

Creating the
FUTURE
EdTech Ecosystem
TOGETHER

2017 ANNUAL REPORT

Fiscal Results and Progress



IMS GLOBAL[®]
Learning Consortium
Better Learning From Better Learning Technology[®]

To IMS Global Stakeholders Worldwide,

We are pleased to present the annual report for calendar and fiscal year 2017, another year of impressive growth for the IMS educational technology innovation ecosystem.

The IMS revolution of seamlessly integrated educational applications that work together to improve educational experiences is the product of thousands of hours and millions of dollars of investment made by IMS members (www.imsglobal.org/membersandaffiliates.html), with more than 3,200 leaders representing leading suppliers, universities, school districts, and states worldwide. It is this remarkable commitment to leadership resulting in action that enables the entire educational industry that sets IMS apart.

Over 440 organizations are now collaborating via IMS Global, including 50 new member organizations that joined in 2017. The annual IMS revenues rose 17% to over \$4.7 million. The IMS conformance program surpassed 1,400 certifications since its inception in 2009 with 379 certifications in 2017 alone. Leading suppliers are using IMS standards in service to thousands of universities and school districts worldwide, with millions of integrated app launches every month. Most importantly, universities, school districts, teachers, and students have benefitted with better integrated, more innovative and effective digital products.

One of the reasons that IMS has been so revolutionary is the collaborative leadership of institutions and suppliers working together in IMS. At the voting membership level,



Rob Abel, Ed.D.,
Chief Executive Officer

IMS is split 50/50 across suppliers and institutional organizations. It is also a 50/50 split among higher education and K-12 representation. This is a powerful mix that ensures IMS is innovating by achieving a high return on investment across all stakeholders. The collaboration across the K-12, higher education and corporate education sectors in IMS is resulting in the creation of standards that enable new options for management of lifelong learning, such as our breakthrough cross-sector work on Open Badges 2.0 and Competencies and Academic Standards Exchange® (CASE®).

As we enter 2018, we are cognizant of the challenges facing our educational systems worldwide to adapt to rapidly evolving technologies and industries. The need to innovate in the delivery of education in both formal and informal settings has never been higher and will continue to grow. We are excited that the IMS community is playing a major leadership role in five key areas: adaptive digital curriculum, next generation learning environments, integrated assessment, digital micro-credentials and learning analytics. In 2018, IMS will continue to move forward on these five areas as we work to advance the open educational technology ecosystem through the efforts of our community members. We are planning some historic investments that will make it even easier for institutions and suppliers to leverage the ecosystem and to achieve even deeper levels of seamless integration.

The future of education is in your hands through the IMS collaboration. Thank you for your leadership!



Jack Suess
Chairman of the Board of Directors

IMS Global Learning Consortium

LEADING

the advancement of educational
technology and innovation for more than

20 YEARS

1997

IMS is established as a collaborative of educational institutions and edtech suppliers and work begins to develop standards to enable the adoption and impact of innovative learning technology.

2010

The launch of the Learning Tools Interoperability® (LTI®) standard revolutionized edtech by providing institutions and suppliers with a standard and secure way to connect a learning tool to an LMS or learning platform.

2013

IMS launches the Caliper Analytics® standard, the world's first comprehensive framework for collecting clickstream educational data created by the education community for the education community.

2016

The rapid adoption of IMS OneRoster® is driven by K-12 school districts wanting to leverage the standard for a secure and uniform way to provision digital applications with class rosters.

2017

IMS introduces LTI Advantage—the preferred edtech industry standard for product integration—extending the revolutionary LTI standard to enable next generation teaching and learning architecture.

Becoming one of the

LARGEST & MOST INFLUENTIAL

member-based standards consortium in the world and the only organization achieving pervasive edtech standards adoption across K-20 and corporate education



50

NET NEW MEMBER ORGANIZATIONS
ADDED IN 2017



379

PRODUCT CERTIFICATIONS
IN 2017



442

MEMBER ORGANIZATIONS (AND GROWING)



\$4,777,615

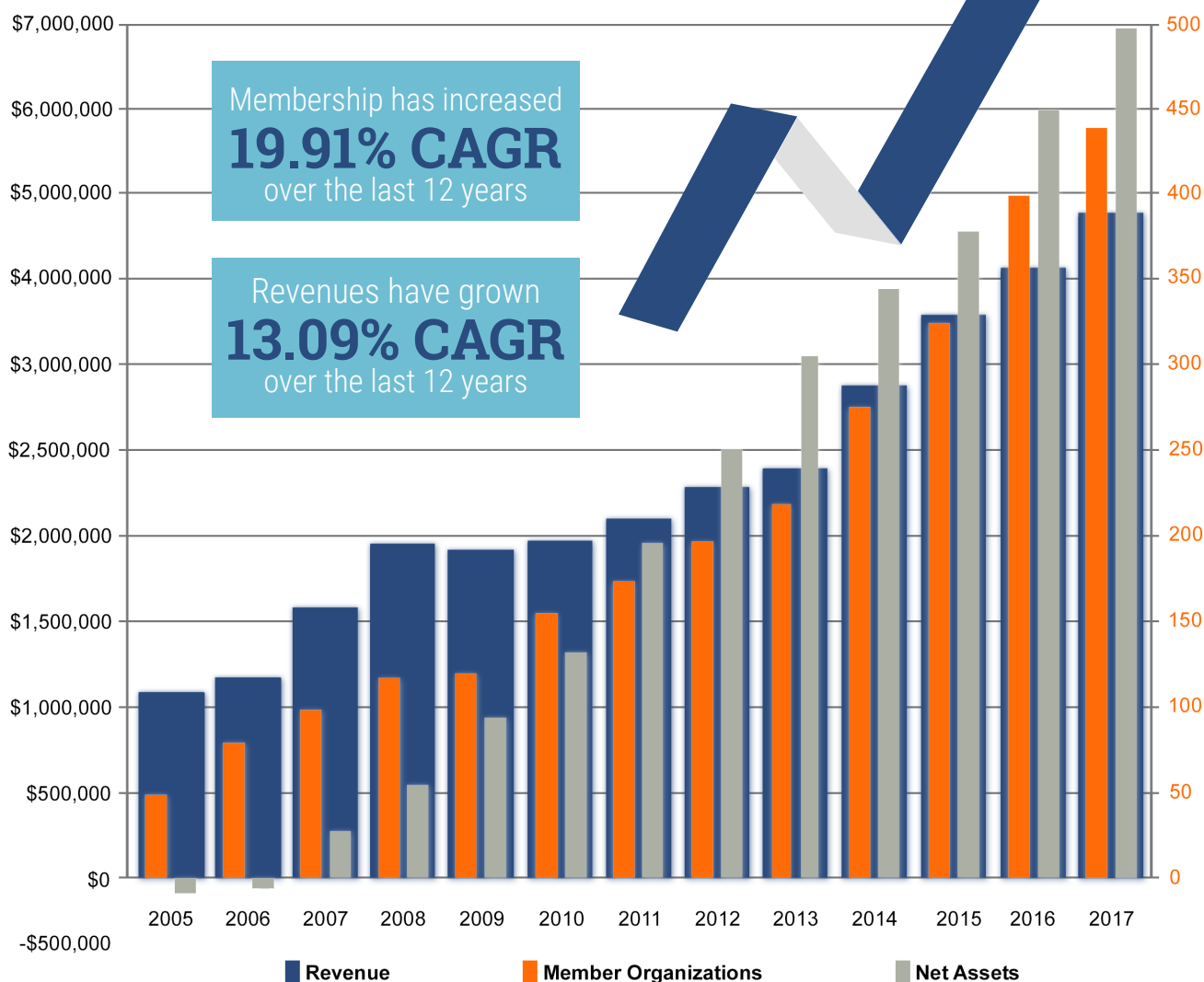
RECORD LEVELS OF REVENUE GROWTH
FOR THE 12TH YEAR IN A ROW



