the upgrade and how it would benefit both teachers and students. There was a lot of anticipation for this webinar—**over 2,400 registered**—and we met that anticipation with a 98 percent satisfaction rating from participants!

During our fall 2024 webinar, *Building Effective Math Instruction: Professional Learning with Illustrative Mathematics*, IM thought leaders shared practical insights into how our resources can enhance teachers' instructional approaches, helping students achieve success through rigorous, meaningful math learning experiences.

Our webinars are more than just a way to convey information—they provide a community space to ask the deeper questions about how to implement our curriculum in a variety of scenarios, environments, and circumstances. As one viewer shared, **"I liked hearing the questions other people have, because sometimes it's nice to know you're not alone."**

We look forward to continuing to provide that space and hosting more webinars that cultivate 360° support in mathematics classrooms in 2025. These webinars can be viewed on the IMx Presents page at illustrativemathematics.org.

I thought the Q&A session was valuable. I loved seeing questions that other people had! Many of the answers gave me helpful information I didn't even know I was looking for.





Illustrative
Mathematics

Creating a world
where **all** learn,
know, use, and
mathematics

TEACHERS
INSPIRING
MATH & SCIENCE
EDUCATION

IMx Events

IM participated in national conferences for the first time in 2023 and had such a great time that we knew we'd be back for more in 2024!

In 2024, we had a presence at four K–12 math industry conferences:



- National Council of Supervisors of Mathematics (NCSM) in Chicago, IL



- National Council of Teachers of Mathematics (NCTM) in Chicago, IL



- California Math Council - South (CMC-South) in Palm Springs, CA
- California Math Council - North (CMC-North) in Asilomar, CA

We are energized by opportunities to connect with educators, collaborate with our IM Certified partners, explore future vendor opportunities, and share our passion for the IM Classroom—and our 2024 conference season did not disappoint. The math community was as eager and excited to meet with us as we were to connect with them. Our IM-branded booth experiences and collateral catalog sparked great conversations and provided valuable information. Collectively, we were able to meet with nearly 800 educators! We're confident those connections will continue to grow and have an impact long after the conferences are over, as research shows that *“trade show attendees tend to share their experience with more than six people.”*

Our conference presentation sessions also drew enthusiastic crowds, with all eight sessions enjoying strong attendance—a clear testament to the growing interest in our work. A standout moment was the return of our groundbreaking IM Classroom Virtual Experience, allowing

educators to immerse themselves in kindergarten, fifth-grade, and Algebra I lessons via virtual reality headsets. This innovative experience captivated educators, providing a dynamic and engaging space that showcased the transformative power of our mathematics curriculum.

Building on this year's momentum, we also introduced IM Social Polls, a new initiative that allows teachers to connect with other teachers via social media and share advice, such as “What advice would you give to someone who is just getting started with IM?” Along with building a stronger, more supportive community, we know that the thoughtful responses shared will help teachers feel more confident and prepared to engage with IM's problem-based curriculum.



IMx Case Studies

In 2024, we continued to build our library of case studies, providing educators with valuable insights into the implementation journeys of schools and districts using IM Math across the country. We've curated a variety of case studies featuring a diverse range of schools and districts, including public and charter schools of varying sizes and settings, from urban to suburban. In 2024, we focused on two districts in California: Downtown College Preparatory in San Jose and Green Dot Public Schools in Los Angeles.

Downtown College Prep



View Case Study

Downtown College Prep (DCP) has a reputation for two things: creating environments that nurture students like they are family and an unwavering belief that every student is college-bound. But students can't get to college without first having a solid foundation in core subjects, including math. In 2018, DCP adopted IM 6–8 Math. Since then, DCP teachers, students, and families have had enough time to see the benefits of using IM's curriculum along with guiding principles that parallel the four pillars of the IM Classroom: curriculum, learning, leaders, and community. DCP attributes student success

to implementing IM 6–8 Math with integrity, and it's paying off: Case studies conducted at DCP El Camino Middle School in 2024 reveal notable improvements in students' MAPS and NWEA test scores.

