



Building On 2025 Annual Report What Works

Building on What Works

A Message from Dr. Kristin Umland, CEO and Cofounder

At Illustrative Mathematics®, we want every student to know that they belong in mathematics.

Students are more likely to experience that sense of belonging when they have access to mathematics that is coherent, rigorous, joyful, and useful. Every student deserves opportunities to engage in real mathematical thinking by solving meaningful problems, sharing their ideas, learning from one another, and connecting those ideas to important mathematical concepts and skills with the guidance of skilled teachers.

In 2025, districts across the country continued demonstrating what's possible when strong instructional materials are paired with meaningful support for teachers. Since 2019, IM has grown from reaching hundreds of thousands of students to more than 3.3 million students nationwide through IM Certified® curricula. More than 62,000 teachers and nearly 2,500 districts now have access to IM Certified curricula, while thousands of educators continue strengthening their practice through IM Certified® Professional Learning.

That growth matters because it represents more than adoption. More teachers now have the support to bring this approach to life in their classrooms, helping more students build mathematical understanding, fluency, and confidence through grade-level learning.

Across districts, a clear pattern is emerging: Students make the strongest gains when high-quality curriculum is paired with aligned professional learning, coaching, technology, and leadership support. The examples in this report—from New York City and Los Angeles to Philadelphia, Pittsburgh, and Cecil County—highlight what teachers and students can achieve when they have the tools and resources they need.

What IM is learning from districts across the country is shaping our next chapter. Our 2025–2030 strategic roadmap focuses on deepening impact, reaching more classrooms, sustaining IM's vision, and fostering a culture that empowers our people to do their best work. At the heart of that roadmap is a more coherent approach to mathematics teaching and learning, where curriculum, professional learning, and implementation supports work together so teachers can bring rigorous, engaging mathematics to life for students.

As I reflect on this year and the road ahead, I am especially grateful to Bill McCallum, whose vision, leadership, and years of service as CEO helped build the foundation IM stands on today. Thank you to the educators, school and district leaders, IM Certified® partners, funders, board members, staff, and broader IM community who make this possible. Together, we are building on what works so more students can experience mathematics as something they can know, use, and enjoy.



Dr. Kristin Umland
CEO and Cofounder, Illustrative Mathematics

Who We Are

Illustrative Mathematics (IM) is the nonprofit organization behind IM® Math, a problem-based TK–12 curriculum grounded in research on how students learn mathematics and rooted in the belief that all students can succeed.

In IM classrooms, students engage in grade-level math every day, receiving support as needed so all can participate. They solve meaningful problems together while teachers lead discussions that connect student thinking to key mathematical ideas.

IM helps schools and districts bring this approach to life through high-quality instructional materials and curriculum-based professional learning that are designed to work together. In addition, IM Certified partners provide a variety of high-quality, aligned platforms and implementation supports, giving schools and districts flexibility to choose the resources that best meet their unique needs.

Creating a world where all learners know, use, and enjoy mathematics



How Our Values Guide the Work

IM's values shape how we work, make decisions, and stay focused on our vision. In 2025, we updated our values to clarify what they mean in practice and how they guide our work with one another, with educators, and with the broader mathematics community.

In the year ahead, teams across IM will continue exploring what it looks like to live these values in our daily work, celebrating where they are already taking hold, and identifying opportunities for growth.

Accountability

We are personally committed to showing up for each other in order to advance IM's strategy and vision.

In practice, this means:

- Owning outcomes, not just tasks
- Aligning our work to what matters most in the classroom
- Supporting one another in delivering on IM's vision

Connection

We build trust through meaningful relationships, shared purpose, and inclusive collaboration.

In practice, this means:

- Building relationships across teams and roles
- Listening to and incorporating different perspectives
- Staying connected to the classroom experience

Innovation

We embrace change, creativity, and continuous learning to meet evolving needs.

In practice, this means:

- Trying new approaches and learning from the results
- Adapting as needs change
- Looking for ways to improve, even when things are working

**Creating a world where all learners
know, use, and enjoy mathematics**



Expanding Access to Coherent Math Instruction

Since 2019, IM has grown from a curriculum used by hundreds of thousands of students to one reaching millions. That growth reflects more than increased reach. It represents a growing commitment from schools and

districts to provide students with coherent, problem-based mathematics instruction and to support teachers with materials and professional learning designed to work together.

Students with Access to IM Certified Curricula



Teachers with Access to IM Certified Curricula



Districts with Access to IM Certified Curricula



IM Certified Professional Learning Attendees



Our Impact

Evidence of Meaningful Gains in Math

Across the country, a clear pattern is emerging: Districts that pair IM Math with aligned professional learning and support for teachers are seeing higher proficiency and sustained progress in mathematics.

New York City Public Schools, District 11, New York

Math proficiency rose by nearly 25 percentage points.