\$6,935,682

2017 NET ASSETS

Revenue, Membership Totals and Net Assets 2005-2017



Creating the most advanced ecosystem of innovative plug-and-play, seamless, and data-rich edtech products based on open standards via the investments and commitment of our

CONTRIBUTING MEMBERS

Higher Education

Academic Center for Computing and Media Studies, Kyoto University
American Public University System
Arizona State University
Artificial Intelligence Laboratory, University of Seoul
Bill & Melinda Gates Foundation
Brandman University
Brigham Young University
California State University, Office of the Chancellor
Capella University
Colorado State University Online
Colorado Technical University
Cyber University
EDUCAUSE
Framingham State University
Fundação Getúlio Vargas
ICT and Systems development, Umeå University
Indiana University
Jisc
Kentucky Community & Technical College System (KCTCS)
Online Education Center of OUJ
Open University
Oregon State University
Pennsylvania State University
Purdue University
Research Center for Computing and Multimedia Studies, Hosei University

Southern New Hampshire University/College for America
SURFmarket bv
Tennessee Board of Regents
UNINETT
Universitat Oberta de Catalunya
University of British Columbia
University of California San Diego
University of California System
University of Central Florida Board of Trustees
University of Florida
University of Kentucky
University of Mary Hardin - Baylor
University of Maryland University College
University of Maryland, Baltimore County
University of Michigan
University of Phoenix
University of Toronto
University of Wisconsin
University of Wisconsin Extension
University of Wisconsin System Administration
Washington State Board for Community and Technical Colleges
Western Governors University
Wichita State University Office for Workforce, Professional and Community Education

K-12 Districts

ASU Prep Digital
Baltimore County Public Schools
Broward County Public Schools
Central Massachusetts Collaborative
Chicago Public Schools
Clayton County Public Schools
Colorado Virtual Academy
District School Board of Pasco County
Edina Public Schools
Escambia County School District
Fayette County Public Schools - GA
Fayette County Public Schools - KY
FLVS - Florida Virtual School
Forsyth County Schools
Fulton County Schools
Galena Park Independent School District
Grapevine Colleyville ISD
Gwinnett County Public Schools
Harford County Public School
Henry County Schools
Houston Independent School District
Indian River School District

Katy Independent School District
Keller ISD
Laramie County School District #1
Lee County Public Schools
Loudon County Public Schools
Mastery Transcript Consortium
Neosho School District
New York City Department of Education
Orange County School District
Park Hill School District
Pittsburgh Public Schools
Polk County Public Schools
School District of Palm Beach County
School District of Philadelphia
School District of Pickens County
Seattle Public Schools
Spring Branch Independent School District
String Theory Schools
Virtual High School (VHS Inc.)
Volusia County Schools
Wisconsin eSchool Network Inc.

Government / State Educational Agency

Advanced Distributed Learning Initiative
Center for Educational Testing and Evaluation,
Kansas Assessment Program
College voor Examens
Delaware Department of Education
Georgia Department of Education
Kennisnet Foundation
KERIS
Maryland State Department of Education

Minnesota Department of Education, Division of
Research & Assessment
New Meridian Corporation (PARCC Consortium)
New Zealand Ministry of Education
Norwegian Centre for ICT in Education
Smarter Balanced Assessment Consortium, State of Washington
South Carolina Department of Education
State of Michigan Department of Education
State of Wisconsin Department of Public Instruction

Suppliers

Accelerate Learning
Accreditrust Technologies, LLC
ACT, Inc.
American Printing House for the Blind, Inc.
Blackboard, Inc.
BNED LoudCloud, LLC
BPS Bildungsportal Sachsen GmbH
Cengage Learning
Cerego
Chalk & Wire Learning Assessment Inc.
Cito
ClassLink, Inc.
Clever
Concentric Sky
Cornelsen Verlag GmbH
Credly
D2L Corporation
Data Recognition Corporation
Digital Knowledge EdTech Lab Inc.
Digitalme
edmentum (was PLATO Learning)
Educational Testing Service
Ellucian
Elsevier Inc.
eLumen
eSyncTraining
explorance
Follett Corporation
Google Inc.
Hancor communication, Inc.
Harvard Business Publishing for Educators
Houghton Mifflin Harcourt
i-Scream Edu
IBM
Infinitas Learning (incl. Noordhoff Health)
Infinite Campus, Inc.
Instructure
Intellify Learning
itslearning
Japan Electronic Publishing Association
K12
Kaltura Inc.
Kimono
Knovation, Inc.
Learning Components Research Group
Learning Machine

