This report categorizes, synthesizes, and analyzes major recommendations to Congress for the ESEA reauthorization. The research is conducted from the perspective of a three- rather than a two-component blueprint for education reform. The analysis illuminates fundamental gaps in the prevailing recommendations from the U.S. Department of Education and other major stakeholders and education leaders. Specific emphasis is given to what’s missing with respect to a component to address barriers to learning and teaching and re-engage disconnected students. For example, the analysis finds that sparse attention is given to the need for (a) rethinking and restructuring the work of student and learning support professionals, (b) redeploying existing resources used for learning supports, and (c) weaving school and community resources together. As a result, there is little recognition of the role such improvements can play both in helping teachers enhance engagement and re-engagement in classroom learning and in establishing the type of caring climate in classrooms and school-wide that promotes progress and well-being.

The report notes pioneering work in states that are moving learning supports from the margins to a prominent place in improving schools and enhancing student outcomes. It concludes by highlighting what schools must do to plan and develop more effective and comprehensive systems for directly dealing with factors that keep too many students from doing well at school.

For this report to have value, it needs to be shared. Please forward it to anyone you think should be paying attention to these matters.