Green Dot Public Schools



View Case Study

At Green Dot Public Schools, leadership and professional learning cultivate a culture that values growth, transforms public education, and builds collaborative relationships among students and faculty engaged with the Illustrative Mathematics curriculum. Green Dot incorporates the word “Ánimo” in the names of many of its schools, such as Ánimo Watts College Preparatory Academy and Ánimo James B. Taylor Charter Middle School. This Spanish term, meaning strength, perseverance, and rigor, reflects the organization's clear belief that all students are capable of and deserve access to rigorous grade-level instruction. The combination of Ánimo and IM has been a powerful one: Results from the 2024 Smarter Balanced Math test show that 65 percent of Green Dot schools experienced an increase in students meeting or exceeding math standards from the previous year.

“What I love about IM is that it's very rigorous for students, it's very inquiry-based, and all of the materials that a teacher needs to be successful are there.”
—Heather Schacher
Ánimo Watts teacher and math department chair



Listening and Learning

As IM continues to grow, we remain dedicated to fostering meaningful connections with the K–12 math educator community. By actively listening and deepening our understanding of educators' needs, we ensure our efforts align with their goals—using a variety of approaches to stay engaged.

Focus Groups

In 2024, our focus groups concentrated on two key areas: better understanding the professional learning (PL) needs of teachers and coaches, and exploring how teachers and families engage with IM Math.

Understanding the Professional Learning Needs of Teachers and Coaches:

Over the summer, we held eight virtual focus groups with administrators, coaches, and teachers from across the country to gather insights into their experiences with our PL, our PL webpage, and their perspectives on what constitutes quality PL.

What educators told us:

- They thrive with the same type of learning their students get with IM Math—problem-based, activating prior knowledge, and honoring their experiences—and they want more opportunities like that!
- They appreciate having tangible takeaways that they can apply in class right away.
- They are most focused on onboarding new teachers and facilitating a mindset shift for veteran teachers who are adapting to IM's problem-based learning approach.

- They have limited time; a PL webpage should provide information that's at the forefront, relevant, and quickly accessible.
- They want to feel connected to IM and have someone from IM available to answer their questions.
- They want the feeling they have toward IM Math ("transformative" came up several times) to be reflected in the feeling of the PL webpage.

How this feedback is being used:

If educators are going to be generous with their feedback, you can be sure that IM will make the most of it! As a direct result of their candid input, we completely revamped our [professional learning webpage](#) to make it more inviting, informative, and easier to access support. IM's Professional Learning team also recognizes that this feedback aligns with our current research-informed best practices and is incorporating insights from the listening sessions into upcoming revision processes.

Engage with IM Math

Last fall, in collaboration with the Family Engagement Lab, we had the privilege of partnering with Valley View Community School District, which graciously provided access to middle school teachers and families. Our goal was to gain deeper insights into how teachers and families engage with IM Math, as well as how they interact with each other, to ensure that students have a successful mathematical experience. We conducted four focus group sessions, each with no more than six participants. This approach allowed us to delve into meaningful discussions and create an environment that encouraged open, candid dialogue. To ensure participants felt comfortable sharing their responses, we held separate sessions for teachers and families. Additionally, to capture a diverse array of parent/guardian voices, we held evening sessions and provided an interpreter, ensuring accessibility for all participants.



What we learned from teachers:

- Real success comes when teachers are well-versed in both the teacher and student materials.
- Even though they are teaching the curriculum, many teachers don't always see the practical application of math.
- Fostering productive communication is key. There can be a disconnect between what teachers think they're sharing versus what parents say teachers are actually sharing.



What we learned from families:

- While there may be challenges in understanding the student workbooks, parents/guardians agree that math is a lot more engaging today than how it was taught when they were students.
- There was excitement about the option of receiving text-based updates about classroom lessons, and they liked the activities presented to reinforce learning at home.
- Having a positive relationship with the teacher had a profound impact on whether a student enjoyed the curriculum.
- Families wanted to see examples of how math can be used in a variety of careers.

The feedback we've gained from these informative focus groups has yielded valuable insights into how we can enhance our professional learning services, curricular materials, and products to better support teachers and families in 2025.