Learning Objects, Inc.
LearningMate Solutions
LearnPlatform
Lumen Learning
McGraw-Hill Education
Measured Progress
Microsoft
Moodle
Motivis Learning
Mozilla Foundation
National Student Clearinghouse
Nelson Education Ltd.
NetLearning Holdings, Inc.
Northwest Evaluation Association
Open Assessment Technologies S.A.
Oracle Corporation
Origami 3 Inc.
Otus
Parchment
Pearson Education
Performance Matters
Placid Consulting
Portfolium, Inc.
Public Consulting Group
Questar Assessment, Inc.
Renaissance Learning
SAFARI Montage
Sakai/Tsugi
Santillana
ScholarChip Card LLC
Schoology
SMART Technologies
Trifork Learning Solutions B.V.
Trinity Education Group
TurnItIn
Uchida Yoko Co., Ltd., Uchidayoko Institute for Education Research
Unicon, Inc.
Unizin Ltd.
VitalSource / Ingram
Wiley
Workday
World-Class Instructional Design and Assessment WIDA
Zia Learning

**View the full list of more than
440 IMS Global members at
www.imsglobal.org/membersandaffiliates.html**



440 MEMBERS—

Growing to over suppliers, higher education institutions, K-12 school districts, states, and government organizations—who are the world leaders in educational technology



IMS Around the Globe

IMS Europe co-hosted two conferences to broaden market awareness and participation. The IMS Europe conference was co-hosted with support from ACT, Blackboard, Instructure, PebblePad, and VitalSource to focus on key European market applications that need to be addressed by IMS standards and help shape future IMS Europe initiatives and leadership. The Open Badges Summit was co-hosted with Digitalme to share progress and discuss the climate that makes Open Badges work.

IMS Japan Society experienced continued growth and initiated exploration of using IMS OneRoster® for a national K-12 technology initiative, representing a major leap forward in the region to align IMS standards with priorities for the region.

IMS Korea

IMS Korea under the leadership of KERIS (Korea Education and Research Information Service) provides regional leadership for the development and adoption of IMS standards and is the formal liaison with the IMS Global community. IMS Korea is actively involved in many IMS technical areas including AccessForAll, Caliper Analytics, Common Cartridge, EPUB for Education, LTI, and QTI.

COLLABORATION

Members in **22**
different countries



149 HED &
K-12 institutions

277 edtech suppliers



16 government/state
education agencies

South America 1%

EMEA 10%

Canada 3%

Asia-Pacific 7%

U.S.A. 79%

IMS Members by Region

"IMS has provided unprecedented innovative leadership to our industry, enabling vendors and institutions to work collaboratively on common educational technology solutions that have significantly moved K-20 education forward. As a key technology solutions enabler, IMS's continued groundbreaking work will ultimately complete the promise of digital teaching and learning with the end goal of student success in digital domains."

Lou Pugliese | *Senior Innovation Fellow, Arizona State University*



Focusing on a complete set of foundational INITIATIVES

that enable educational institutions to fully leverage the benefits of digital technology now and in the future



DIGITAL MICRO- CREDENTIALS

Digital credentials are reshaping the way we think about education and professional development by enabling lifelong learner-control of their evidence-based skills and achievements and supporting the transition to standards-based and competency-based learning.

- Competencies and Academic Standards Exchange® (CASE)®
- Comprehensive Learner Record
- Open Badges



LEARNING DATA & ANALYTICS

Clickstream learning data from all digital resources—available in real-time and viewable using any dashboard—can help inform student success strategies, institutional academic decisions, instructional design, and provides a common data format for research on student learning.

- OneRoster®
- Learning Information Services
- Caliper Analytics®
- Privacy and Security



INTEGRATED ASSESSMENT

Digital assessment is made easier if there is a common format for exchanging test questions, structures, and scores, and presenting test content to students in a way that meets their personal needs and preferences while providing institutions with the ability to analyze results.

- Accessible Portable Item Protocol® (APIP®)
- Computer Adaptive Testing
- Proctoring Service
- Question and Test Interoperability® (QTI®)



LEARNING PLATFORMS, APPS & TOOLS

Scalable, seamless, and secure integration of all digital content, learning tools, and assessment products into an institution's digital learning environment is the most effective way to support next generation teaching and learning.

- Educational App Vetting
- Learning Tools Interoperability® (LTI®)
- LTI Advantage
- LTI Resource Search



ADAPTIVE DIGITAL CURRICULUM

Packaging learning content from different sources and streamlining the management of digital resources saves valuable instruction time and provides greater choice and flexibility that leads to better learning experiences.

- AccessForAll®
- Common Cartridge®
- EPUB for Education
- OpenVideo
- Thin Common Cartridge

Integrated Digital Credentials, Badges and Competency-based Education



Digital Credentials Spotlight

Brigham Young University's McKay School of Education provides Open Badges related to educational technology skills and pedagogies for pre-service and in-service K-12 teachers. These badges are endorsed by AECT and aligned to the new ISTE K-12 standards. Although the primary audience is K-12 teachers and teachers-in-training, other university students are also welcome to earn the badges. BYU is expanding their badges to include instructional design competencies such as design thinking, project management, creativity, and professional communication. These instructional design badges will be targeted to graduate students or professionals in the field. In addition, they have recently begun to use badging within the university library to recognize technical skills among the student support and training staff.



"Organizations are rapidly embracing a culture of recognition and using digital credentials to officially acknowledge achievements and skills. Credentials that are portable, verifiable and data-rich provide significant benefits to all stakeholders—and all of these advantages are best realized with the help of open standards.

Credly is pleased to be working closely with IMS Global to continue to help develop and implement the standards that bring competency-based recognition to scale."

