

**Instructional Technology  
for Student Success  
(ITSS) project**

2001

Kentucky Department of Education

**ITSS - Kentucky’s First UDL Initiative** - In 2000-01, the KDE implemented a statewide initiative known as the Instructional Technology for Student Success (ITSS) project to evaluate and identify key strategies related to UDL and improved learning. In early fall of 2000, the KDE identified 27 teachers to participate in the ITSS project, selected from elementary, middle and high schools across the state, plus KY School for the Deaf and KY School for the Blind. Training was provided on basic concepts of UDL, plus each teacher was trained in the use of “text-to-speech” or text reader (i.e., CAST’s eReader and TextHelp’s Read & Write) and screen reader software (i.e., JAWS) and in the use of a scanner with optical character recognition (OCR). Every teacher was given a scanner with OCR capability. All teachers were asked to target a minimum of two students for data collection. In May of 2001, all teachers were convened for project evaluation. The following table depicts each teacher’s response on the impact of use of the technology on student performance:

**Table 2: ITSS Results**

Improvement Observed:	All	Elem.	Middle	High
A. Stay on task	67%	71%	70%	58%
B. Work independently	69%	53%	100%	67%
C. Peer interactions	28%	24%	30%	33%
D. Teacher interactions	56%	53%	70%	50%
E. Grades	59%	65%	70%	42%
F. Self-concept	64%	53%	90%	58%

G. Interest in learning	74%	71%	80%	75%
H. Assessments	38%	35%	60%	25%
TOTAL students	39	17	10	12

Of interest in the data is that 74% of students improved interest in learning, 69% improved in ability to work independently, 64% improved in self concept, and 67% improved ability to stay on task. Special note is seen in the middle school data, where 100% of students improved in ability to work independently and 90% in self concept, both being critical aspects of adolescent behavior.

The May meeting also identified factors that contributed to or inhibited teacher or student use of the technology and its integration into instructional routines. For instance, the middle school and high school teachers reported the students' **lack of access** to the text reading software in **general education** classrooms significantly limited usage in access to the general curriculum. This was because the text reader software provided was only a single user license, so it was loaded on one machine in their resource rooms and was not available to students when they went to **regular** classes where it was needed most. The teachers indicated that if a **site license** was available, the software could be loaded on every computer in the school and access and use across school settings would greatly increase. Two other major barriers were the lack of readily available accessible digital curriculum content and the time it took to create digital text using scanners.