



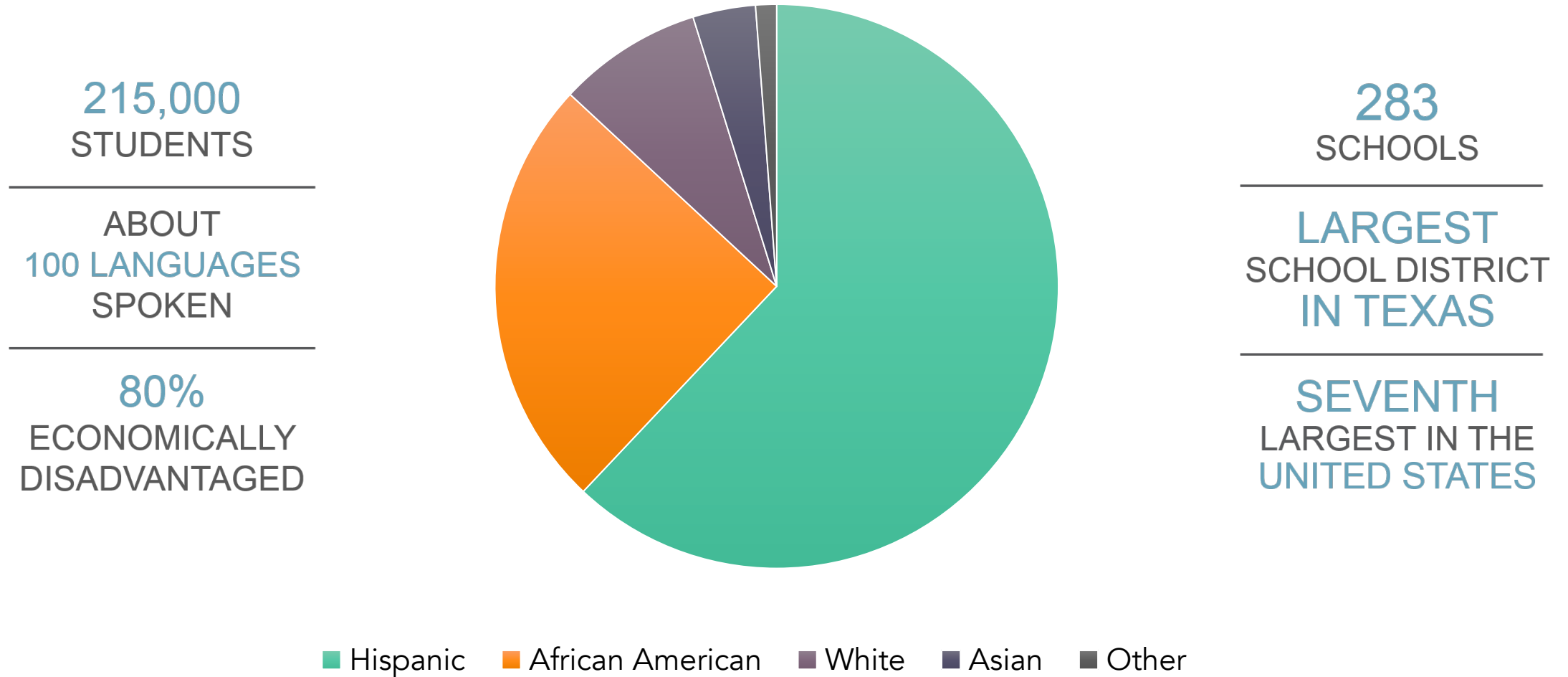
HISD & itslearning, Thin Common Cartridge, case study

