REdS

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Evaluation of Yello Dyno Curriculum

Evaluation Overview:
The evaluation of the project will be completed to assess the effectiveness of the Yello Dyno Curriculum in public school elementary classes. The purpose of the evaluation is to determine how effective the curriculum is in creating changes in the knowledge of students participating in class instruction. The assessment will be completed for students in the target population.

- Instruments will be utilized to measure the success in reaching the expressed goals and objectives of the curriculum.
- The evaluation was conducted in a manner that produced quantitative data that was suitable for examining project outcomes and providing feedback for project guidance.
- Evidence is shown that the evaluation process is sensitive to the grade level and across demographically different populations.

Assessment:
The initial assessment of the students in the project area was completed using a comprehensive sample approach. The main tools used to collect the data for the assessment were instruments designed by the curriculum developer for testing change in student knowledge over the use of the curriculum. The instrument uses a number of key factors as the primary test constructed to assess the knowledge student's gain as a result of lessons they have at their disposal. The test had been validated for use with the curriculum by developers. Evaluators are currently testing reliability of items contained on the instrument. The instrument was given as a pre-test/post-test measure.

Methodology:
The collection of the data associated with the project was a collaborative effort between the schools, Yello Dyno trainers, and Research and Educational Services (REdS). REdS is a Texas-based evaluation and research group with a long history of successful completion of both federal and state program evaluations. Data collection was completed in a fashion that was sensitive to the needs of the school campus and with a minimum of intrusion and was appropriate for the grade levels where instruction was provided. Students were given a pre-test prior to the beginning of instruction and a post-test at the completion of curriculum delivery. The testing was completed in the classroom and at the time students typically attend Yello Dyno instruction.

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Sample:
The evaluation of the curriculum was conducted with 778 students in public school settings. The sample consisted of 51.3% females. The students were in grades K, 1 and 2. The sample was relatively balanced in the three grade levels.

Results:
Analysis of the data collected, utilizing the instruments designed for testing curriculum knowledge, was completed in a multiple-step analytical process. The first step was to examine the change in performance by the population completing the program. Findings located in Section 5* of the report demonstrate that 80.8% of the students tested demonstrated an increase in knowledge related to the Yello Dyno Curriculum.

Following inspection of mean and descriptive analysis, the data were analyzed using inferential analysis. Analysis of Variance was completed on pre-test/post-test scores to determine if there was a statistically significant difference between pre-test and post-test samples. There was a significant difference between the two groups (See section 6* for the result tables). Analysis was also conducted on paired scores from the pre-test/post-test populations. There was a significant difference identified in the analysis. The inferential analysis demonstrates a significant gain in knowledge on the part of the participants completing the Yello Dyno Curriculum at these grade levels. Similar analysis was also completed with data from the Alpine School. The demographics of the population were significantly different than those of the population studied in the Spring 2005 data. The results, however, were the same, with a significant difference being demonstrated in the sample tested (Section 2 and Section 3*).

Conclusion:
Based on the data provided at this time, the Yello Dyno Curriculum displays the ability to change the knowledge level of the subjects who participate in the lessons associated with the curriculum and classroom lessons.

Item analysis was completed on the data to allow for inspection of students' responses by curriculum developers. This can be used to ascertain response patterns that may indicate misperception of concepts taught or misunderstanding of intent or application of information.

* For additional information, please email mailto:barbara@yellodyno.com.