



Welcome!
Introduce Yourself in the Chat!



Share your name,
district, and your role

SUPERINTENDENT RESEARCH BRIEFING

Building a Better Behavior Management Strategy

Presented by the District Leadership Forum





Events for District Leaders

Superintendent Research Briefings

We summarize the latest research on K-12's biggest challenges to help district leaders *get smart* and *make progress*.

“

EAB's research and information are some of the best I've seen...**simple, concise, easy to understand.**

”

*Superintendent,
Missouri School District*



A Unique Approach to Tackling Education's Most Complex Challenges



We Harness a Network of Progressive Education Leaders

Our college, university, and public school district partners are committed to working together to improve performance and elevate student success

2,500+

institutional partners
nationwide

28,000+

education leaders engaging
with EAB every year



We Provide Research- Driven Solutions and Access to Expertise

Our proprietary research model and deep bench of subject matter experts provide innovative and practical solutions to our partners most pressing problems

30+

years researching strategic
challenges for students and schools

500+

subject matter experts
available to partner organizations



We Have a Relentless Focus on Turning Research into Results

Through expert consultations, diagnostic audits, implementation tools, and leadership training, we work closely with each partner to drive tangible results.

95%

of partners choose to continue
our work together each year

The District Leadership Forum

Helping Superintendents and Their Teams Make
Faster Progress on Today's Most Complex Challenges



Set our research
agenda



Share ideas, support each other



Advise EAB and pressure test our model

Our Commitment to Forum Partners



Research current challenges to
find innovative, practical solutions



Equip superintendents to
make the case for change



Partner with leadership teams to
build capacity for leading change



Engage teachers and staff to
tailor solutions to ensure progress sticks

Our Work Together Over the Last Five Years

Finding, Forging, and Implementing Best Practice Solutions to Pressing K-12 Challenges

Research Addressing Myriad Complex and Often Nitty-Gritty Challenges Confronting Districts Nationwide

Focal Issues for Our First Five Years



Raising Early Literacy Scores



Reducing Disruptive Behavior



Closing College Access Gaps



Minimizing Chronic Absenteeism



Preventing Mental Health Crises



Developing Effective Principals



Responding to District Flashpoints



Optimizing Crisis Communications



Winning the Public Vote

Still Just Scratching the Surface



Becoming an Employer of Choice



Rethinking Special Ed. Service Delivery



Managing Your District's Brand



Strategic Staffing Models



Navigating Opportunities and Pitfalls of AI



Characteristics of High Performing Leadership Teams

Meet Your Presenters



Ben Court

*Senior Director,
K-12 Research*

BCourt@eab.com



Mary Allen Langford

*Managing Director,
Partner Development*

MLangford@eab.com

Connect with EAB



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Two Objectives for Today

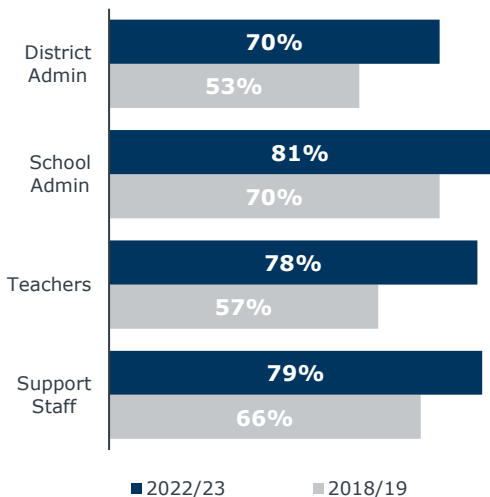
- Share EAB's latest findings for why schools continue to struggle with managing student behavior and how district teams should respond
- Help district leaders to reflect on the role they can play in addressing this challenge and the conversations to initiate with their teams

Disruptive Behavior Top of Mind for Most in '22-'23



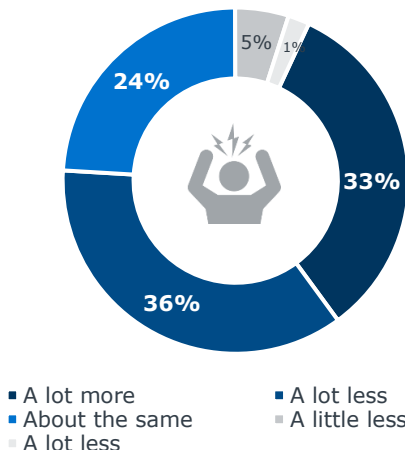
Educators at Every Level More Concerned About Behavior Today Than Pre-COVID