Steven Threadgold

itslearning

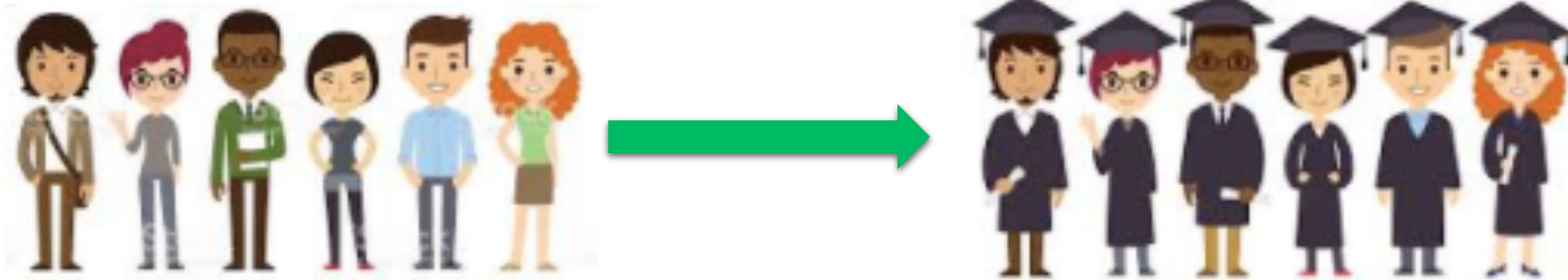
Houston ISD Demographics

Racial / Ethnic Identity



HISD Goals:

- Close the academic PERFORMANCE gaps between minority/ low income students and middle class Caucasian students
- Provide 24/7 access to high quality materials to all students – regardless of home or support available.
- Ensure teachers learn to use technology, so they cannot be replaced by technology
- Reduce dropout rates (20% to 12%) and prepare for college/careers.



Learning “HUB”

Digital Resources Strategy –
Interoperability

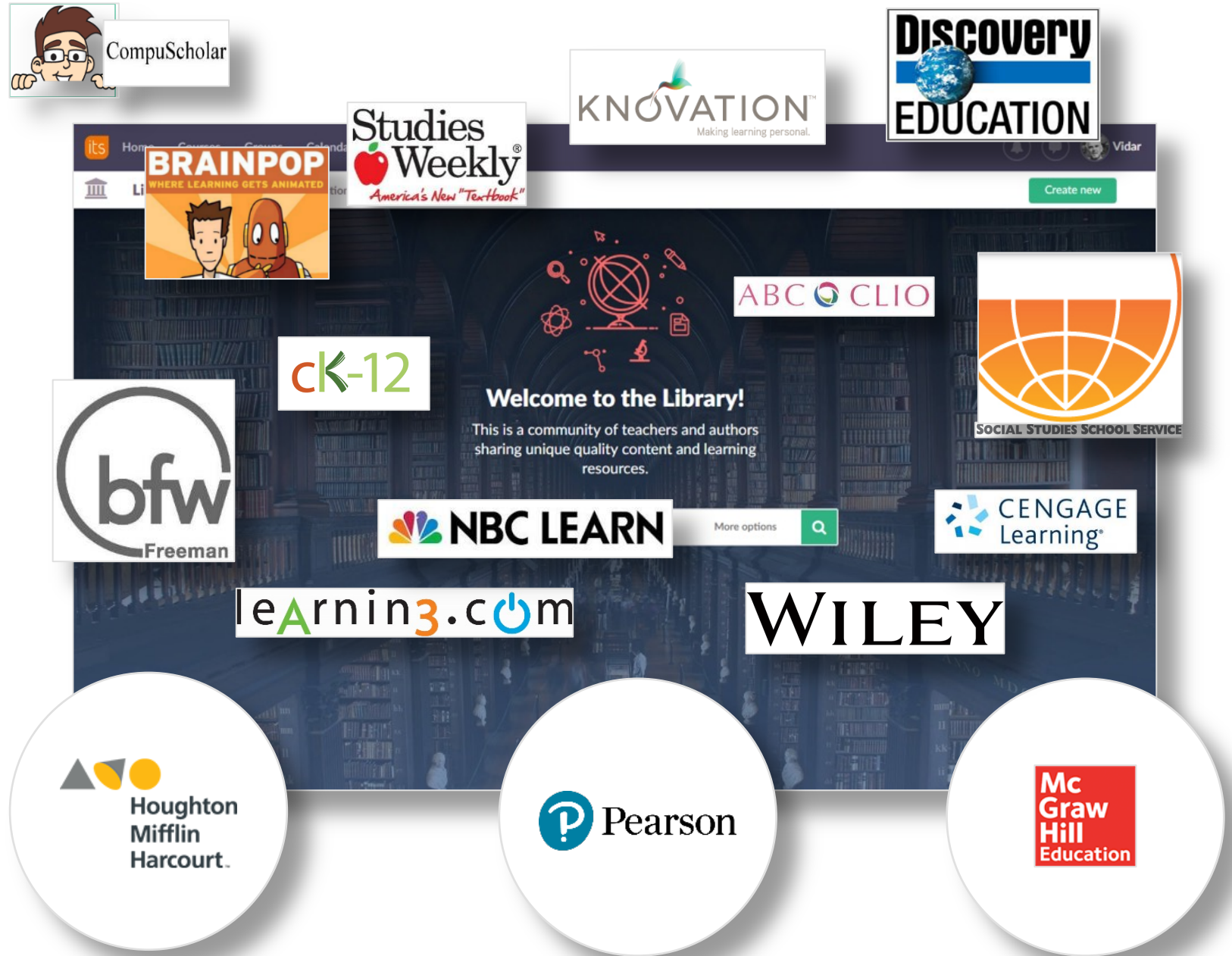
Ingest 1.5M “standards-aligned”
learning objects from 25 publishers