Brand Awareness Survey

IM conducts an independently administered brand awareness survey annually. This survey helps us evaluate how we compare with other curriculum providers and assess whether we are meeting the expectations of the math educator community.

Key Highlights from the 2024 Brand Awareness Survey

- IM is viewed as an educational leader. (Top 5 math content provider; top 4 for name recognition)
- The top two attributes associated with IM are "innovative" and "trustworthy."
- Among participants, 78 percent viewed IM's curriculum as aligned to standards.
- Our newer offerings, including IM v.360 and understanding of the IM Classroom concept, are making big strides in recognition!

The IM Research Community

Launched in 2023, the IM Research Community (IMRC) was created to address the need for a stronger connection with educators and to get direct feedback on our initiatives. The IMRC is a diverse, invitation-only community of educator thought leaders who share their valuable perspectives with us through surveys, interviews, classroom pilots, user experience (UX), and more.

In just one year, the IM Research Community has grown to over 100 members! The IMRC's contributions have had a meaningful impact on our work, enabling us to better serve educators and families. In 2024, their insights directly shaped the development of curricular products, guided the successful revamping of our professional learning webpage, and informed plans for our upcoming website redesign in 2025.





Building Community Online

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 is rooted in the belief that collective knowledge and shared experiences propel transformative learning.

Over **64,000**
social media followers!

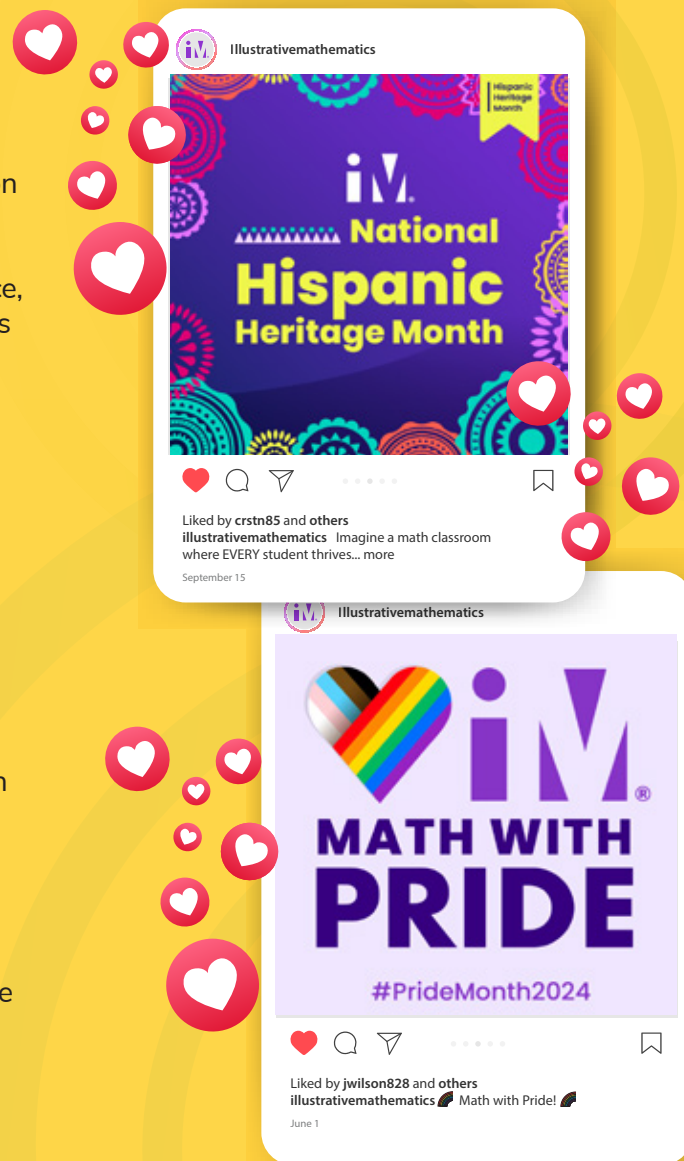
As a learning organization, we place a high value on sharing information, which we view as a collaborative process. One important way we connect with the broader IM community is through our use of social media.