Percentage of Educators Who Identified Student Behavior as a Top Concern in EAB's 2022 Survey¹



Most Say Frequency of Disruptive Incidents is on the Rise

Reported Change in Frequency of Disruptive Behavior, 2023 vs 2019, According to 1000+ Educators²



1) EAB Behavior Survey 2022-23 (n=1,109)
2) EdWeek Research Center Survey, Spring 2023

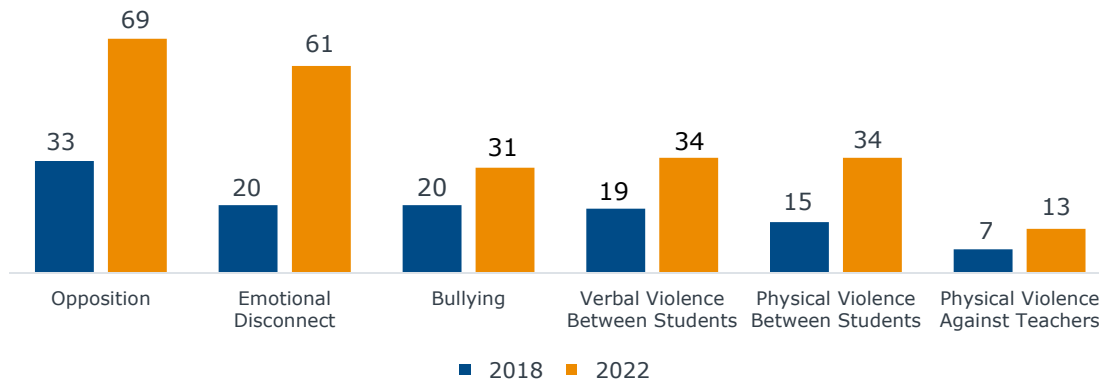
Source: [Student Behavior Survey, 2022](#), EAB; EAB interviews and analysis.

Disruptions Not Just More Frequent, Also More Severe



Teachers Report Significant Jumps in Every Type of Concerning Behavior

Percentage of Educators Who Say They "Frequently Observe" the Following Behaviors:



"The problems we are seeing now are amplified versions of the problems we were seeing before....Behaviors that already existed are still here but magnified."

Superintendent
NY School District

Schools Can't Afford Another Year of Turmoil



Costs of Disruptive Behavior Hit Every Aspect of School Operations



Lost Instructional Time

In 2018, teachers reported losing an average of 2 hours and 24 mins per week to disruptive behavior. That's nearly 3 weeks per year.



Teacher & Staff Turnover

2022 surveys found that disruptive student behavior was the primary cause of teachers leaving their district (51% reported behavior as their primary reason for leaving)



Negative Press & Legislation

Constant headlines around disruptive behavior driving legislators to ease path to suspensions, expulsions

Behavior Affects Morale, Morale Affects Achievement

70% Of relevant studies concluded that **teachers with the lowest morale also had the lowest academic student outcomes** across core subjects.

Doubling Down on Exclusion A Flawed Strategy

Exclusionary Discipline Harmful to Both Disruptive and Well-Behaved Students



Taking Away Recess Increases the Likelihood of a Bad Afternoon



"Exclusion from recess for bad behavior in a classroom deprives students of physical activity that can contribute toward improved behavior in the classroom."

Center for Disease Control, 2014



Suspension Creates a Cascade of Consequences



"In-school suspension was associated with lower grade point averages and increased likelihood of high school dropout."

Blaire, C. et.al., Predictors and academic outcomes associated with in-school suspension, 2018



When Exclusion is the Norm, All Students Suffer



"High levels of out-of-school suspension [...] are associated with declining academic achievement among non-suspended students, even after adjusting for a school's overall level of violence and disorganization."

Suspending Progress: Collateral Consequences of Exclusionary Punishment in Public Schools (2014)

But Alternatives Failing to Deliver Real World Results



A Large Menu of Research-Backed Tools For Improving Student Behavior...

- ▶ PBIS
- ▶ SEL Curricula
- ▶ RTI/MTSS Framework
- ▶ On-Site Mental Health Services
- ▶ Trauma-Informed Care
- ▶ Restorative Approaches
- ▶ Student Support Teams

...But Despite Widespread Adoption, the Behavior Challenges to Grow

“That top tier III of support in PBIS used to be 5-7% (of students), but now we are looking at 18-20%. It has grown greatly.”

