

Summary of Research

The AVAILLL program has established a very promising and sound foundation of research preceding the program's availability to students, teachers and schools publicly. The four years of research has provided clear evidence that the program elicits the fastest reading improvement for below average readers reported in English language research to date. The data used for this comparison can be obtained from the U.S. Department of Education (<http://ies.ed.gov/ncee/wwc/reports/topic.aspx?tid=01>) and through interviewing literacy experts familiar with the wide range of formal reading methodologies.

An important commonality emerged between the United States and the New Zealand research data results. In New Zealand, the below average readers improved their reading by 73% and in the United States, the below average readers improved by a close 70%. The younger students in New Zealand were below average by -1.05 years and improved by +.77 years or 73% while the older students, in the U.S. had a "deeper" deficit of -3.1 years below average yet improved by an average of +2.16 years or 70%. The above average readers in both countries had a somewhat common range as well, with an average of +.77 years in New Zealand and +.65 years in the U.S. Interestingly, when above average readers were not enlisted by teachers to help manage the program, their reading gains were substantially lower perhaps due to attitudes reflecting a lack of need or "buy in" to the program.

In terms of theoretical and experimental research in the field of literacy, support for the methodologies used in AVAILLL are well substantiated and discussed in the program's manuals. The basics of motivation, fluency, reading mileage and three modes of input simulating what good readers do are essential to the AVAILLL program and are also considered high priorities in literacy research.

Built-in research is on going with the program as each teacher pre and post tests their own students in order to obtain clear results for each student, subgroup and the class as a whole. These data results may be used in multiple ways for the benefit of the school, students and families.

It is difficult not be excited about the data results from research so far and the anticipation for AVAILLL's future research studies. Yet, more importantly are the exciting benefits in rapidly improving literacy, language and learning skills which AVAILLL may potentially offer students worldwide.