

Summary of University-Based, Independent Evaluation: The ALPHA Effect



The ALPHA Effect™ is a full immersion music and art based program designed to accelerate reading, writing and listening skills, and to provide enhanced opportunities for personal growth creativity and learning success.

Dr. Anne Calhoun, Professor of Language, Literacy, and Sociocultural Studies, UNM/Albuquerque, obtained the following data based on the results of the pre- and post- PPVT-III and Qualitative Reading Inventory Assessments administered to 32 students participating in ALPHA during 2006, compared to a control group of 32 similarly developing peers in grades K-2. According to Dr. Calhoun's evaluations, the students enrolled in our program made measurable gains in the following areas:

- Statistically significant gains in **receptive vocabulary and cognitive skills**, according to a standardized measure, the Peabody Picture Vocabulary Test-III, given pre and post to all students; gains in this area are significant because they underscore and support learning to read more easily.
 - A mean score that was statistically significantly higher with regard to **reading comprehension** on the Qualitative Reading Inventory-III (QRI-III) Assessment. *Our students were able to respond correctly, on average, to 90% of the reading comprehension questions*, as opposed to 25% among their control group peers.
 - A mean score that was statistically significantly higher in **reading fluency**. *Our students read at twice the rate of their control group peers.*
 - A mean score that was statistically significantly higher in **retelling ability**. *The group participating in our literacy program could recall seven times more specific story-related information than their control group peers.*
 - A mean score that was statistically significantly higher in **predictive ability**. *The students in our group indicated ability in this area at nearly four times the rate of their control group peers.*
 - A mean score that was statistically significantly higher in **reading accuracy**. *Students participating in our literacy program made one-third the number of miscues in decoding in comparison to their control group peers.*

In addition, Professor Calhoun has noted that the participating students show statistically significant growth in the following areas related to reading:

- The **QRI-III-R Word Lists**; reading words in isolation on word lists has traditionally been considered a stronger measure of decoding ability than reading words in connected text, thus indicating that **the group participating in ALPHA has become significantly better decoders than their peers, gaining on the average two grade levels in reading fluency and comprehension.**

- In **phonemic deletion**, which research indicates to be a higher level phonemic skill than rhyming or blending.

“Taken as a whole, this analysis indicates that the students in the experimental group have improved in all categories associated with reading. This improved achievement is significantly greater (more meaningful) than the improvements of the control group peers. Overall the picture presented of the students in ALPHA is one that shows immense growth in cognitive, academic, and psychological areas.”

(Quote from Professor Anne Calhoun, Associate Professor of Literacy, University of New Mexico/Albuquerque)