Goal 8: To improve student learning and teaching through the use of distance learning technologies.

Objective 8.1 of 1: Promote the delivery of challenging content in core subjects.

Indicator 8.1.1 of 1: Challenging content: Challenging content aligned with standards at all academic levels (including high school credit, advanced placement, adult education, and Graduate Equivalency Diploma courses) through distance education will increase annually.

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual Performance</th>
<th>Performance Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>105</td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>126</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>921</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>387</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>1,502</td>
<td>1,000</td>
</tr>
</tbody>
</table>

Status: Target exceeded

Progress: Grantees report that 1502 courses are aligned with standards. Grantees also report that 1481 modules are aligned with standards.

Explanation: These are final data figures aggregated for the FY 2002 performance period. It should be noted that the Iowa Distance Education Alliance project is not included in the final FY 2001 total of courses aligned with standards because the project failed to comply with the Star Schools GPRA reporting deadline requirements. Excluding Iowa's perviously reported count of 813 courses for FY 2000, a total of 108 courses were reported by the other remaining projects. For FY 2001, there was a substantial increase from 108 (FY 2000) to 387 (FY 2001) in the number of courses offered that were aligned with standards by the other grantees. For FY 2002, there was a significant increase in total courses reported aligned with standards, because the Iowa Distance Education Alliance project, which was excluded in the final data figures aggregated for the FY 2001 performance period, complied with the FY 2002 Star Schools program GPRA reporting deadline requirements and therefore is included in the final data figures aggregated for FY 2002.

Additional Source Information: FY 2002 Annual performance and evaluation reports; FY 2002 data retrieved from online reporting system.

Frequency: Annually.
Collection Period: 2002 - 2003
Data Available: October 2003
Validated By: No Formal Verification.

However, the program evaluation liaison and program officers review data from the online reporting system and evaluation reports from the projects to ascertain the extent to which evidence exists that the content is aligned with standards. The program evaluation liaison or program officer's review includes: examining the procedures that grantees use to align the standards with all academic levels; reviewing the sources of standards, strategies and procedures utilized for alignment; and verifying the evidence provided for alignment. The evaluation liaison performs a quality check and review for inconsistencies in the data, contacts the project for clarification of the input or request that data be modified. Projects modify data in the online reporting system accordingly and also provide an explanation.
for those modifications to
the evaluation liaison and
team leader. Site visits
and reviews of additional
reports from the project
further confirm the data.

Limitations: Data are self-reported by the
projects. Evidence of alignment with standards
has been particularly
difficult to assess.
Determining the extent to
which courses are
challenging has also
been difficult to assess.

Improvements: Planned
improvements include
utilizing the new
aggregate analysis
feature from the Star
Schools online reporting
system to gather and
analyze specific data
across all projects for
courses and modules
offered that are aligned
with standards. Planned
validation improvements
on evidence of course
alignment with standards
include verifying whether
or not projects utilize
content experts to review
and validate the extent to
which: a) content is
challenging b) standards
are appropriate for the
content delivered. In
addition, we propose to
modify the indicator in FY
2004 as follows: a)
expand to include an
elementary and
secondary course and
modules content
category b) focus on
projects offering reading,
math, science, and
foreign language courses
and modules. We
propose to add an
indicator in professional
development because
half of the FY 1999 & FY
2000 grants focus on
professional development
and currently do not
report to current indicator.