From 2022 to 2025, math proficiency across grades three through eight rose from 25.8% to 50.6%. During the same period, proficiency rates nearly tripled for both students with disabilities (8.2% to 24%) and English learners (8.9% to 26%).

Los Angeles Unified School District, California

Students reached their highest math achievement levels in a decade.

Across grade levels, student performance has surpassed pre-pandemic levels since the district adopted IM Math.



The School District of Philadelphia, Pennsylvania

Students reached their highest math scores in nine years.

District leaders attribute the gains to stronger support for teachers implementing IM Math, alongside investments in coaching and tutoring.

Cecil County Public Schools, Maryland

Students outperformed comparable peers on two key assessments.

Students using IM Math scored 15 points higher on spring 2025 Acadience Math and 7.04 points higher on spring 2025 NWEA MAP Growth Math than otherwise similar peers.

Pittsburgh Public Schools, Pennsylvania

More than 40% of third graders reached proficiency or advanced levels in math.

The district nearly doubled its 2020–21 baseline and surpassed its interim goal, crediting this progress to sustained implementation, curriculum-based professional learning, and coaching.

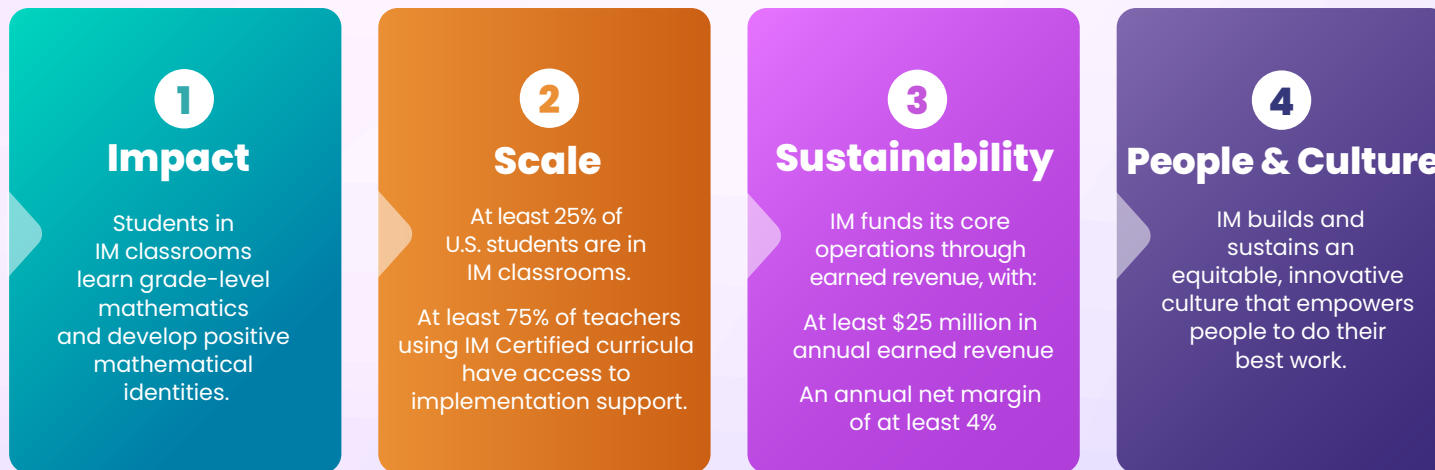
Together, these results point to what's possible when **strong materials and aligned support** come together, and what could happen if more students have access to both.

Building on What Works to Reach More Students

We've learned what it takes to drive lasting change in math education: strong materials, real support for teachers, and an organization that continues to innovate and

strengthen how it delivers both. Our long-term roadmap for 2025–2030 builds on that approach to bring high-quality mathematics to more classrooms.

By 2030, We Are Working Toward Four Goals



Five Strategic Priorities (2025–2030 Roadmap)



A young girl with long brown hair and glasses, wearing a pink jacket, is sitting at a wooden desk. She is looking down at an open textbook, pointing her right index finger at a math problem. The problem involves a grid of numbers and a question about representing a number. The background is slightly blurred, showing a classroom setting.