Superintendent,
West Coast School District

70%

Of superintendents say that disruptive behavior one of their top concerns in 2023

Teachers Point to Four Common Shortfalls

WHAT'S GOING WRONG?

WHAT TEACHERS ARE SAYING

WHAT'S HAPPENING IN CLASSROOMS

Inconsistent Communication

36%
Say their school uses a district-wide framework, vs. 55% of administrators



Teachers unclear on school or district-wide expectations

Conflicting Priorities

53%
Report a lack of time for effective behavior management



Pressure to make progress through curriculum means good practices are short changed

Lack of Training

37%
Say they are trained in SEL, vs. 71% of administrators



Teachers relying on instinct and prior experience, so strategies vary wildly

Insufficient Staffing

84%
Say a lack of support staff is a major barrier to effective behavior management



Even with right training, SEL instruction and behavior management too much to carry

Four Imperatives for District Leadership Teams

Superintendents Uniquely Positioned to Drive Discussion and Action

- 1 Get Everyone on the Same Page About What They Should Do and Why
- 2 Protect Importance of Social and Emotional Development in Every Building
- 3 Increase Training and Availability of Practical Tools for Improving Behavior
- 4 Maximize Reach of Available Support Staff



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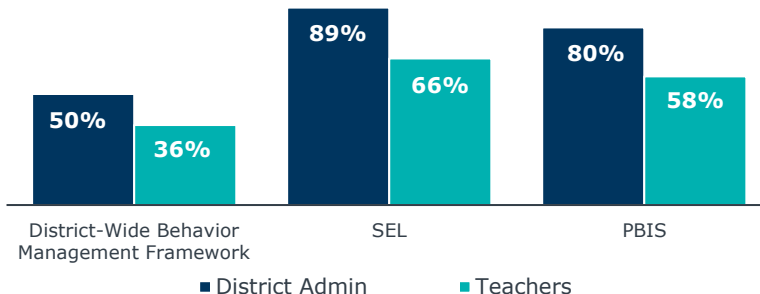


Priority #1: Get Everyone on the Same Page



Administrators and Teachers Disagree About What Behavior Management Strategies They Use

Percentage of Respondents Who Indicated Their District Uses a District-Wide Behavior Management Framework, SEL, or PBIS



Causing Confusion for Teachers on How to Effectively Manage Student Behavior



40%

Of EAB survey respondents agreed that district and school **administrators present inconsistent messaging** on how and when to follow district behavior management strategies

Desire For Autonomy Increases Inconsistency

But Unfeasible and Counterproductive to Totally Eliminate



Autonomy Can Make Behavior Management Harder



Contributes to inconsistent message



Building leader turnover can lead to change fatigue



Lack of consistency for students when transitioning buildings

But Benefits Make Eliminating Unlikely



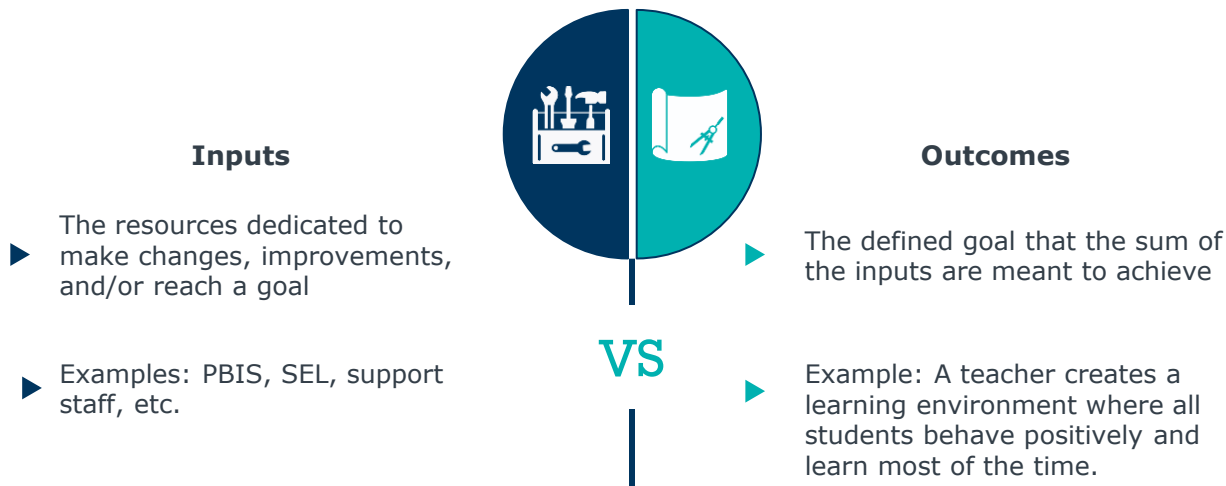
Allows building leaders to feel empowered to make decisions and craft own culture