To connect, educate, and celebrate, we began sharing Heritage Month content across our social media platforms in 2024. Each celebration featured information about the significance of the month and highlighted current and historical mathematicians. Celebrations included Women's History Month, Asian American & Pacific Islander Month (AAPI), Native American Heritage Month, Pride Month, and more.



We recognize that none of our success would be possible without teachers! We love celebrating educators through our Back-to-School and Teacher Appreciation posts. In 2024, we also placed a greater emphasis on sharing authentic stories and advice from real teachers. For instance, we featured social polls where teachers share insights about their experiences with IM Math, as well as testimonials from teachers discussing their professional learning experiences at our IM® MathLabs.™

Our social media presence continues to expand, connecting educators, learners, and advocates worldwide. Across all platforms, we have seen incredible growth, emphasizing Illustrative Mathematics' influential role in shaping math education narratives on a global scale. We value our IM social community and look forward to its ongoing expansion. By creating more opportunities for dialogue, celebrating diverse perspectives, and providing valuable resources, we strive to continue shaping the future of mathematics, one meaningful connection at a time.



We New York!

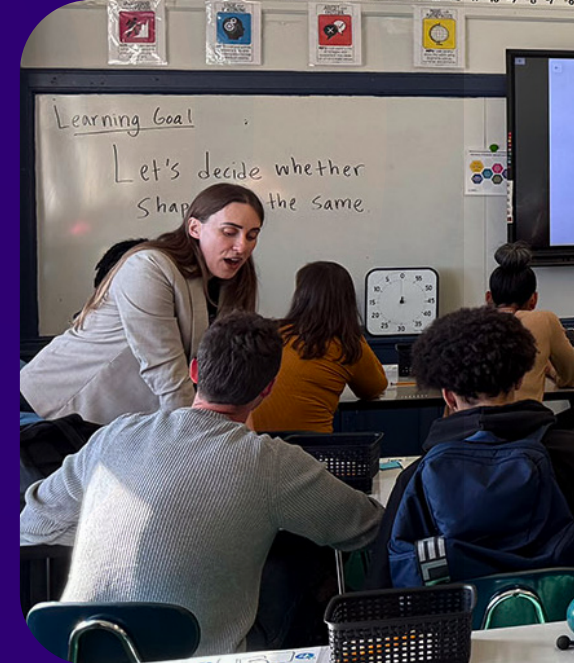
For the 2024–25 school year, New York City Department of Education announced a new math initiative called NYC Solves, selecting IM v.360 as the curriculum for a number of high schools and middle schools across New York City. Under NYC Solves, NYC Public Schools adopted IM's high-quality curricula to be taught to students under the guidance of well-trained and well-supported teachers. The goal is to “ensure that all New York City students develop math skills, a critical requirement for educational, career, and lifetime success.” IM v.360 was chosen “based on alignment with the [NYCPS Shifts in Mathematics](#), quality of mathematical tasks, strength of math language development, engagement of and accessibility for diverse learners, and alignment with [CR-SE principles](#).”



To ensure successful implementation, IM Certified facilitators (IMCFs) provided professional learning sessions to prepare teachers. In October, IM's cofounders, Bill McCallum and Kristin Umland, visited NYC Public Schools, participating in roundtable discussions with students, teachers, and a representative from the NYC Department of Education—a dynamic and inspiring experience that underscored the impact of this initiative.

The partnership between IM and NYC Solves exemplifies IM's commitment to providing comprehensive support to educators, empowering them to deliver high-quality math education and equipping students for success in school and beyond. We look forward to further visits with NYCPS!

“The partnership between IM and NYC Solves exemplifies IM's commitment to providing comprehensive support to educators.”





IM MathLab

IM MathLab is a pilot professional learning initiative designed to explore how educators can gain deeper insights through classroom observation. In this beta program, educators witness problem-based teaching and learning in action, with opportunities to:

- reflect on instruction with their colleagues and a skilled facilitator
- analyze and discuss student work from the observed class
- interview a local IM MathLab teacher and instructional coach for additional insight into the instruction
- apply what was observed during the MathLab to their own practice

For students, IM MathLab offers an opportunity to develop mathematical flexibility beyond their regular math class. They collaborate with other students to explore math in a fun, hands-on environment and practice making their brilliant mathematical ideas visible to others.