**Creating a world where all learners
know, use, and enjoy mathematics**

Sustaining the Work

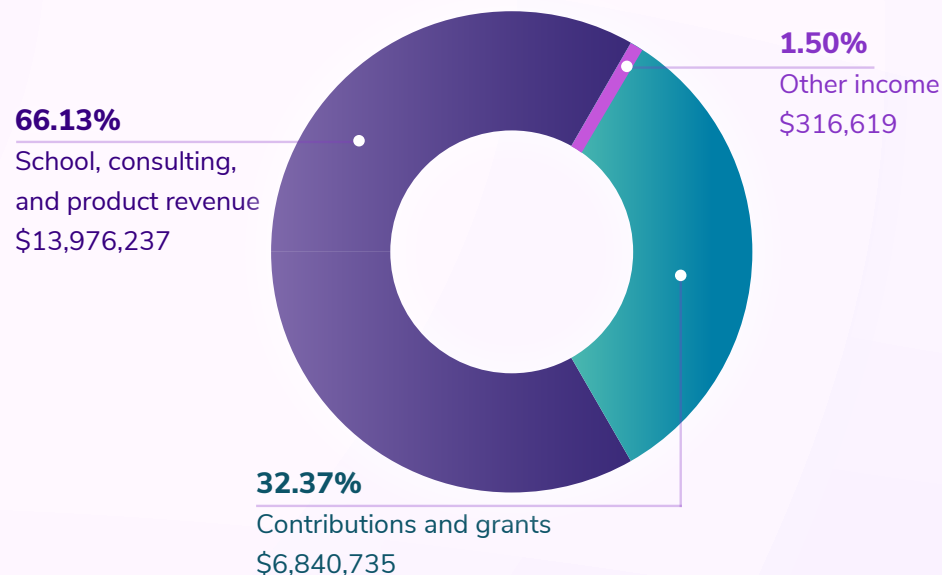
IM is committed to sustaining and expanding high-quality TK–12 mathematics teaching and learning. As a nonprofit organization, we make our curriculum freely available while building a durable financial model that supports long-term

impact. In 2025, IM continued to grow earned revenue, steward philanthropic support, and invest in the programs, people, and systems needed to support more classrooms nationwide.

Revenue, Support, and Gains	Without Donor Restrictions	With Donor Restrictions	Total 2025
Program service revenue	\$13,454,601	—	\$13,454,601
Contributions and grants	\$225,135	\$6,615,600	\$6,840,735
Investment income	\$248,919	—	\$248,919
Net assets released from donor restrictions	\$4,618,329	(\$4,618,329)	\$0
Total revenue, support, and gains	\$18,546,984	\$1,997,271	\$20,544,255
Program services	\$15,130,186	—	\$15,130,186
General management and administration	\$3,790,861	—	\$3,790,861
Fundraising	\$229,229	—	\$229,229
Total expenses	\$19,150,276	\$0	\$19,150,276
Change in net assets	(\$603,292)	\$1,997,271	\$1,393,979
Net assets, beginning of year	\$6,741,305	\$1,883,095	\$8,624,400
Net assets, end of year	\$6,138,013	\$3,880,366	\$10,018,379

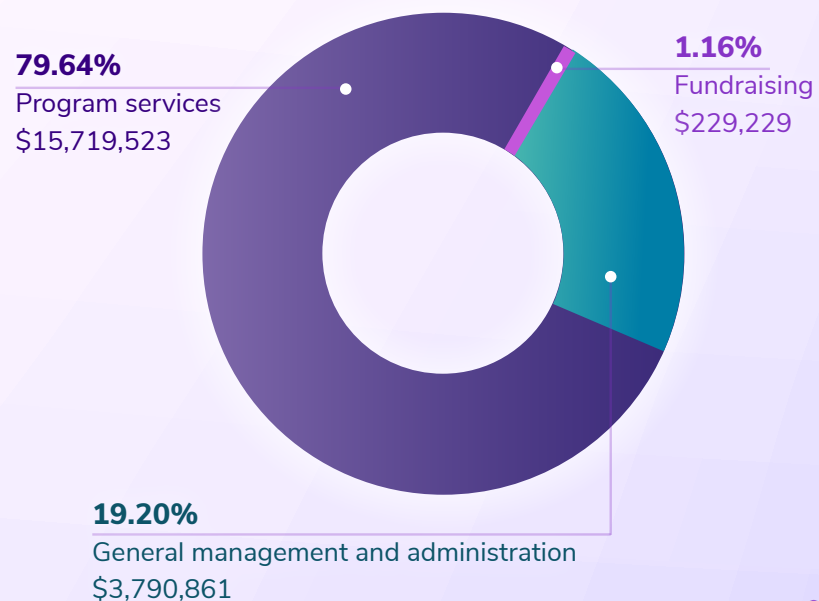
2025 Revenue Sources

In 2025, 66.13% of IM's revenue came from school, consulting, and product revenue, reflecting continued progress toward a more sustainable earned-revenue model. Philanthropic support remained essential, representing 32.37% of revenue and helping IM invest in work that advances access, quality, and long-term impact.



2025 Allocation of Expenses

IM continued to direct the large majority of expenses to program services, with nearly 80% of expenses supporting the programs and services that advance our vision. These investments help IM strengthen curriculum, professional learning, implementation support, and the systems needed to reach more educators and students.



Philanthropic Support That Expands What's Possible

IM's progress is made possible, in part, by philanthropic supporters who share our belief that every student deserves access to high-quality mathematics. Their support helps IM invest in work that the market alone will not reliably sustain, including curriculum improvement, research, innovation, implementation support, and expanded access for communities that have historically had fewer resources.

We are grateful for their support in helping more students know, use, and enjoy mathematics.

BILL & MELINDA
GATES *foundation*

