

## ***UCLA Center's Analyses of ESSA's Focus on Addressing Barriers to Learning and Teaching***

The Center's analyses related to ESSA began with the enactment of the legislation and continues as federal guidance documents are issued and as states circulate their draft consolidated plans. In the plans, we are looking for innovative approaches to addressing barriers to learning and teaching and re-engaging disconnected students. To date, the following analyses have been circulated:

- >ESSA, Equity of Opportunity, and Addressing Barriers to Learning – <http://smhp.psych.ucla.edu/pdfdocs/feb23announce.pdf>
- >Using ESSA to Transform Student and Learning Supports – <http://smhp.psych.ucla.edu/pdfdocs/may2016essa.pdf>
- >Improving ESSA Planning for Student and Learning Supports – <http://smhp.psych.ucla.edu/pdfdocs/improveessa.pdf>
- >ESSA State Consolidated Plans: Rethinking MTSS to Better Address Barriers to Learning – <http://smhp.psych.ucla.edu/pdfdocs/essamtss.pdf>
- >Bullying As Another Symptom of the Need for ESSA Planning to Focus on Transforming Student and Learning Supports – <http://smhp.psych.ucla.edu/pdfdocs/bullyessa.pdf>
- >Starting to Plan for ESSA? Have You had a Critical Dialogue About Advancing Equity of Opportunity? – <http://smhp.psych.ucla.edu/pdfdocs/discussequity.pdf>
- >ESSA: Will Adding a Nonacademic Accountability Indicator Enhance Student and Learning Supports? – <http://smhp.psych.ucla.edu/pdfdocs/accountrep.pdf>
- >Piecemeal Policy Advocacy for Improving Schools Amounts to Tinkering and Works Against Fundamental System Transformation – <http://smhp.psych.ucla.edu/pdfdocs/tinkering.pdf>
- >Preparing for ESSA? Start by Reviewing the Analyses of What's been Wrong with School Improvement Efforts – <http://smhp.psych.ucla.edu/pdfdocs/markrev.pdf>