Promotes buy-in by taking a bottom-up, versus top-down approach

Districts Too Often Focus on Inputs Instead of Outcomes

“What” Without “Why” Contributes to Teachers’ Lack of Clarity



A Toolbox Without a Blueprint

Districts’ behavior management toolbox is quite full, but the problem is no one is sure what exactly they are trying to achieve

A Blueprint for Cultivating Positive Student Behavior

Research Indicates That Behavior Improves When Students Feel:

Safe

The school environment is constructed to promote:

- Physically safety
- Psychologically safety



Supported

At every level, schools help students to develop:

- Social skills
- Emotional skills
- Academic skills

Engaged

Schools provide all students with an environment that includes:

- Autonomy
- Compelling incentives
- Relevant learning experiences



Connected

Schools intentionally cultivate relationships between:

- Students and peers
- Students and adults
- Students and the community

A Simple Step Towards Intentional Alignment



Attach Inputs to Outcomes With “MadLib” Commitments



To ensure students feel **CONNECTED** staff at EAB Public Schools will...

- Track adult-student relationships
- __ (PRACTICE #2) _____
- __ (PRACTICE #3) _____
- __ (PRACTICE #4) _____

Next Steps to Promote Alignment:

1. Ask principals to clarify which practices are used in their schools to ensure students feel safe, supported, connected, and engaged
2. Ask principals to conduct the same exercise with teachers, then come to an agreement on a common set of practices within each school

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SEL Skills Play a Crucial Role in Student Achievement

22

Futile to Prioritize Academics at All Costs

Some SEL Skills Are a Higher Predictor of Academic Success Than IQ

“

Executive functioning skills (skills under the SEL umbrella) and the prosocial behaviors they promote, are more accurate predictors of academic readiness and life success than IQ or any other performance marker.”¹

BRAIN FUTURES

Non-profit in neuroscientific education

SEL Skills Improve Academic Outcomes



Percentile-point gain in academic achievement for students who participated in evidence-based SEL programs

Delayed Development Central to Behavior Challenges

84%

Of educators agree students are developmentally behind in self-regulation and relationship-building compared to students two years ago (2022 data).

Source: Brain Futures, "[Brain Fitness and Executive Function](#)", (2019); Child Development, "[The Impact of Enhancing Students' Social and Emotional Learning](#)", 2011; Gallup, "[2018 Survey of K-12 School District Superintendents](#)", 2018; Ready Nation, "[Council for Strong America](#)", (2017); EAB interviews and analysis.

1) More than a dozen studies cited to substantiate this claim

Many Teachers Feel Unable to Prioritize SEL

Due to an Increase in Academic Pressure and Decrease in Test Scores

 25%

Of teachers who left the profession cited testing and accountability pressures as their primary reason for leaving (2017)

 7

Point decline in average math standardized test scores for 9-year-old students since 2020, **the largest drop in decades**

Test Score Pressure



Learning Loss

“




Teachers are placing pressure on themselves by comparing academic progress to previous years, without accounting for the pandemic and everything else students, and themselves are dealing with.”

Superintendent, Missouri

Leaders Add to Pressure, Unintentionally or Not



Administrators Also Feel Pressure to Accelerate Learning

-  **Student Learning Loss**
-  **Concerns Over Standardized Tests**
-  **Parents, School Boards, and Politics**

And Do Not Always Protect Time for SEL/Behavior Management



Behavior Management Training is Not Prioritized

51% of teachers and staff report SEL training was never revisited after initial training.



Teacher Evaluations Focus Mostly on Pedagogy

Evaluations tend to concentrate on acceptable teaching practices rather than student learning and development