Jonathan Finkelstein | CEO, Credly

There are an estimated
20+ MILLION
OPEN BADGES
issued in the world today

OPEN BADGES 2.0
requires capabilities that ensure
LEARNER-CONTROL
of credentials and demonstrate
rigor of achievement

NINE of the
TOP BADGING
PLATFORM
COMPANIES
in the world are IMS certified
for OPEN BADGES 2.0

Digital Credentials Executive Board

Informs and supports the technical work by the IMS Global community for the Open Badges standard

ADL
Brandman University
Brigham Young University
Capella University
Collective Shift/LRNG
Concentric Sky
Credly
D2L
Digitalme

IBM
Indiana University
Learning Objects
Madison Area Technical College
Microsoft
Mozilla
National Student Clearinghouse
Open University (UK)

Parchment
Pearson Acclaim
Portfolio
Purdue University
SurfNet
University of Maryland University College
University of Michigan
University of Wisconsin Extension



Real-time Learning Data and Analytics

32% increase in CALIPER ANALYTICS

in 2017 by major LMS and learning tool suppliers to generate and deliver learning event data

Caliper is the authoritative learning analytics standard for education adopted by leading institutions to analyze and measure the effectiveness of learning activities to **SUPPORT STUDENT SUCCESS**

OneRoster v1.1 was released in 2017 to make it easier to get “data back” from curriculum products and synchronize that data with the learning platform or student system

Learning Data & Analytics Spotlight

The University of Kentucky’s analytics program is a central pillar of their student success endeavors. They recognize the need for timely, high-quality data collected across multiple systems. Using Caliper the University of Kentucky is simplifying their learning data collection as their digital ecosystem continues to grow. By pulling the data from 22 different systems into a standard format it can be analyzed and used to drive real-time personalized and targeted messaging—from advisers, faculty, student success administrators, and program coordinators to students—for advising or intervention needed to support academic success.

Caliper Analytics Product Steering Committee

Provides leadership to design and implement coordinated activities to infuse market inputs and feedback into the growing portfolio of Caliper Analytics metric profiles and capabilities

D2L
eXplorance
IBM
Instructure
Intellify Learning

Kaltura
Learning Objects
UC Berkeley
University of Michigan
Unizin



“Using Caliper to stage and study institutional learning data can help influence student academic success and learning behavior, assist support staff with the planning of individual or group academic interventions, inform pedagogies and curriculum offerings. It can also effectively address recruitment, retention, marketing, and institutional effectiveness.”

John Fritz
Associate VP Instructional Technology, University of Maryland, Baltimore County (UMBC)

Integrated and Actionable E-Assessment



E-Assessment Spotlight

The Maryland State Department of Education has administered QTI and APIP supported online assessments for the past three years, achieving a 98% online assessment participation rate in 2018. These standards have helped make the state's transition to online testing a reality. Accessibility features, such as text-to-speech, magnification, and color contrast, to name a few, support the state's commitment to Universal Design and help make online assessments valid and reliable measures of student learning. With QTI and APIP, traditionally underserved populations, such as deaf and blind students, can test online for the first time, ensuring that the state of Maryland remains in compliance with sections 504 and 508 of the Rehabilitation Act.



"We're responsible for guidance and leadership across the department of education in advising offices on best practices in assessment and that includes innovations and technology and supporting the kind of assessment programs that not only are mandated by the state but also tools and services that we're providing to New York City schools to support teaching and learning. Being a member of IMS allows us to shape the development of assessment standards."

G. Anthony Benners, Ph.D.
Senior Director of Assessment Design and Senior Psychometrician, New York City Department of Education

The move to
**DIGITAL
ASSESSMENT**
has largely eliminated
the need for paper tests

QTI and APIP
CERTIFICATIONS DOUBLED
in 2017 as U.S. state departments of
education, government ministries of learning
across the globe, and leading suppliers are seeing
the benefits of massive scale adoption
to revolutionize e-assessment

QTI is now aligned with the
**LATEST WEB &
ACCESSIBILITY
STANDARDS,**
providing end-to-end accessible
assessment solutions from
authoring to delivery

Executive Board on Assessment

Provides business guidance, drives assessment enhancements and usability, and promotes QTI as the de-facto standard for e-assessment interoperability

ACT
BPS
Cito
CvTE
ETS
FLVS
Gwinnett County Public Schools
Houston ISD

Instructure (Canvas)
Measured Progress
McGraw-Hill Education
Maryland State Department of Education
Minnesota Department of Education
NWEA
NYC Department of Education
Open Assessment Technologies

Pacific Metrics
PARCC
Pearson
Performance Matters
Questar
Smarter Balanced
WIDA



Institution and Sector Wide Plug & Play Ecosystem of Learning Platforms, Apps and Tools

LTI in 2017

- implemented and certified in over 70 learning platforms and hundreds of learning apps and tools
- 91 unique products certified in 2017 alone

LTI Advantage the preferred industry standard for learning product integration and the foundation to enable a connected digital ecosystem that supports better teaching and learning experiences

LTI Resource Search

an emerging standard that provides a consistent way to search one or many repositories and receive combined results for content

LTI Spotlight

VitalSource leverages many IMS Global standards; their largest adoption by far is Learning Tools Interoperability (LTI), which provides the foundation for a seamless single sign-on and content provisioning experience for users launching from an LMS to learning tools such as Bookshelf®. New VitalSource LTI integrations can usually be set up in a matter of minutes. Gone are the days of endless back-and-forth with LMS admins and software developers hashing out custom integrations! VitalSource supports over 1,000 LTI integrations with nearly 56 million LTI launches in the last year alone. LTI integrations save time, effort, and headache, and allow schools, educators, and technology partners to focus on what is really important—teaching and learning.

LTI Product Steering Committee

Provides leadership to design and implement coordinated activities to infuse market inputs and feedback into the growing portfolio of LTI-enabled data exchange services

Blackboard	Instructure
Cengage	Lumen Learning
D2L	McGraw Hill Education
Elsevier	Pearson
Houghton Mifflin Harcourt	VitalSource



"LTI Advantage allows Penn State to fully integrate technology-based learning tools within our Learning Management System. LTI Advantage provides faculty and students with seamless access to digital content and technology tools. Additionally, it provides an additional layer of data security, protecting student data across our learning tools ecosystem. IMS Global Learning Consortium standards are yet another opportunity to utilize agile technology to enhance learning in timely, secure and cost-effective ways."

Jennifer Sparrow, Ed.D. | *Senior Director of Teaching and Learning with Technology, Penn State University*

Integrated and Effective Digital Curriculum



Digital Curriculum Spotlight

Katy Independent School District is dedicated to offering the most current and relevant resources to students while they are learning at school as well as at home. Giving students a variety of age-appropriate learning objects such as, but not limited to, video, animations, simulations, audio files, timelines, and interactive text, provides each student with the best learning experience based on their instructional pathway. Students can log in to the district portal, MyKaty, to access all district digital learning assets. Using IMS OneRoster, LTI, Common Cartridge, and Thin Common Cartridge standards, the district has been able to aggregate all the disparate resources into one central hub for teachers and students to access.