Assessment as learning

Large choice of Apps through the LMS



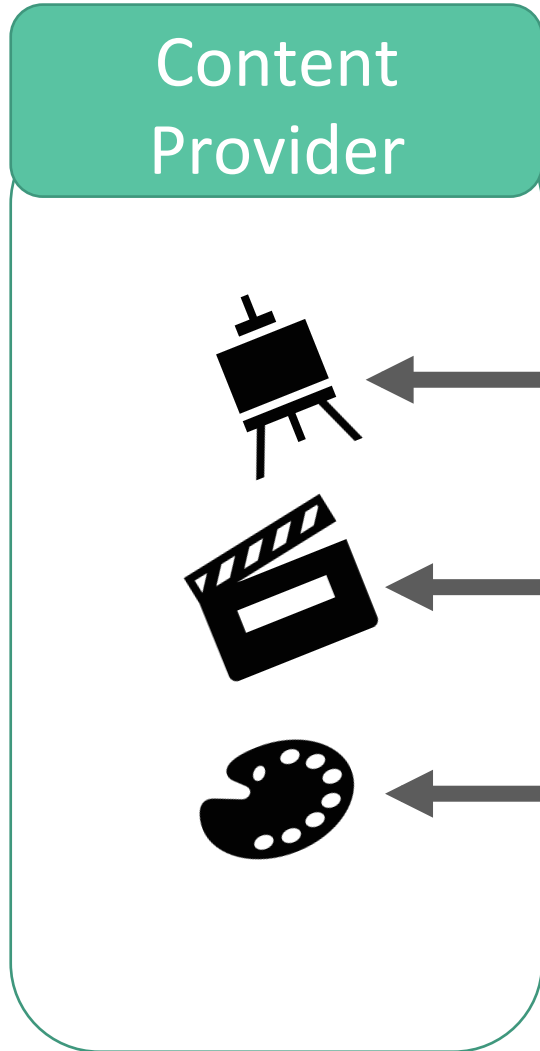
Remove the need for traditional text books and have every useful learning resource in the LMS



IMS Thin Common Cartridge

- *IMS “Thin Common Cartridge” enables content interoperability using Learning Tools Interoperability[®] (LTI[®]) enabled links and Web Links only.*
- *The “Thin Common Cartridge” addresses the use case where content users, such as **school districts**, have a need for access to **publisher content bundled in a way that can support search within a Learning Object Repository or Learning Management System for learning objects from a wide range of publishers.***