Time for Behavior Management and SEL is First to Get Cut

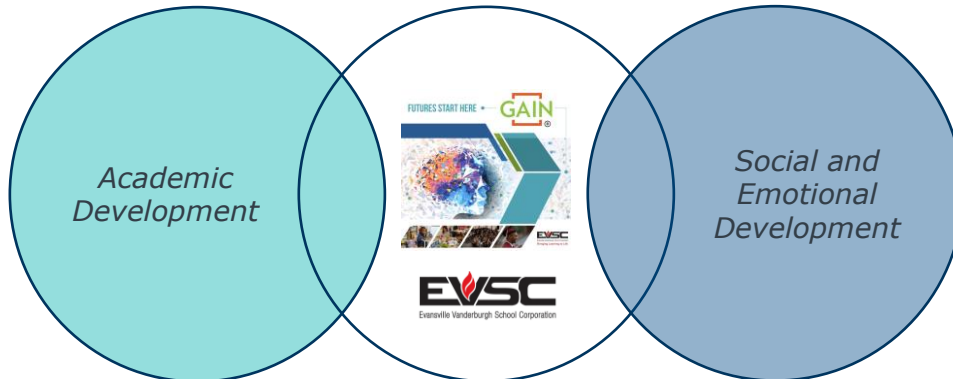
“There is a no time in the daily schedule since most of us feel pressure to catch up academics.” – *Teacher PA District*

To Protect SEL as a Priority, Make Two Conversations One

25

EVSC Strategy Makes SEL Integral to Academic Growth

“GAIN” educates EVSC community on why SEL matters, and how it will be integrated throughout the district



Sometimes we think that if kids aren't doing well in math and reading that we have to give them more math, more reading. But we say to them **'You can't pour water into a jar when the lid is closed.'** You have to give them the cognitive skills to open the lid, so the content goes in."

*Dr. Bruce Wexler
Yale School of Medicine*



Study In Brief:

Social-Emotional Learning Programs for Adolescents (2017)

Reviews which SEL programs work well among middle adolescents (~ ages 14-17).

Findings argue that existing SEL:

- Fails to consider adolescent development.
- Should consider psychological needs, hormonal changes, skills, and climate needs of older students.
- Must aim to make them feel respected by adults and peers.



Insufficient Research-Backed Programs for Secondary

Research-backed SEL Programs:

- 40 for elementary schools
- 21 for middle schools
- **8 for high schools**



“The high school has been a big question mark. Teachers are trying to find something to help. They are seeing more reactionary, volatile, and internalized behavior. There is a struggle on how to address that with how students feel – how do we get the right curriculum to help?”

MTSS Coordinator
SC School District

Greenville Uses Student Voice for Viable Secondary SEL

And to Get Buy In from Students and Teachers

1 Student Feedback Gathered

Students shared existing SEL curriculum content was immature and not meeting their needs.

Spring 2022

2 Feedback Spurs SEL Committee

Formed committee (10-12 students, 8-10 teachers) to redesign SEL curricula to amplify student voice

3 Curriculum Redesign Initiated

Teachers began aligning new curriculum topics with CASEL framework and Profile of South Carolina graduate.

Summer 2022

5 New Curriculum Launched

Teachers began using new lessons with students 2-3 weeks into the new school year.

Fall 2022

4 Small Groups Develop Lessons

Committee wrote and workshopped new lessons in one summer workday.



Profiled Institution:



Greenville County Schools, SC

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Teachers Woefully Undertrained in Behavior Management

Classroom Management Not a Priority in Teaching Programs



40% of 1 Course

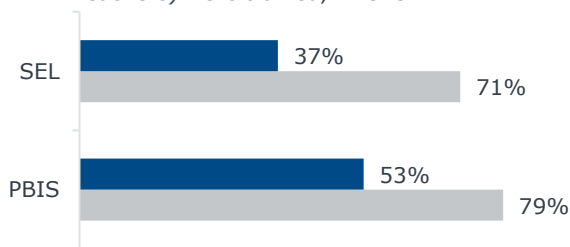
Average time spent teaching classroom management¹

“Teacher preparation is inconsistent, the whole arena of SEL is not proficient when staff come to me. There is no conversation between teacher prep and classroom expectations when you hit the ground. We are doing a lot of training and retraining.”

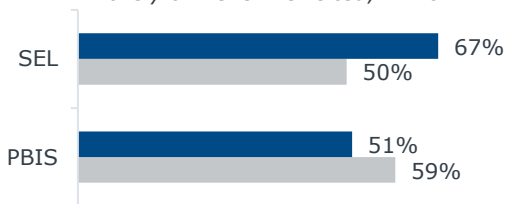
Superintendent
New York School District

And Administrators Overestimate How Much They Make Up For It

Percentage Who Indicated They (or District Teachers) were trained, n=373



Percentage Who Indicated Training Was Rarely or Never Revisited, n=161



■ Teachers and Staff ■ Administrators

1) Average course load = 10 to 15 courses

Takes Time to Get Good at Behavior Management

30



20-100

Number of hours of professional development over 6-12 months needed to affect teacher practice.



