



# Increased Math Proficiency in The School District of Philadelphia with Imagine IM

## Overview

The School District of Philadelphia (SDP) in Pennsylvania is an urban school district that serves approximately 120,000 students across 250 district and alternative schools. During the 2023–2024 academic year, SDP adopted Imagine IM as their core 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	10%
Black or African American	43%
Hispanic/Latino	28%
Multi-Racial/Other	4%
White	15%
Students with IEP	18%
English Learners (EL)	22%

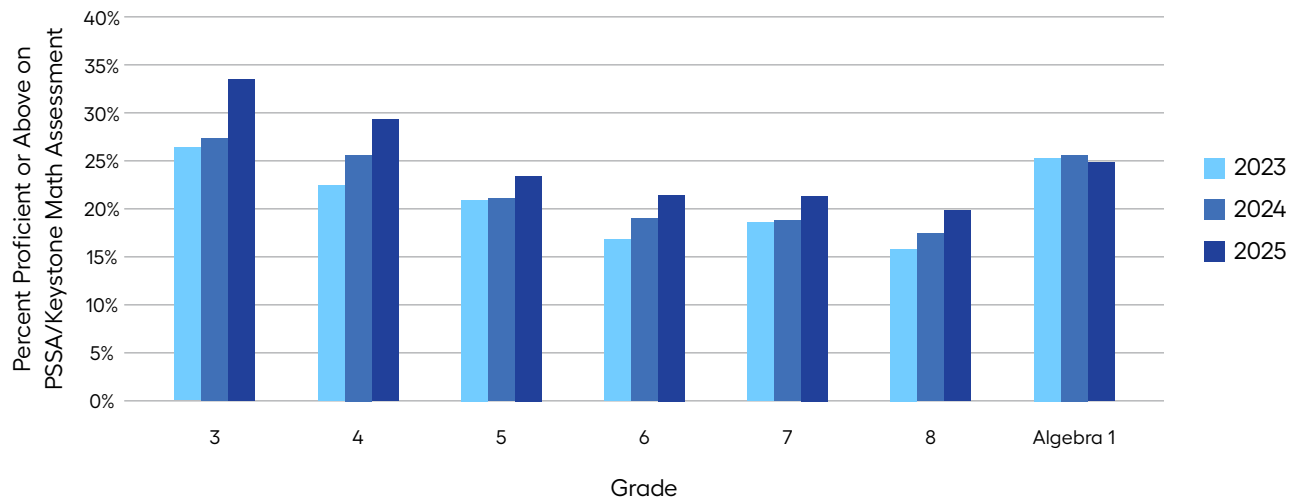
Data retrieved from the SDP Open Data website  
(<https://www.philasd.org/research/#opendata>)

## Results

Findings show that, after implementing Imagine IM, 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 all grades after the adoption of Imagine IM (Figure 2). Ultimately, these trends potentially indicate a positive correlation between use of Imagine IM and student mathematics proficiency.

The district is enthusiastic about their continued use of Imagine IM. Focus group findings of District teachers and leaders, gathered by SDPs 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”, as summarized by Reginald Streater, Philadelphia School Board President (*Board of Education Action Meeting Packet, 2024*). They expect growth to continue as their teachers and students become more familiar with the curriculum.

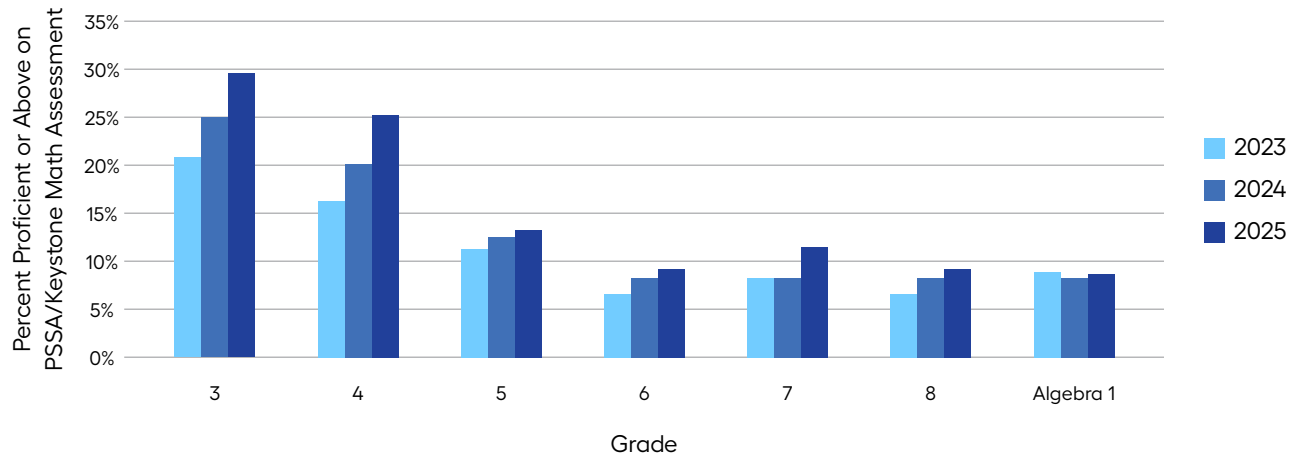
**Figure 1.** Percent of Grade 3 through Algebra 1 Students in SDP Achieving Math Proficiency by School Year



Source: Publicly available Pennsylvania state testing data (*Assessment Reporting*, 2025). Reported results do not include students who participated in the Pennsylvania Alternate System of Assessment (PASA).

Note: Imagine IM was implemented in SDP during the 2023–2024 school year.

**Figure 2.** Percent of Grade 3 through Algebra 1 ELL Students in SDP Achieving Math Proficiency by School Year



Source: Publicly available Pennsylvania state testing data (*Assessment Reporting*, 2025). Reported results do not include students who participated in the Pennsylvania Alternate System of Assessment (PASA).

Note: Imagine IM was implemented in SDP during the 2023–2024 school year.

## 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>.