OneRoster Product Steering Committee

Provides leadership to design and implement coordinated activities to infuse market inputs and feedback into the growing portfolio of OneRoster data exchange services

ClassLink
Infinite Campus
itslearning
Kimono
McGraw-Hill Education

Microsoft
Pearson
Performance Matters
Schoology
Unicon

A **DIGITAL ON DAY ONE** strategy requires **OneRoster certification**, which **increased more than 50%** to 38 unique SIS, LMS, and digital curriculum products that offer digital enrollment and grade reporting

COMMON CARTRIDGE & THIN COMMON CARTRIDGE enable easy access to today's digital content delivered through hundreds of IMS certified cartridges containing **millions of discrete learning objects**

IMS members are leading the way in research and development for

ADAPTIVE & PERSONALIZED LEARNING SOLUTIONS

"Chicago Public Schools is currently constructing a digital learning ecosystem to provide greater access to high quality curricular options and support personalized and blended learning. This system will leverage a comprehensive, culturally-relevant digital curriculum to engage students in rich and rewarding learning experiences. IMS Global interoperability standards are a critical lever in transitioning our vision to a fully operational system."

LaTanya D. McDade | *Chief Education Officer, Chicago Public Schools*



Facilitating groundbreaking **COOPERATION** among post-secondary and K-12 educational leaders to set priorities for solving critical IT, curriculum, and instructional technology challenges—now, and in the future

HED Institutional Leadership Board

Michael Berman, Deputy CIO & Chief Innovation Officer, California State University, Office of the Chancellor

Thomas Cavanagh, Ph.D., Vice Provost for Digital Learning, University of Central Florida

Paul Czarapata, Ed.D., Vice President and Chief Information Officer for the Kentucky Community & Technical College System

Andrea Deau, Information Technology Director, University of Wisconsin Extension

Sean DeMonner, Executive Director, ITS Teaching & Learning, University of Michigan

Elias Eldayrie, Vice President and Chief Information Officer, University of Florida

Jason Fish, Director of Teaching and Learning Technologies, Purdue University

Stephen Gance, Policy Associate - eLearning & Open Education, Washington State Board for Community & Technical Colleges

David Goodrum, Ed.D., Director of Academic Technology, Information Services, Oregon State University

Matthew Gunkel, Director of Teaching and Learning Technology, Indiana University

Avi Hyman, Ed.D., Director of Academic & Collaborative Technologies, University of Toronto

Dale Johnson, Adaptive Program Manager, Arizona State University

Dave Johnson, Director of Research & Analytics, Colorado State University Online

Linda Jorn, Associate Vice Provost of Learning Technologies and Division of IT Director of Academic Technology, University of Wisconsin

Vince Kellen, Ph.D., Chief Information Officer, University of California, San Diego

Judy Komar, Vice President of Educational Technology, Colorado Technical University

Mary-Ellen Kreher, Director, Course Design and Development, Innovative Learning Technology Initiative, University of California Office of the President

Patrick Laughran, Associate Vice President for Technology and Chief Information Officer, Framingham State University

Renee Pfeifer-Luckett, Director, Learning Technology Development, University of Wisconsin System Administration

John Rome, Deputy Chief Information Officer, Arizona State University

Marianne Schroeder, Senior Associate Director, Teaching & Learning Technologies, The University of British Columbia

Gregory A. Sedrick, Ph.D., P.E., Associate Vice Chancellor, Academic Affairs & TN eCampus, Tennessee Board of Regents

Peter Soderquist, Sr. Manager, Academic & Instructional Technology, University of Phoenix

Jennifer Sparrow, Senior Director for Teaching and Learning Technology, Penn State University

Jenn Stringer, Chief Academic Technology Officer & Assistant Vice Chancellor for Teaching and Learning, UC Berkeley

Jack Suess, Vice President of Information Technology and Chief Information Officer (CIO), University of Maryland, Baltimore County (UMBC) and Chairman of the Board of Directors, IMS Global Learning Consortium

Nick White, Director of Competency Based Learning Solution, Capella University



"My job is easier because of the IMS Global community and organization. It wasn't all that long ago that some vendors would give a quizzical response of "what's that?" when asked about the LTI standard. Those days are gone and better awareness for IMS standards takes the discussion quickly to a deeper level. This is all possible because of the nurturing of standards by IMS Global members. There is still much work to do but the foundation is there and the momentum is building. And not a moment too soon! Oregon State and the Unizin consortium continue to emphasize the importance of open standards to higher education's progress in developing the next general ecosystem for teaching and learning."

Dr. David Goodrum
*Director of Academic Technology
Oregon State University*



"IMS Global is probably the best kept secret in educational technology today, and one of my goals as an educational leader is to help them become the norm for digital unification! Their efforts to unify the flow of data of all types between the vast programs out there and set standards for all educational digital tools is a daunting task but is absolutely necessary for the primary reason that it's what is best for our students. Neosho School District is absolutely committed to adopting all IMS standards and getting the word out!"