In 2024, four IM MathLabs were held in Las Cruces, NM, and Syracuse, NY. These specially selected classrooms provided a unique opportunity to observe teaching and learning in action, receiving overwhelmingly positive feedback.

"The MathLab was a huge part of my learning this week. For the first time, I was able to actually see what I was being taught presented in a real classroom. This is where so many other professional development classes fall short."



What teachers say...

"I truly think that ALL teachers should have this training and see how the math test results flourish!"



"I am more excited to use the routine in my classroom, as well as the games for the centers, and put [them] into practice to help students think about how they will solve and explain their answers without actually telling them the answer."



Reflections from MathLab

IM's Dr. Anita Crowder, senior director of impact research, and Dr. Jennifer Wilson, senior director of implementation enablement, led the IM MathLab initiative. A key priority of theirs was determining the impact of the learning experience for teachers and students. They invited teachers and students to reflect on their learning using three prompts:

- *I used to think...*
- *Now I think...*
- *Next I will...*

The teacher responses were both encouraging and uplifting. For example:

- *I used to think problem-based learning was difficult.*
- *Now I think I have a better understanding of how to create a problem-based learning environment in my classroom.*
- *Next I will attend more training on IM to further enhance my skills in problem-based teaching and learning.*

Students responses were equally inspiring. For example:

- *I used to think that math was boring and I needed to be perfect at it.*
- *Now I think that it's fine to get it wrong and keep trying.*
- *Next I will try to keep going and want to learn more math.*

These reflections highlight the transformative potential of MathLab in reshaping attitudes toward teaching and learning mathematics, reinforcing our commitment to supporting both educators and students in the IM classroom.



Anita

Q: The concept of MathLab did not originate with IM. Why did you and Jennifer decide to do MathLab with IM?

Jennifer collaborated with MC² (Mathematically Connected Communities), a New Mexico-based nonprofit focused on mathematics education, to create a MathLab for Albuquerque public school educators. After Albuquerque adopted IM Math as their curriculum, the MathLab organizers recognized that a curriculum-specific experience would provide greater value for participating educators. We agreed and were thrilled to contribute to the initiative.

Q: What was the most personally rewarding aspect of your involvement with MathLab?

The most rewarding aspects for me were (1) seeing students actually talking about math and learning from each other and (2) watching teachers' eyes light up when they realized *their* students *could* learn in an IM classroom.



Jennifer

Q: What was the most personally rewarding aspect of your involvement with MathLab?

Watching the “aha” moments unfold for teachers was pure joy—whether it was recognizing the impact of discourse routines like Think-Pair-Share or observing how MathLab teachers deliberately build community with their students. Even more rewarding was seeing teachers turning those “aha” moments into actionable commitments and next steps for their own classrooms.

Q: What's the one thing you hope teachers take away from participating in MathLab?

I hope teachers walk away believing that their students can learn math through a problem-based instructional model, and are ready to take the next step in their own classrooms to make that happen.

Q: What's the one thing you hope students take away from participating in MathLab?

I hope for students to recognize that the questions they ask and the observations they make about math are valuable contributions to our learning community.



This Is Our *Future*





Financials

Statement of Activities for the Year Ending December 31, 2023

Revenue, Support, and Gains	Net assets without donor restrictions	Net assets with donor restrictions	Total
Program service revenue	13,311,307		13,311,307
Contributions and grants	74	500,000	500,074
Investment income	153,391		153,391
Net assets released from donor restrictions	2,988,589	-2,988,589	0
Total revenue, support, and gains	16,453,361	-2,488,589	13,964,772