50

Number of hours of coaching and practice teachers need before a new strategy is mastered and implemented in the classroom.



~30

Number of primary training modules involved in introductory restorative practices implementation.

How to Design a Better Behavior Management Training Program

- 1 Balance your current PD calendar** to ensure content is balanced with academics and behavior management throughout the year.
- 2 Make behavior or SEL related sessions mandatory** to ensure staff attendance at important trainings.
- 3 Tailor content for support staff** so training is also applicable in their roles.
- 4 Check for staff understanding** by debriefing training topics in follow up.



J.O. Combs Unified School District Ensures That Every Teacher Develops Skills to Create a “Nurturing Environment”



P.D. Options Promote Teacher Choice, But Behavior Session Required

- Teachers create own schedule by choosing 5-6 PD sessions most interesting to them
- Available PD sessions balanced evenly between academics and behavior
- Past two years, all district-mandated session related to SEL

Behavior-Related Training Sessions

- MTSS Team Meetings: Elementary or Secondary
- Building Community within PLC Teams
- High Order Questioning
- SEL and Fastbridge
- Creating Thinking Classrooms





Simplify Best Practices With Checklists

MEHRIT Centre Tools Enable Teachers to Optimize Their Rooms

Classroom Environment Checklist

When designing a classroom environment, you must take into account stressors that may be present that can impact a child's learning and behaviour. Using the checklist below, identify what you have in place and what you can strive towards to make your classroom as Self-Reg friendly as possible.



Stressor	Classroom as the "Third Teacher" Examples
Visual Clutter 	<ul style="list-style-type: none"><input type="checkbox"/> All surfaces (e.g. desks, shelves) in the classroom are free of excess clutter<input type="checkbox"/> Walls and bulletin boards are organized with information grouped simply<input type="checkbox"/> Desk sized copies of tools usually displayed on walls (e.g. number or letter lines) are available to students, and neatly put away when not being used<input type="checkbox"/> Desk top study carrels to reduce visual input when working at a desk<input type="checkbox"/> The floor is clear and clean
Lighting 	<ul style="list-style-type: none"><input type="checkbox"/> Lighting is adjusted throughout the day according to the arousal needs of the classroom<input type="checkbox"/> Natural lighting is maximized where available<input type="checkbox"/> Fluorescent lighting is minimized where possible<input type="checkbox"/> Differently lit areas are available for students to access, based on their preferences (a bright area, and a dimmer lit area)<input type="checkbox"/> Curtains to create a darker area and use of lamps for ambiance
Noise 	<ul style="list-style-type: none"><input type="checkbox"/> Excess noise is reduced where possible (e.g. weather stripping on doors)<input type="checkbox"/> Reverberation is reduced (e.g. carpets, egg cartons on walls)<input type="checkbox"/> Noise cancelling headphones or earbuds are available or allowed<input type="checkbox"/> Electrical humming from lights, heating/cooling vents, electronics, etc. is minimized<input type="checkbox"/> A non-startling noise used to indicate class change overs or breaks (e.g. a rain stick)
Hydration & Nutrition 	<ul style="list-style-type: none"><input type="checkbox"/> Access to water at desk<input type="checkbox"/> Regular hydration breaks available throughout the day<input type="checkbox"/> Healthy meals served from the cafeteria<input type="checkbox"/> Encourage healthy snacks<input type="checkbox"/> Spare water and healthy snacks in classroom

Benefits of This Resource:

2-page checklist allows teachers to systematically scan the classroom for important potential stressors

Grouping the checklist helps teacher think in relevant categories

Document provides specific guidance on how to adjust the classroom

Profiled Institution:

The MEHRIT Centre, Canada



Physical Space Affects Learning and Attention

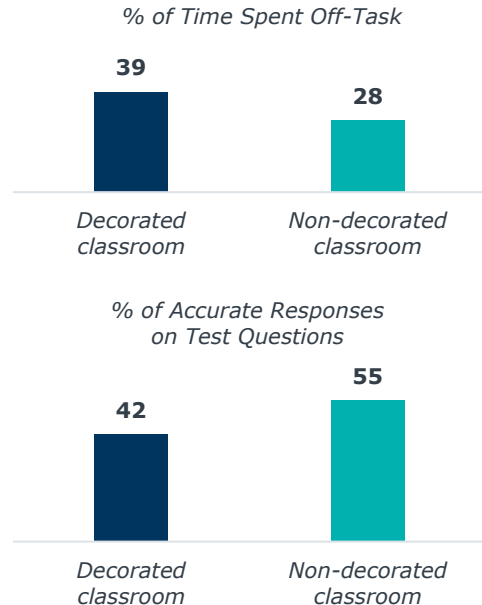


Study in Brief

Visual Environment, Attention Allocation, and Learning in Young Children

RCT study of kindergarteners found that children in highly decorated classrooms were more distracted, spent more time off-task, and learned less than if they were in classrooms with no decorations