Scott Harris

Director of Technology, Neosho School District

K-12 Institutional Leadership Board

Cheryl Alcaya, Minnesota Department of Education, Division of Research & Assessment
Dwayne Alton, Director of Infrastructure Services, School District of Lee County, FL
Deepak Agarwal, Chief Information Officer, School District of Palm Beach County, FL
Tina Barrios, Ph.D., Asst. Superintendent of Information Systems and Technology, School Board of Polk County, FL
Emily Bell, Director of Enterprise Applications, Fulton County Schools, GA
G. Anthony Benners, Ph.D., Sr. Dir. of Assessment Design and Senior Psychometrician, NY City Dept. of Education
Kyle Berger, Chief Technology Officer, Grapevine-Colleyville ISD, TX
Brian Bissell, Board Chair, Colorado Virtual Academy
Brian Blanton, Ph.D., Asst. Superintendent for Technology Services, Henry County Schools, CA
Leo Brehm, Learning Evolution Officer, Central Mass Collaborative, MA
Lloyd Brown, Executive Director of Information Technology, Baltimore County Public Schools
Billy Buchanan, Director of Data, Research & Accountability, Fayette County Public Schools, KY
Steve Buettner, Director of Media and Technology, Edina Public Schools, MN
Michael Cicchetti, Director of Technology Services & Innovation, Volusia County Schools, FL
Dale Cornelius, Program Manager, Online Testing, Maryland State Department of Education
Jason Corosanite, Co-founder and Chief Innovation Officer, String Theory Schools, PA
Maurice Draggan, Director of the Instructional Management System, Orange County Public Schools, FL
Mike Evans, Chief Technology and Information Officer, Forsyth County Schools, GA
Jim Farmer, Chief Technology and Information Officer, Fayette County Public Schools, GA
Mike Flanagan, Chief Product Officer, Mastery Transcript Consortium
Joe Griffin, Chief Technology Officer, Keller ISD, TX
Scott Gutowski, Chief Information and Technology Officer, Pittsburgh Public Schools, PA
Erik Hanson, Dean of Digital Learning, Wisconsin eSchool Network
Scott Harris, Director of Technology, Neosho School District, MO
D. Patches Hill, Director & CIO, Delaware Department of Education
Tony Hunter, Chief Information Officer, Broward County Schools, FL
Tom Ingram, Director Information Technology, Escambia County Schools, FL
Tricia Kennedy, Director of eCLASS Transformation, Gwinnett County Public Schools, GA
Kurt Kiefer, Asst. State Superintendent for the Div. of Libraries and Technology, WI Department of Public Instruction
Gordon Knopp, Director of Technology (CIO), Laramie County School District, WY
John Krull, Chief Information Officer, Seattle Public Schools
Raymundo Lopez, Manager of Applications, Spring Branch ISD, TX
Darlene Lovinggood, Executive Director of Technology, Galena Park ISD, TX
LaTanya McDade, Chief Officer for Teaching and Learning, Chicago Public Schools, IL
Andrew Moore, Director of Technology, Harford County Schools, MD
Barbara Nesbitt, Ph.D., Executive Director of Technology, Pickens County School District, SC
Wendy Oliver, Senior Learning Architect Officer, ASU Prep Digital, AZ
Keith Osburn, Associate Superintendent, Georgia Department of Education - Georgia Virtual School
Daniel Ralyea, Director of Research & Data Analysis, South Carolina Department of Education
Darlene Rankin, Instructional Technology Director, Katy ISD, TX
Charles Ruggiero, Technology Systems Manager, Indian River School District, DE
Kristy Sailors, Ph.D., Director of Education Technology, Houston ISD, TX
Vince Scheivert, Asst. Superintendent of Digital Innovation, Loudon County Public Schools, VA
Pietro Semifero, Online Assessment Manager, Michigan Department of Education
John Simon, Director of Technology and Information Services, Pasco County Schools, FL
Rod Smith, Chief Technology Officer, Clayton County Public Schools, GA
Derrick Unruh, Director of Technology, Park Hill School District, MO
Storie Walsh, Vice President of Technology, The Virtual High School, MA
Robert Westall, Deputy Chief Information Officer, School District of Philadelphia, PA
Jennifer Whiting, Chief Technology Innovation Officer, Florida Virtual School (FLVS)

Promoting academic transformation with institutional

CENTERS OF EXCELLENCE

that feature leadership and collaboration across IT, instruction, curriculum and library

HED Transformative Ecosystem Program

Under the leadership of the HED Institutional Leadership Board, IMS members developed the HED Transformative Ecosystem Program, a strategy using IMS standards to help institutions evolve their learning ecosystem to feature the latest innovations in learning environments, adaptive learning tools, learning analytics, and digital micro-credentials. The HED Transformative Ecosystem Program begins with a commitment to procure IMS Conformance Certified products, beginning with LTI and LTI Advantage to provide a secure, plug-and-play foundation as the essential gateway to more transformative learning models leveraging Caliper Analytics and digital credentials.

To support the HED Transformative Ecosystem Program, member institutions developed a *Statement of Intent to Adopt IMS Global Consortium Standards in a Timely Manner* (www.imsglobal.org/statement), a document intended to be used as part of the procurement process to set expectations for suppliers to adopt and maintain certification for the most current version of IMS standards.

Innovation Leadership Networks

At the intersection of technology standards and shaping the next generation of learning are the Innovation Leadership Networks (ILNs)—IMS institutional members who are powerful advocates for IMS certified standards. These members collaborate on developing resources, articulating best practices, and documenting case studies that are published in the Higher Education and K-12 Playbooks.