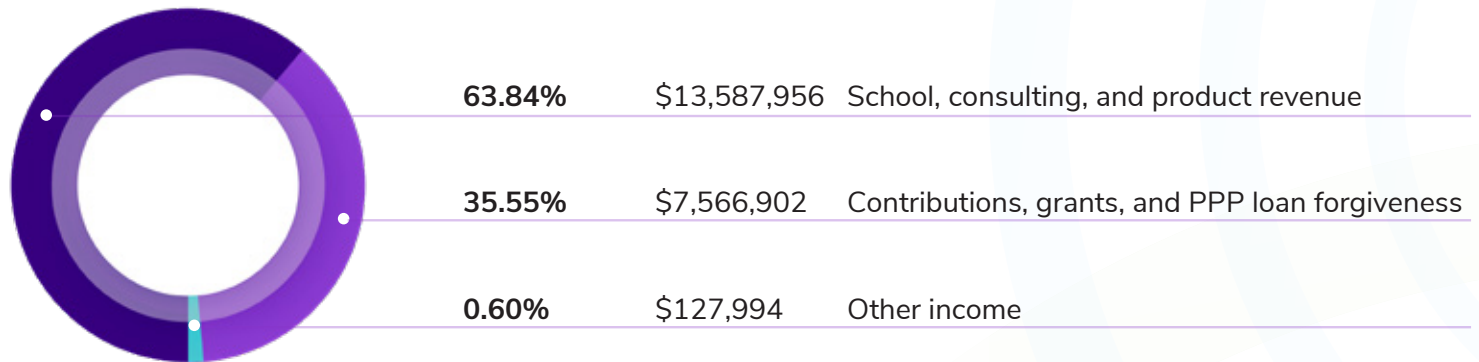
Expenses	Net assets without donor restrictions	Net assets with donor restrictions	Total
Program services	12,377,430		12,377,430
General management and administration	2,776,670		2,776,670
Fundraising	203,789		203,789
Total expenses	15,357,889	0	15,357,889

Change in net assets	1,095,472	-2,488,589	-1,393,117
Net assets, beginning of year	7,354,383	4,444,866	11,799,249
Net assets, end of year	8,449,855	1,956,277	10,406,132

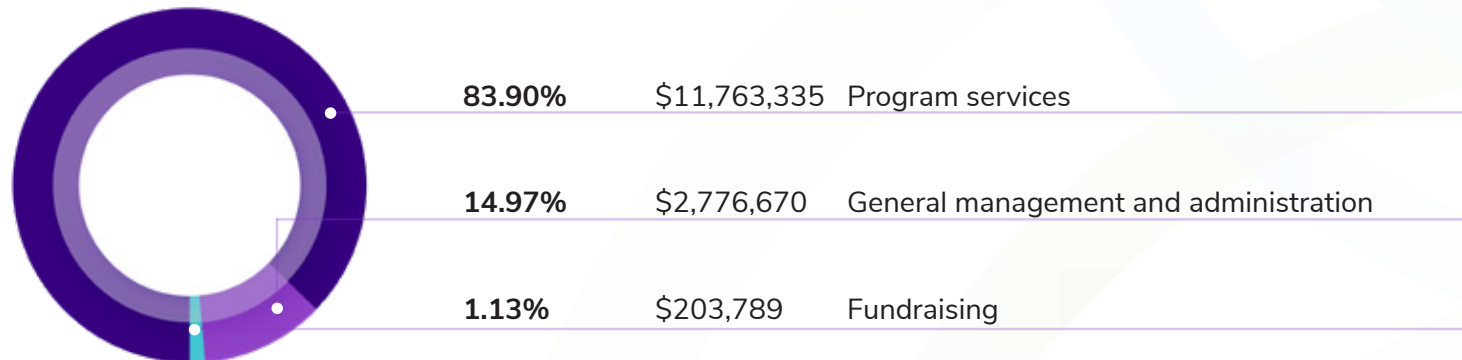
The financial reporting data for 2024 becomes available after the publication date of the 2024 annual report. Data for 2024 will be reported in the 2025 annual report. If you have questions, please contact finance@illustrativemathematics.org.

IM is dedicated to continually enhancing K–12 mathematics teaching and learning across the U.S. We are financially well-positioned to sustain our support for students' mathematical journeys. 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.

