



Increased Math Proficiency in The School District of Philadelphia with Imagine Learning Illustrative Mathematics

Overview

The School District of Philadelphia in Pennsylvania is an urban school district that serves approximately 120,000 students across 250 district and alternative schools (“Fast Facts”, 2025). During the 2023–2024 academic year, the School District of Philadelphia adopted Imagine Learning Illustrative Mathematics as their math curriculum district-wide for students in Kindergarten through Algebra 2. To measure changes in math proficiency, Imagine Learning longitudinally analyzed Pennsylvania System School Assessment (PSSA) mathematics performance for students in Grades 3–8 and Pennsylvania Keystone Algebra 1 performance before and after the adoption of the curriculum.

The School District of Philadelphia, PA

Demographics	
Asian	8%
Black or African American	49%
Hispanic/Latino	25%
Multi-Racial/Other	5%
White	14%
Students with IEP	20%
English Learners (EL)	21%

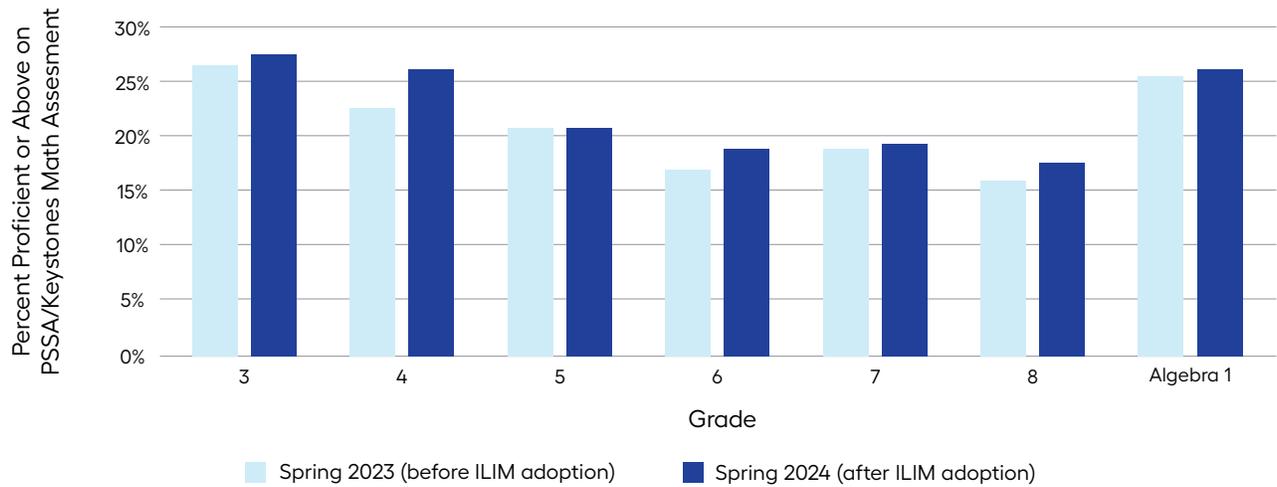
Source: The School District of Philadelphia Fast Facts (“Fast Facts”, 2025).

Results

Findings show that, after implementing Imagine Learning Illustrative Mathematics, Grade 3–8 students demonstrated positive gains in mathematics proficiency as measured by the summative PSSA and Keystone Algebra 1 assessments (Figure 1). Growth was also observed for English Language Learner students, who demonstrated gains in Grades 3–6 and 8 after the adoption of Imagine Learning Illustrative Mathematics (Figure 2). Ultimately, these trends potentially indicate a positive correlation between use of Imagine Learning Illustrative Mathematics and student mathematics proficiency.

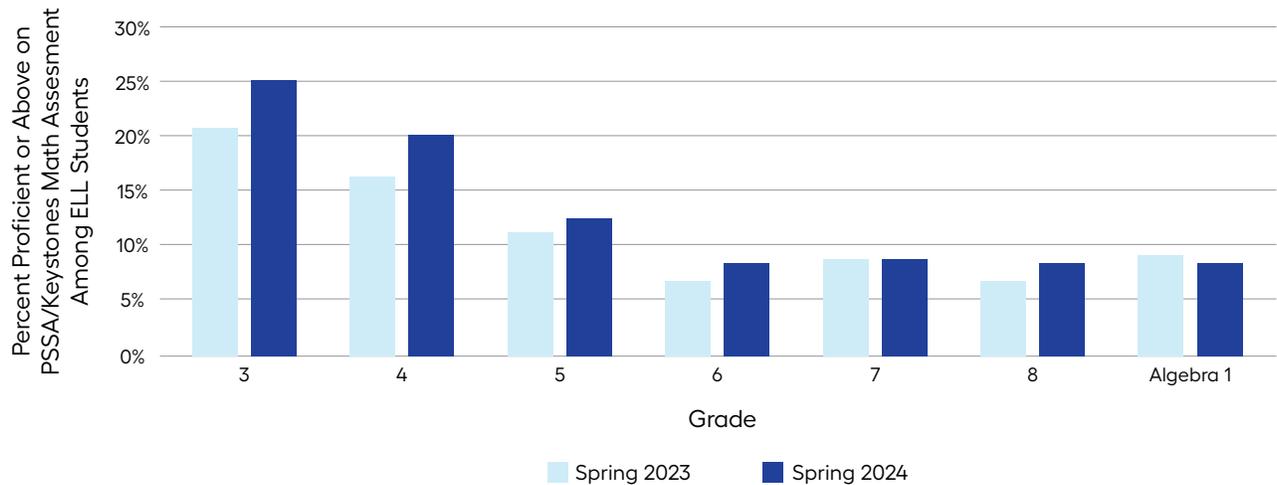
The district is enthusiastic about their continued use of Imagine Learning Illustrative Mathematics. Focus group findings of District teachers and leaders, gathered by the School District of Philadelphia's Office of Research and Evaluation, revealed “several benefits, including increased student engagement, confidence, and collaboration. Teachers appreciated the comprehensive, cohesive materials, the focus on conceptual understanding, multiple access points for students, and real-life applications. They saw this shift as a meaningful departure from traditional ‘skill and drill’ methods and valued the consistency of a unified K-12 curriculum” (*Board of Education Action Meeting Packet, 2024*). They expect growth to continue as their teachers and students become more familiar with the curriculum.

Figure 1. Percent of Grade 3 through Algebra 1 Students in the School District of Philadelphia Achieving Math Proficiency by School Year



Source: Publicly available Pennsylvania state testing data (*Assessment Reporting, 2024*). Reported results do not include students who participated in the Pennsylvania Alternate System of Assessment (PASA).

Figure 2. Percent of Grade 3 through Algebra 1 ELL Students in the School District of Philadelphia Achieving Math Proficiency by School Year



Source: Publicly available Pennsylvania state testing data (*Assessment Reporting, 2024*). Reported results do not include students who participated in the Pennsylvania Alternate System of Assessment (PASA).

References

- Assessment Reporting.* (2024). The Commonwealth of Pennsylvania. <https://www.pa.gov/en/agencies/education/data-and-reporting/assessment-reporting.html>.
- Board of Education Action Meeting Packet.* (2024, December 5). The School District of Philadelphia. <https://philasd.primegov.com/Public/CompiledDocument?meetingTemplateId=255&compileOutputType=1>.
- "Fast Facts". (2025, January 17). The School District of Philadelphia. <https://www.philasd.org/fast-facts/>.