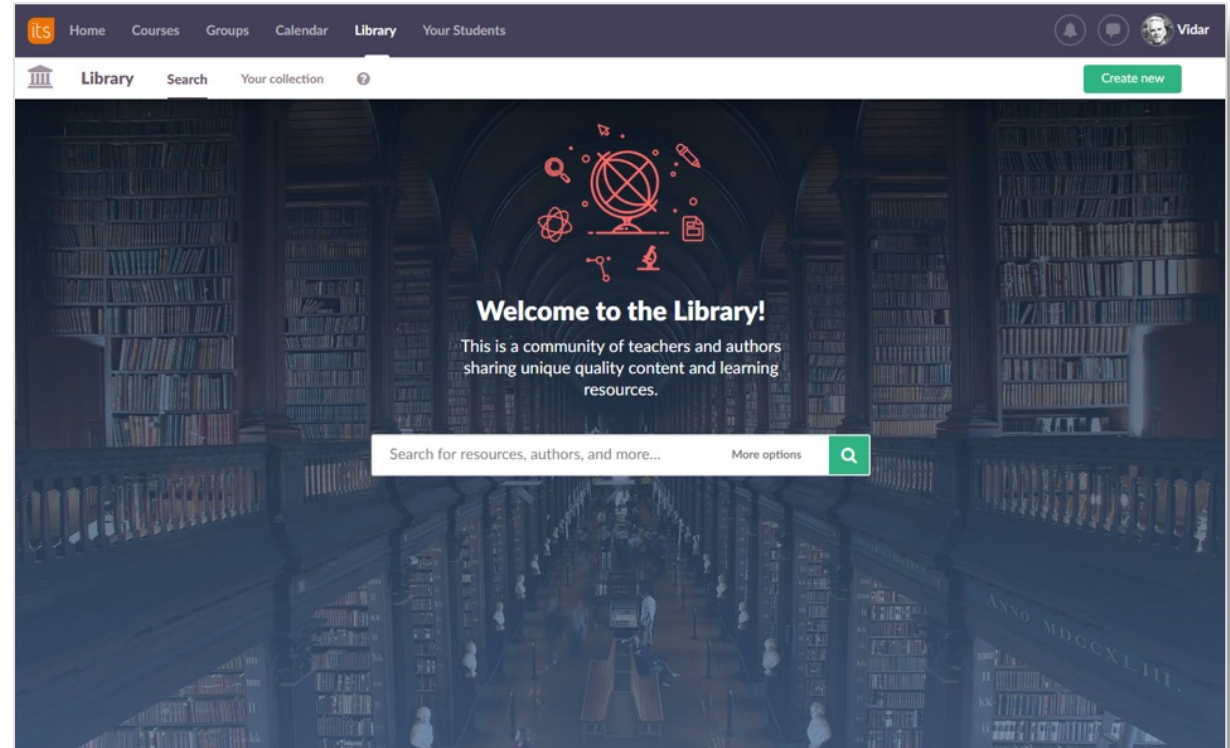
IMS Thin Content Package



LTI Link

LTI Link

LTI Link



Why IMS TCC?

- Standards-led: one way of working.
 - Both itslearning and Houston wanted to leverage IMS standards.
 - Publishers can check their packages against the standard before sharing.
- Multiple Thin CC packages sources can be combined into one unified search.
- In general the publisher catalogues changes yearly, so we only need update the packages infrequently.
- As publishers host the content, they can change this when required.
- Leverages LTI for SSO and grade pass back.

Role of the School District...



THE "HUB"

- **Bring the publishers and content providers to the table and promotes benefits of integration.**
- Determines scope, priority, and timelines with publishers.
- Ensures the curriculum and technical teams are on the same page.
- Actively participates the process.
- Approves content for production.

Role of the Content Provider...