2023 revenue sources



2023 allocation of expenses



Looking Toward 2025 and Beyond

IM's Strategic Roadmap to 2030 includes five priorities:

Innovate and Enable

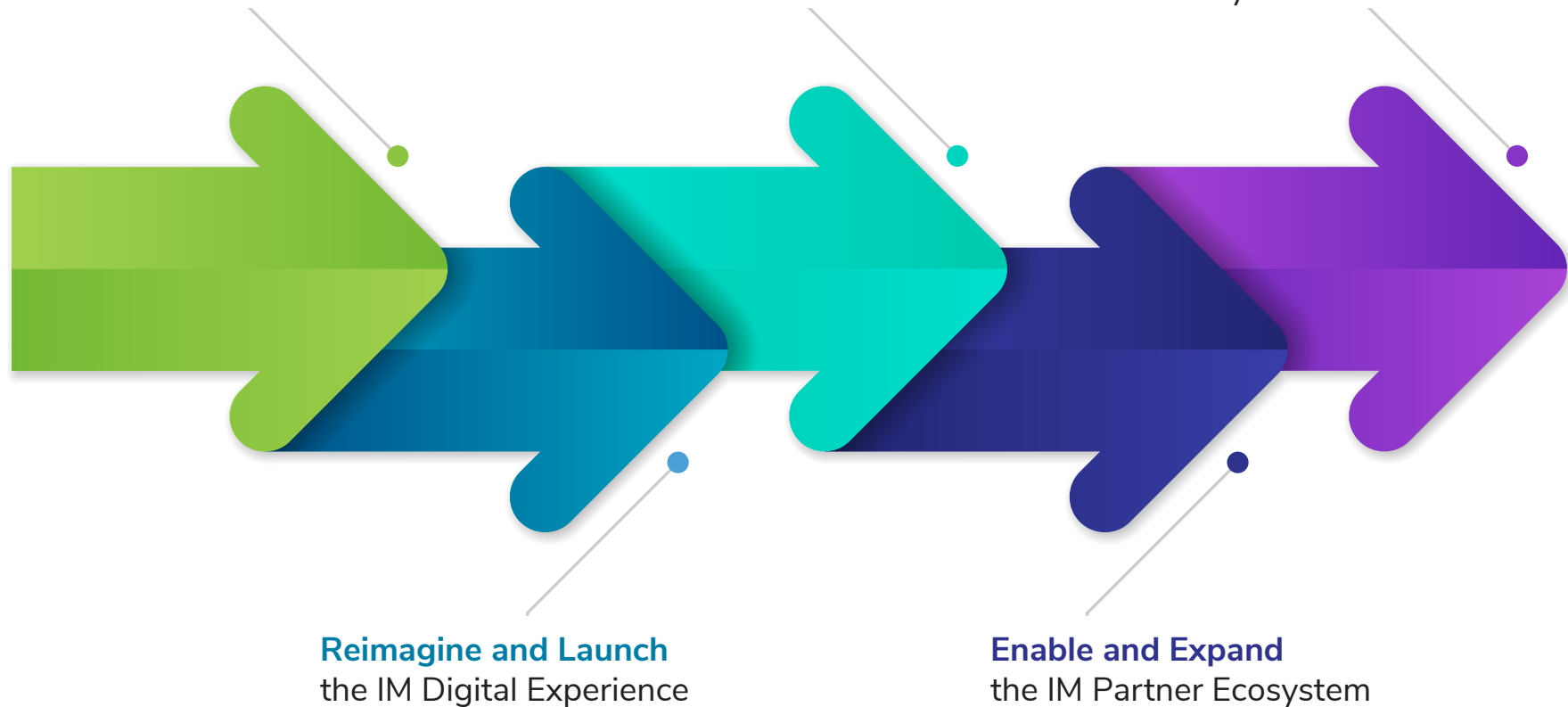
Sales of IM Products and Services

Protect and Strengthen

the IM Brand

Develop and Support

IM People, Processes, Policies,
and Systems



The purpose of this roadmap is to ensure that IM is able to reach our organizational goals.