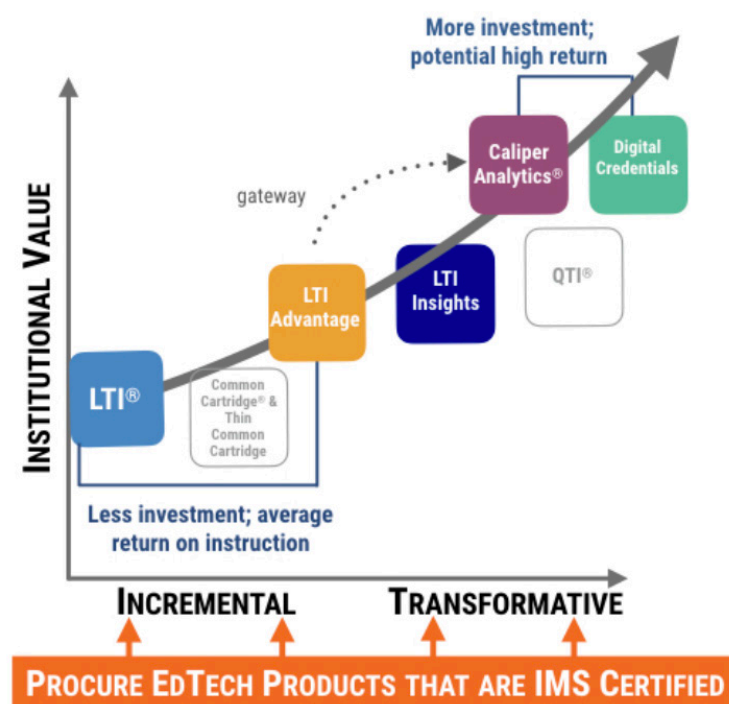


FIGURE 1. HED ECOSYSTEM EVOLUTION USING IMS GLOBAL STANDARDS

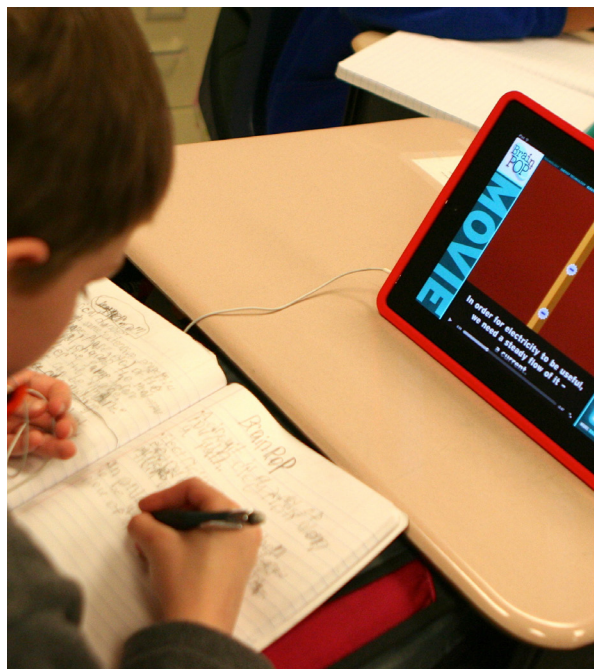
The HED Innovation Leadership Networks are focused on accelerating adoption of the HED Transformative Ecosystem Program.

Accessibility
Adaptive Learning
Digital Credentials
Learning Data and Analytics
LTI Advantage and Learning Tools

K-12 Digital Learning Revolution Program

The development of the K-12 Digital Learning Revolution Program (www.imsglobal.org/k12-revolution) under the guidance and leadership of IMS member school districts explains the recommended sequence of IMS standards adoption to help districts of all sizes achieve their plug-and-play edtech ecosystems. This four-tiered program starts with the commitment to purchasing IMS certified products (imscert.org) then evolves as a district advances its IT infrastructure and instructional practices to support more revolutionary approaches to teaching and learning. Each tier is customized to meet the needs of the district or institution.

Over 60 IMS Global member districts and state departments of education (and growing)—including 40% of the largest 25 school districts and 23% of the top 100 districts in the US—are leading efforts to enable an open digital ecosystem to support personalized learning for more than 10 million students in K-12.



The K-12 Innovation Leadership Networks collaboratively guide and support the implementation of the K-12 Digital Learning Revolution Program.

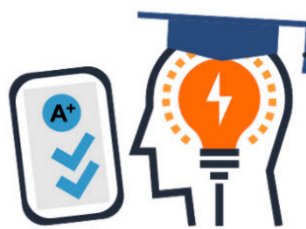
Building the Foundation
Enabling Instructional Impact
State Assessment Leaders
State Educational Agencies



COMMITMENT TIER



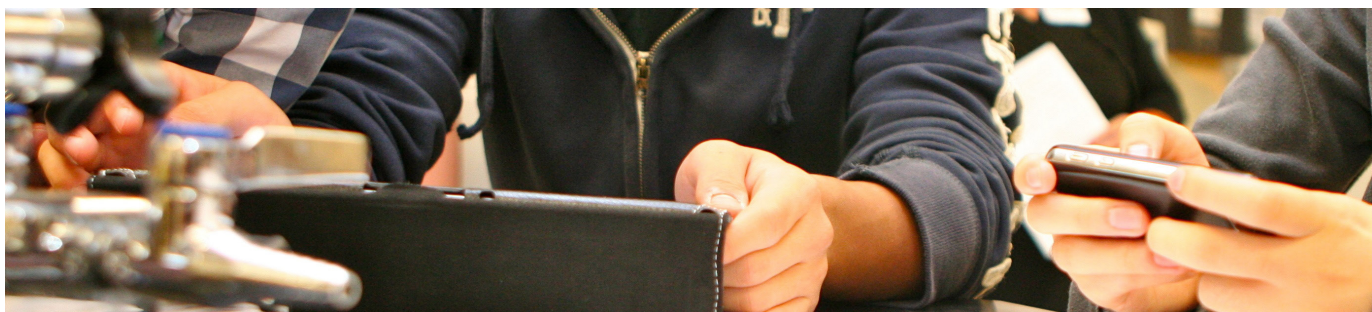
FOUNDATION TIER



**INSTRUCTIONAL
IMPACT TIER**



**ADVANCED INSIGHTS
& ACHIEVEMENTS TIER**



Pioneering leadership in recognizing the **IMPACT** of technology on improving the access, affordability, and quality of education

Learning Impact Program

The Learning Impact program identifies and recognizes breakthrough uses of technology in education that help guide the work of IMS and set the direction for the broader edtech community to get to the future faster. The program has three annual components—the **Learning Impact Awards** competition, the **Learning Impact Report** (www.imsglobal.org/LIA), and the Learning Impact Leadership Institute—that together showcase evolving educational models and innovative edtech applications that improve learning impact through increased student access, improved student outcomes, and/or greater affordability.

Learning Impact Award Winners

Of the 38 projects that competed in 2017, five medalists were selected in the New/Research category for projects implemented within the last 12 months, and four medalists were selected in the Established category for projects that have been deployed for at least 24 months.

New/Research Projects


- **Platinum:** IBM's Open Badging Program - Pearson Acclaim and IBM
- **Gold:** Texas Gateway CMDS - Trinity Education Group and Texas Gateway CMDS
- **Silver:** Connect2 Open Learning Platform for Higher Education—International - McGraw-Hill Education
- **Bronze:** The IMDA Singapore PlayMaker Programme: Unleashing Creative Confidence in Children through Play and Maker-Centred Learning - Infocomm Media Development Authority of Singapore, Tinkertanker PTE LTD, Preschool Market
- **Bronze:** Bluepulse 2—Integrated - eXplorance

Established Projects

- **Platinum:** Universal Design Online content Inspection Tool (UDOIT) - University of Central Florida Center for Distributed Learning
- **Gold:** HISD's Analytics for Education (A4E) Dashboards and PowerUser Reporting Environment (PWR) - Houston Independent School District
- **Silver:** InQuizitive use at State College of Florida - W.W. Norton & Company and State College of Florida
- **Bronze:** PowerUp: Taking Technology Integration to the Next Level in K-12 - itslearning and Houston Independent School District