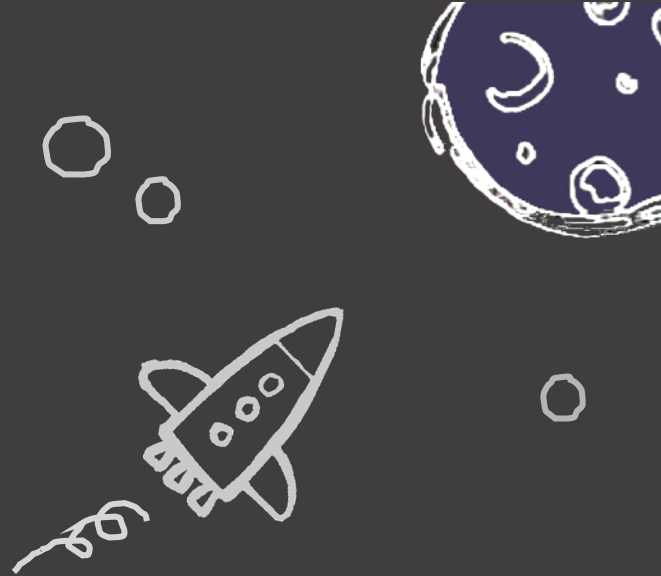


- Creates great curriculum content for multiple teaching strategies.
- Supplies each catalogue in standards-complaint IMS Thin Common Cartridge package.
- Tags all content to metadata (keywords, standards, grade level, intended users, etc.).
- Determines which schools can access the content.

Role of itslearning...



- Provides a proven platform for delivery.
- Partner with the school district and vendors on the completion of shared goals.
- Facilitates publisher meetings to ensure clear communication among partners and our teams.
- Loads the IMS TCC content into test environment and then production.
- Provide feedback to publishers and updates packages.



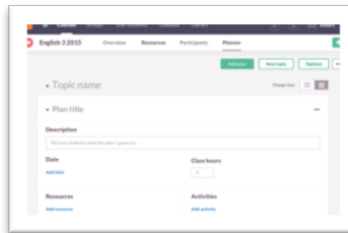
Leveraging the content to empower teachers and district leaders with powerful tools via itslearning.

Library



- Find relevant content
- Share, curate, rate
- Collaborate and co-author

Planner



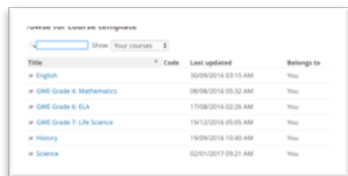
- Build & share lesson plans
- Course templates
- Link assessments/resources to Learning Standards

Assessments



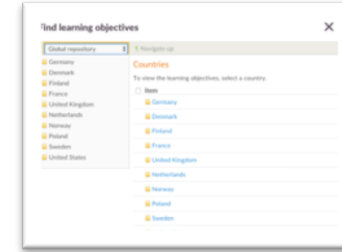
- Mastery-based assessments
- Identify gaps
- Trigger re-teaching recommendations (personalize)

Course Templates



- Central template repository
- Push updates across organization

Curriculum



- State Standards
- Local standards
- Tag content to target and track competencies

App library



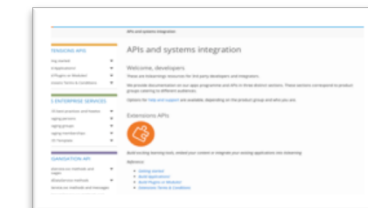
- Tools to create great learning objects
- Share content and make playlists

Reporting



- Track use of curriculum
- Ensure alignment to standards
- Quick view of student performance trends