These goals are:

Impact:

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

Scale:

25 percent of students in the U.S. are in IM Classrooms by 2030

Sustainability:

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

People and Culture:

IM has a talented and varied workforce, a supportive culture that fosters connection, and fair, transparent processes and policies

IM envisions a world where all learners know, use, and enjoy mathematics.

Our impact goal reflects our belief that students in IM Classrooms will know, use, and enjoy mathematics, and our scale goal is our pathway to ensuring that this is true for all students. Our sustainability and people and culture goals ensure that we can execute on all the steps leading to those outcomes.

In addition, our curriculum implementation support goals focus on three components: a strong IM digital experience, IM-developed products and services, and the IM partner ecosystem. Uniting these components is key to student success in mathematics.





Exciting Updates for 2025

IM v.360 High School

In 2024, IM v.360 Algebra 1 and Integrated Math 1 became available for the 2024–2025 school year. We're excited to share that the full release of the high school curriculum (Algebra 2, Geometry, Integrated Math 2, and Integrated Math 3), along with accelerated materials, is available for the 2025–2026 school year.

IM v.360 CA: Redefining California Math Education for the Next Generation

California learners and educators face unique challenges. California's updated California Mathematics Framework seeks to provide students with a curriculum that is engaging, accessible, and interdisciplinary in its learning design. After listening to valuable feedback from across the state, we've refined our curriculum to better support all students' learning experiences. In 2025, we will release IM v.360 CA, a curriculum explicitly aligned with the California Mathematics Framework, with a dedicated California-specific landing page on our websites to access the curriculum.

These efforts ensure that California educators are equipped with the tools and resources they need to foster meaningful, standards-aligned learning experiences for all students.

CA TK Curriculum

In 2024, our Product Development team began the discovery process for our California Transitional Kindergarten (TK) curriculum. They spoke and met with TK math coaches and teachers across California to get an understanding of what they are looking for in a TK curriculum before launching a pilot over three weeks during the fall. The pilot yielded valuable information, and we are eagerly anticipating the full release of the TK curriculum in the coming months. With 48 lessons designed for 144 days of instruction, the CA TK curriculum prompts students to explore the big ideas in mathematics through play-based learning.

Website Redesign

We know that one of the first introductions to Illustrative Mathematics is through visiting our websites. Through a year-long partnership with The Decision Lab, we have listened to educators' feedback about what they'd like to see on our sites and what would make their lives easier. Our newly refreshed digital presence, incorporating these insights, will be released in 2025.

"It's been great. I really enjoyed doing this pilot. I think it's fantastic that you included teachers in this, and UTK teachers and TK teachers in this. I think it's super important for our opinion to be heard."



Closing Message from Kristin



As we look ahead, I want to recognize our incredible team of employees and contractors who have helped us further our mission of providing a high-quality, coherent mathematics curriculum along with the comprehensive support needed for schools and districts to successfully implement it. In 2024, we welcomed an outstanding group of new employees, whose fresh perspectives and diverse skills fueled innovation and new approaches to supporting the IM Classroom.

One of the most incredible moments I experienced this year was at the closing of the IM retreat. Looking around the room and seeing the largest group of employees we have ever had really brought home how much we have evolved—and how many amazing people are dedicated to supporting our vision. I am deeply inspired by the IM community and grateful to be a part of it every day.

I am excited about the evolution of our IM Certified partnerships and the successful release of IM v.360 on the Kendall Hunt, Kiddom, and Imagine Learning platforms. This was truly a team effort that has benefitted schools across the country. I am also extremely thankful for our professional learning providers in Michigan (MMSLN) and Wisconsin (MIW), as well as our interim assessment partner, Cognia.

As we continue to enhance our curriculum, professional learning, and supplemental products and services, 2025 has already brought exciting new partnerships, and I look forward to cultivating additional partnerships throughout the year. Above all, I am energized, grateful, and continually inspired by the passionate and dynamic IM community that accompanies us on our quest for a world where all learners know, use, and enjoy mathematics.

How to Contact IM for More Information

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 @illustrative-mathematics

[Schedule a Call](#)

email@illustrativemathematics.org

illustrativemathematics.org