Student Performance Impacted by Physical Space



Easy to Spot the Change in Environment

Educating Teachers Leads to Improved Classroom Experience for Students



Typical Elementary School Classroom



Classroom Conducive to Better Self Regulation



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Lack of Support Staff A Top Concern



74%

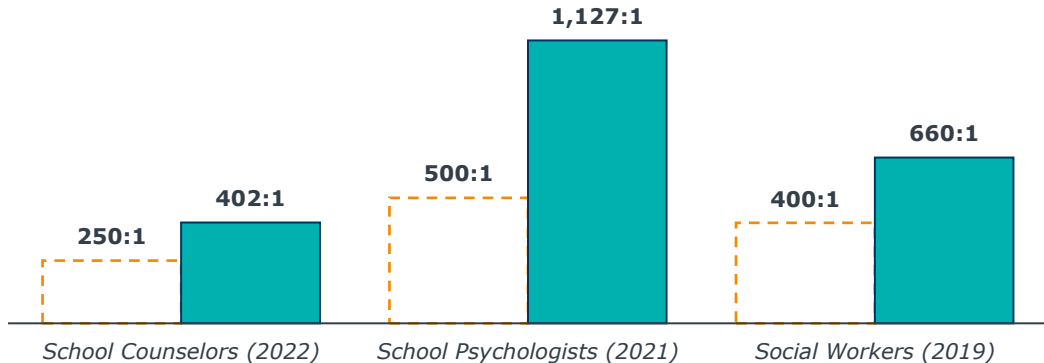
Of superintendents report sufficient staffing as their biggest barrier to successful behavior management¹

54%

Of teachers in our 2022 survey reported that a lack of support staff a top barrier to behavior management

Behavioral Support Staff Ratios Are From Ideal

□ Recommended Ratio ■ National Average



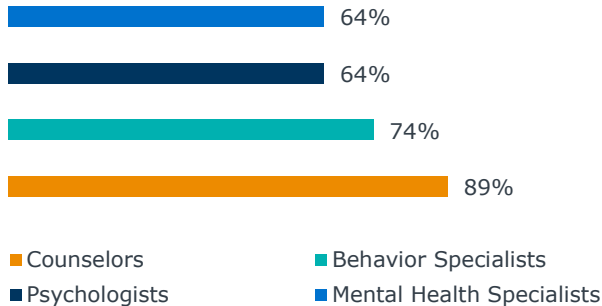
1) 2023 EAB Voice of the Superintendent Survey

Districts Are Willing But Struggling to Hire



While Districts Are Trying to Hire More Support Staff...

% of Respondents Who Indicated that Support Staff Increased in Response to Rising Behavioral Disruptions (2018)



They are Struggling to Fill Vacancies

60%

Of principals reported they faced open support staff positions since the start of the pandemic.

“In the past two years we have tried to hire behavior analysts, licensed mental health practitioners, and other support staff, but have had zero applicants when we post the job. People with the qualifications are just not available—it puts a lot of additional responsibility on my teachers when I don’t have the staffing we need.”

Superintendent, Rural School District

Long-term: Cultivate Partnerships to Secure New Talent



Outside Funded Grow-Your-Own

Purpose

Districts partner with businesses and non-profits to provide mental health support training to current staff and recruit new mental health support staff

Example

Keene School District partnered with the National Education Association (NEA) to financially support 20 paraprofessionals in receiving mental health first aid training



Symbiotic University Partnerships

Purpose

Districts partner with local universities in myriad ways that typically benefits both university programs and school district staffing

Example

One district in California partners with local universities to allow psychology students to complete clinical hours in their schools and then often hires them



Consortia-Style Organized Efforts

Purpose

Non-profits, corporate organizations, and government agencies work collaboratively to invest in efforts to help public schools in overcoming the staffing crisis

Example

A team of university faculty and regional education agencies developed a "Grow Your Own" re-specialization program to train education professionals to become school psychologists in rural areas using a grant from the U.S. DOE

A Three Step Approach to Embracing Data-Driven Behavior Support

Step 1:

Gather data on patterns in student data from multiple sources:

- a. Universal screeners and SEL surveys
- b. Referral data (must include behavior, not just consequence)
- c. Grade-level team notes

Step 2:

Behavioral Health Intervention Team reviews data monthly:

Key questions:

- Which patterns in behavior/need are present schoolwide?
- Which patterns of behavior/need are present in 20%+ of a grade level or sub-group?

