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INTERNATIONAL LITERACY ASSOCIATION'S NEW BRIEF UNPACKS THE 2017 NAEP READING RESULTS

Newark, Del. (August 24, 2018) — In a new brief, the International Literacy Association (ILA) unpacks the 2017 reading scores released by the National Assessment of Educational Progress (NAEP) earlier this year.

Commonly referred to as “the nation’s report card,” NAEP results provide a reliably accurate barometer of national academic achievement over time. Results from the 2017 reading assessment show that fourth and eighth graders in the United States have made little to no gains since 2015, continuing the trend of flat achievement in this area. The brief reviews the various suggestions for addressing this problem put forward at the release of the 2017 NAEP results and discusses systemic approaches to improving reading comprehension.

The brief emphasizes the significance of district and school leadership, funding, community engagement and formative assessment in improving student outcomes in reading. Topping the to-do list are teacher buy-in and a focus on internal communication and organizational structures.

“Too many schools are buckling under the weight of top-down, underfunded and poorly communicated initiatives that don’t translate into day-to-day changes,” says ILA Executive Director Marcie Craig Post. “We need to see stronger infrastructures for implementation that support collaboration within and across schools and districts.”

Other recommendations include developing a “staircase curriculum” that builds year to year and cultivating a shared vision of the “excellent reader.”

Access the full brief [here](#).

About the International Literacy Association

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers and experts across 146 countries. With over 60 years of experience, ILA has set the standard for how literacy is defined, taught and evaluated. ILA’s Standards for the Preparation of Literacy Professionals 2017 provides an evidence-based benchmark for the development and evaluation of literacy professional preparation programs. ILA collaborates with partners across the world to develop, gather and disseminate high-quality resources, best practices and cutting-edge research to empower educators, inspire students and inform policymakers. ILA publishes *The Reading Teacher*, *Journal of Adolescent & Adult Literacy* and *Reading Research Quarterly*, which are peer reviewed and edited by leaders in the field. For more information, visit literacyworldwide.org.

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