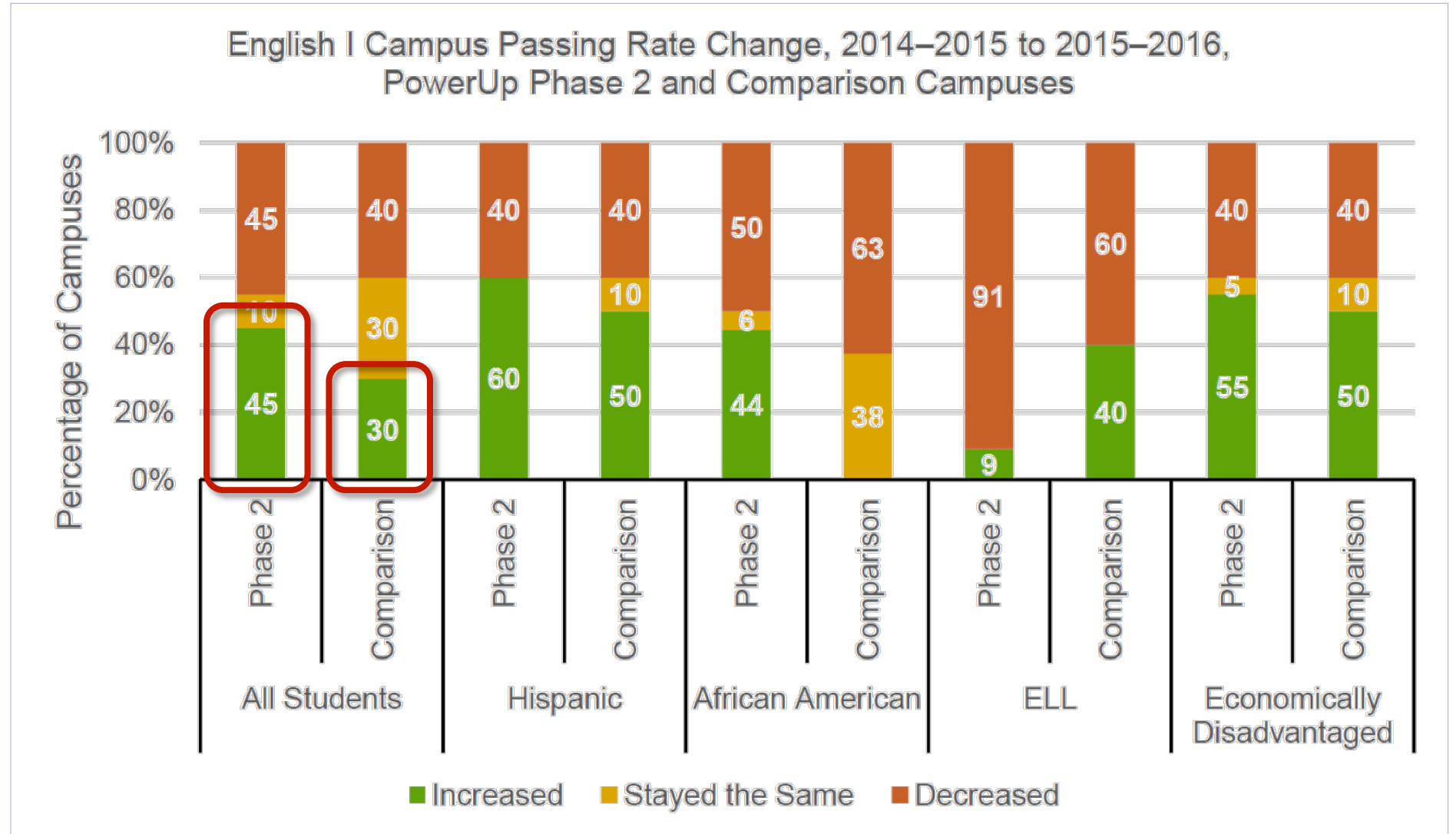
APIs



- Import meta-data
- Connect to OERs
- Integrate 3rd party assessments

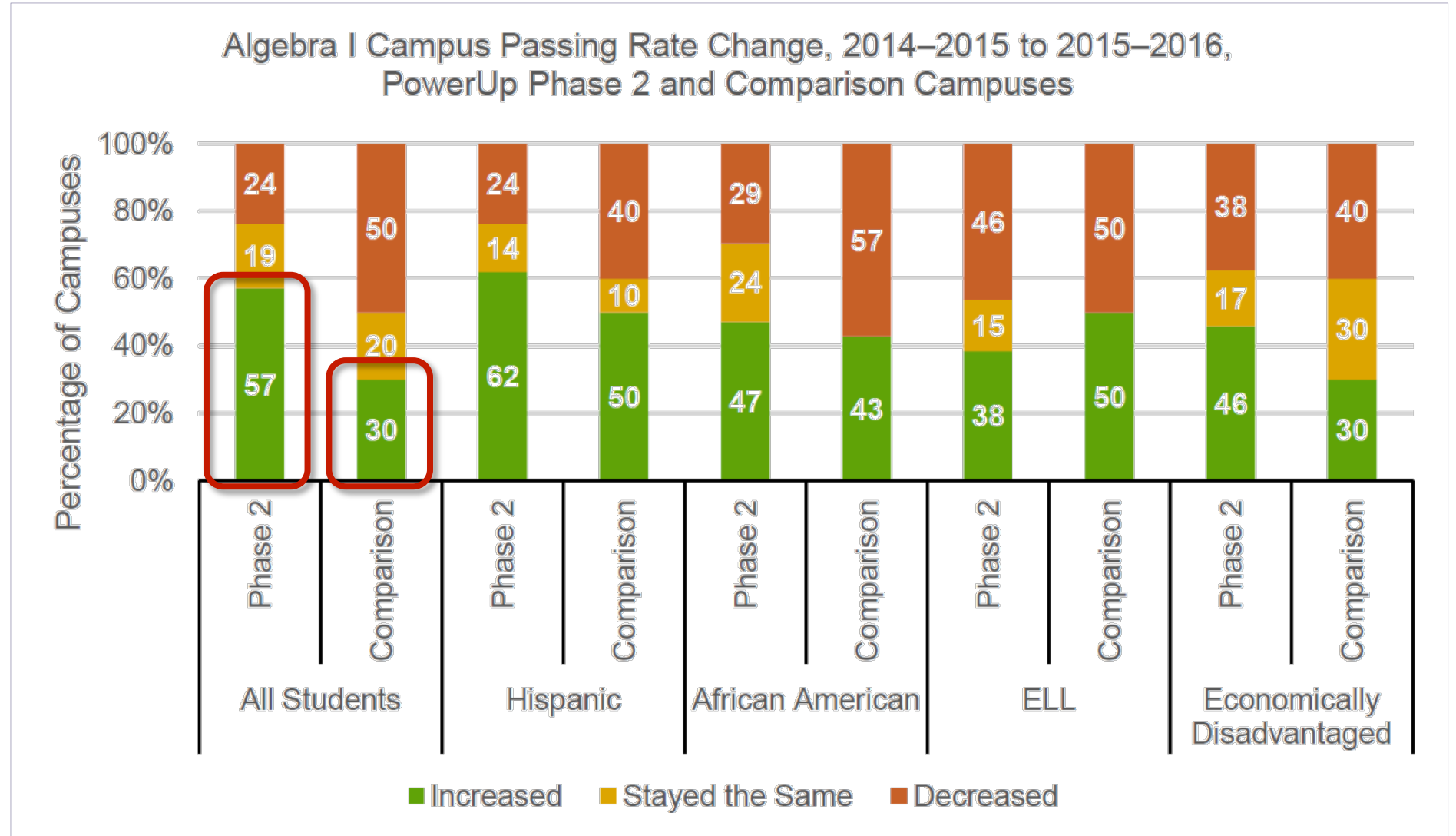
RESULTS, PowerUp PHASE 2, EOC - ENGLISH 1

Phase 2 campuses. The percentage of campuses who had positive, negative, or no change in the percentage of students meeting the satisfactory student standard for the English I EOC exams from 2014–2015 to 2015–2016. *Phase 2 schools compared to schools not yet implementing PowerUp.*



RESULTS, PowerUp PHASE 2, EOC - ALGEBRA 1

Phase 2 campuses. The percentage of campuses who had positive, negative, or no change in the percentage of students meeting the satisfactory student standard for the Algebra I EOC exams from 2014–2015 to 2015–2016. *Phase 2 schools compared to schools not yet implementing PowerUp.*





Q u e s t i o n s ?

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itslearning