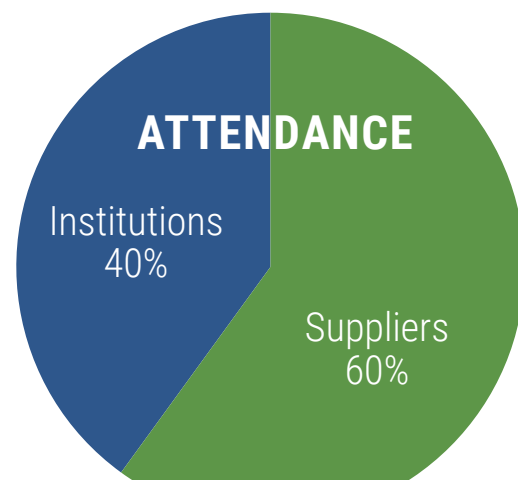
Learning Impact Leadership Institute

The 2017 Learning Impact Leadership Institute in Denver, Colorado, was both record-setting and groundbreaking. What makes this event so unique and valuable every year is the community of leaders in attendance—a true collaboration of institutions and all focused on accelerating a plug-and-play edtech ecosystem to enable better learning experiences and achievement. The 2018 conference (www.imsglobal.org/LILI2018) will be held 21-24 May in Baltimore, Maryland.



531
EdTech
Revolution Leaders
Up 17.5% from 2016

Over 90% of attendees surveyed
rated their overall experience as
VERY VALUABLE



EXECUTIVE LEADERSHIP

across institutional and supplier interests focused on accelerating educational innovation charged with representing all members

Board of Directors

Serves to represent the membership as a whole and its diverse interests

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Malcolm Brown, Director, EDUCAUSE Learning Initiative (ELI), EDUCAUSE

Michael Chai, Senior Vice President of Learning Services Technology, Pearson

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Melissa Loble, Vice President, Platform & Professional Services, Instructure

Phillip Miller, Vice President of Teaching and Learning, Blackboard

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Marten Roorda, Chief Executive Officer, ACT

Holly Sagues, Executive Director, Governmental Affairs and Strategic Solutions, Florida Virtual School

Lenny Schad, Chief Information Technology Officer, Houston Independent School District

Jack Suess, Chairman of the Board, Vice President of Information Technology and Chief Information Officer (CIO) for the University of Maryland, Baltimore County (UMBC)

Vivian Wong, Group Vice President Oracle Higher Education Development, Oracle

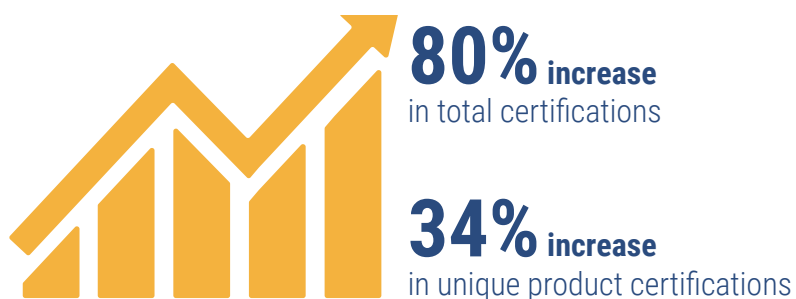
PROVEN PROCESSES

that ensure the widespread adoption of the work of the
IMS member community across existing and emerging product categories

Technical Advisory Board Executive Committee

Identifies and prioritizes the technical work of IMS Global to transition education to digital via IMS governance and under the trusted IMS conformance certification program

Gary Driscoll, Senior Strategic Advisor, ETS
Alfred Essa, VP, R&D and Analytics, McGraw-Hill Education
Bracken Mosbacker, Director of Development, Lumen Learning
Melissa Loble, Vice President, Platform & Professional Services, Instructure
Jace Howard, Sr. Director Cross-Platform Technologies, Blackboard
Chris Vento, CEO, Intellify Learning
Jennifer Whiting, Chief Technology Innovation Officer, FLVS - Florida Virtual School



IMS GLOBAL



Current Registrations:
imscert.org

IMS conformance certified standards are enabling an integrated digital ecosystem that fulfills the promise of next generation digital teaching and learning across the world

Executive Strategic Council

Partners with IMS Global leadership to highlight major challenges facing the learning community worldwide and offers guidance to advance technology to support innovative models for improving student outcomes.

Leilani Cauthen, CEO & Publisher, The Learning Counsel
Dr. John C. Cavanaugh, Ph.D., President and CEO, Consortium of Universities of the Washington Metropolitan Area
Dr. Toni Cleveland, Ph.D., President and CEO, HERDI (Higher Education Research and Development Institute)
James DeVaney, Associate Vice Provost for Digital Education & Innovation, University of Michigan
Dr. Dae-Joon Hwang, Ph.D., CEO, IMS Korea, Provost, Planning & Budgeting and Professor, School of Information & Communication Engineering at Sungkyunkwan University
Kathleen Ives, D.M., Chief Executive Officer and Executive Director, Online Learning Consortium (OLC)
Dr. Bernard Luskin, President & CEO, Luskin International, Inc.
Mollie McGill, Director of Programs and Membership, WCET

IMS Global Learning Consortium Staff

Supports and facilitates member organizations around the world in the full range of IMS activities including the management of the IMS conformance certification program

Rob Abel, Ed.D., Chief Executive Officer
Samantha Birk, Institutional Program Manager HED
Jeff Bohrer, Technical Program Manager
Karen Daughtery, K-12 Institutional Program Manager
Sandra DeCastro, Vice President, Community Programs
Tracy Fandel, Finance and Administration Manager
Markus Gylling, Solutions Architect
Dereck Haskins, Senior Software Engineer
Jill Hobson, Institutional Program Manager

Cara Jenkins, Marketing Communications Director
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Lisa Mattson, Chief Operating Officer
Mark McKell, Project Manager
Matt Pasiewicz, Drupal Developer
Mark Ramon, Technical Program Manager
James Rissler, Technical Standards Architect
Colin Smythe, Chief Architect

Join the growing IMS member community and be a part of the revolution to rapidly advance the plug-and-play digital edtech ecosystem and enable academic transformation for better teaching and learning experiences.



For information on becoming an IMS Global member visit www.imsglobal.org/join

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