



IMS GLOBAL[®]
Learning Consortium

IMS Global Announces Record Levels of Member Growth and Adoption of IMS Interoperability Standards

2014 Annual Report Highlights Unprecedented Progress to Enable a Plug and Play Architecture, Ecosystem and Community for the Purpose of Advancing Educational Innovation

Lake Mary, Florida - 8 April 2015 - IMS Global Learning Consortium (IMS Global/IMS), the world's leading education and learning technology standards consortium, announced the publication of its 2014 annual report. As part of its commitment to openness and transparency to members and stakeholders worldwide, the annual report is available to the public online at: <http://www.imsglobal.org/imsglobal2014annualreport.pdf>

In 2014 the IMS community, especially the Contributing Members listed at the end of this release, led impressive efforts to foster collaboration among leading education organizations and technology suppliers to achieve record levels of support and adoption of IMS interoperable standards, a ninth consecutive year of progress. Notably, IMS added 56 net new members – the largest growth in the history of IMS and issued a record 161 new [conformance certifications](#) to a [wide variety of educational technology products](#). Today there are 100's of digital resources, tools and apps that are [certified to IMS standards](#), including more than 40 learning platforms, thus improving the ease of integration by a factor of 10-1000 to enable teaching and learning innovation.

In addition to membership, revenue and certification growth, IMS made substantial progress to advance several key initiatives to enable a “plug and play” architecture and ecosystem to improve teaching and learning experiences. Expanding on the success of the IMS [Learning Tools Interoperability](#)[®] (LTI[®]) specification, IMS released LTI v2, which enables 1-click auto-negotiated integration of learning resources and supports service extensions to accommodate key needs across K-20, including rich outcomes and rostering. IMS was awarded a [three-year grant](#) from the Bill & Melinda Gates Foundation to accelerate deployment of LTI and Caliper Analytics™, the first open standard for analytics that provides click stream data from learning resources, tools and platforms. In response to a growing push by K-12 districts for adoption of digital curriculum standards, IMS introduced the [Thin Common Cartridge](#) specification, a variation of the [Common Cartridge](#)[®] standard, aimed at dramatically reducing the complexity and cost to integrate a wide variety of digital curriculum resources to support personalized learning. Additionally, the Connected Learning Innovation Community grew to more than 1,100 members in the first full year of existence and successfully launched the inaugural IMS App Challenge, recognizing five educational apps for their creativity and ease of integration based on IMS standards. The latest IMS Global achievements will be announced during the [2015 Learning Impact Leadership Institute, May 4-7](#) in Atlanta, Georgia.

“2014 was no doubt a super-charged year of progress and momentum for the IMS community,” said Dr. Rob Abel, Chief Executive Officer, IMS Global. “The achievements are largely attributable to the collaborative approach of the IMS member community to create and maintain a K-20 community architecture based on open

standards to support sustainable and scalable educational innovation. Via the IMS architecture for learning innovation, the IMS members are enabling better learning experiences from better learning technology.”

Of the more than [290 IMS member organizations](#), approximately 120 are Contributing Members that provide 90% of the generous support to keep the IMS work progressing for the benefit of the entire global education and learning sector. Contributing Member organizations include: ACT, AMAC Accessibility Solutions, American Institutes for Research, American Public University, Apereo Foundation, Australian Government Dept. of Education, Blackboard, Blue Canary Data, BPS Bildungsportal Sachsen GmbH, Bridgepoint Education, California State University System, Carson-Dellosa Publishing, Cengage Learning, Classlink, Cito, CivitasLearning, College voor Toetsen en Examens, Courseload, Data Recognition Corporation, D2L, D.E. Solution, Edina Public Schools, Educational Testing Service, EDUCAUSE, Ellucian, Elsevier, Escambia County School District, European Schoolnet, Florida Virtual School, Follett, Framingham State University, Forsyth County Schools, Fulton County Schools, Fundacao Getulio Vargas, Bill & Melinda Gates Foundation, Gwinnett County Public Schools, Harvard Business Publishing, Houghton Mifflin Harcourt, Houston Independent School District, IBM, Indian River School District, Canvas by Instructure, Intellify Learning, intersective, JISC, K12.com, Kaltura, Kaywon University of Art & Design, Keller Independent School District, Kennisnet, Kentucky Community & Technical College System, KERIS, Laramie County School District 1, Learning.com, LearningMate, Learning Objects, Lone Star College System, Lumen Learning, Maryland State Dept. of Education, McGraw Hill Education, Measured Progress, Michigan Department of Education, Microsoft, Minnesota Dept. of Education, Division of Research & Assessment, Moodle, Nelson Education, New York Department of Education, Newton Public Schools, NWEA, Norwegian Center for ICT in Education, Open University of Japan, Open University of Netherlands, ORACLE, Orange County Public Schools, Pacific Metrics, PARCC, Pearson Education, Pennsylvania State University, Performance Matters, Poway Unified School District, Psydev, Ltd., Questair, Qualcomm, SAFARI Montage, Samsung Electronics, Saylor, Scholastic, School District of Pickens County, Seoul Cyber University, SMART Technologies, Smarter Balanced, SURF, TAO Open Assessment Technologies, Tennessee Board of Regents, Turnitin, University of Bridgeport, University of California System, University of Glasgow, University of Kansas – Center for Educational Testing & Evaluation, University of Maryland Baltimore County, University of Mary Hardin-Baylor, University of Maryland University College, UMassOnline, University of Michigan, University of Phoenix, University of Seoul, University of Texas-Austin, University of Wisconsin-Madison, Universitat Oberta de Catalunya, Utah Valley University, VitalSource, Washington State Board for Community and Technical Colleges, WeDu Communications, Western Governors University, WGBH – National Center for Accessible Media, Wisconsin Dept. of Public Instruction, WIDA, Wiley, and Workday.

About IMS Global Learning Consortium (IMS Global)

IMS Global is a nonprofit organization that advances technology that can affordably scale and improve educational participation and attainment. IMS members are leading suppliers, institutions and government organizations that are enabling the future of education by collaborating on interoperability and adoption initiatives. IMS sponsors the Learning Impact Leadership Institute, a global program focused on recognizing the impact of innovative technology on educational access, affordability, and quality while developing the people and ideas that are going to help shape the future of educational technology. The [2015 Learning Impact Leadership Institute](#) will be held May 4-7 in Atlanta, Georgia.

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