Step 3:

Adjust SEL curricula and interventions based on identified needs:

Key actions

- For schoolwide patterns, have counselors develop a six-week SEL plan for teachers
- Where patterns exist for 20%+ of a grade/group, have counselors provide “push-in” lessons to all students in that grade/group

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Making the Hard Work of Improving Behavior Possible for Busy District Leaders and Teachers

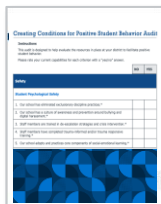


Improving student behavior is not an intractable problem. But it is hard work.
EAB resources and support are designed to make best practice possible for those with little time.



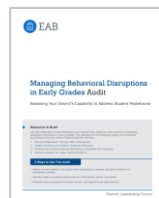
Behavior Management Collaborative for School Leaders

EAB experts guide a cohort of school leaders through the implementation of behavior management best practices



Diagnostic for **Assessing Conditions for Positive Behavior**

Assess 4 research-backed conditions for positive behavior and evaluate current district and school-wide resources.



District-Wide Practice Audit for Behavior Management

Develop targeted strategies for behavior management for every grade.



Guide to Evidence-Based **Universal Screeners**

Compare the options to identify which universal screening tool may be best for your schools.

"The materials provided were amazing. There's no way we could have done this alone."

District Leadership Forum Partner

Hit the Ground Running with Strategic Priorities this Fall

Fall 2023 District Leadership Forum New Partner Roadmap

1

Summer-Fall 2023

New Partner Success Planning Call

to introduce the District Leadership Forum team and start building your success plan for the 2023-24 school year

2

September 27, December 11

New District Leadership Forum Partner Orientation

Orientation for new District Leadership Forum members to meet peers and plan their priorities.

3

Across 2023-24

Advance your Strategic Priorities with District Leadership Forum Team through research-driven presentations, workshops, implementation guides, and tools

New Partner Focus: Success Planning for your Priority Issues



What Are Your Top 2-3 Initiatives?

- Reducing absenteeism
- Raise teacher morale
- Reduce teacher turnover



What Are Your Key Upcoming Milestones?

- Strategic plan deadlines
- Bond election
- Legislative compliance deadlines

Helping Every Step of the Way: District Partner Success Team



Come See Us Again!

Upcoming Events from EAB

Webinars, Events, and Conferences

September 20-22, 2023

Michigan MASA Fall Conference

Traverse City, MI

September 27-29, 2023

Illinois IASA Annual Conference

Springfield, IL

October 1-3, 2023

New York NYSCOSS Fall Leadership Summit

Saratoga Springs, NY

October 12, 2023 (3pm ET)

* **Reducing Chronic Absenteeism at Scale**

Presented with AASA, Virtual Webinar

November 17-19, 2023

IASA/IASB/IASBO Joint Annual Conference

Chicago, IL

November 29 – December 1, 2023

**Association of Education Service Agencies
(AESA) National Conference**

Anaheim, CA

January 28-31, 2024

Texas TASA Midwinter Conference

Austin, TX

February 15-17, 2024

* **AASA National Conference on Education**

San Diego, CA

Stay Tuned – Coming Soon

Coming Soon Fall 2023

New Jersey NJASA Virtual Webinar

Virtual

Coming Soon Fall 2023

**Superintendent's Roundtable: Blueprint for
High-Performance Leadership Team**

Virtual, Exclusive for Superintendents

* *Featured Events with AASA*

How Else Can We Help?

I'd like to speak with someone further about...

- 1 EAB's behavior management research and resources
- 2 Strategic initiative support through the District Leadership Forum
- 3 Registering for an upcoming EAB event or presentation
- 4 EAB's other research areas, including addressing chronic absenteeism
- 5 Something else? Choose this option and we will follow up with you

A Quick Ask



We value your feedback.

Please take a few minutes to **complete the short survey** that pops up at the close of the webinar.

Thank you!



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ABOUT EAB

At EAB, our mission is to make education smarter and our communities stronger. We work with thousands of institutions to drive transformative change through data-driven insights and best-in-class capabilities. From kindergarten to college to career, EAB partners with leaders and practitioners to accelerate progress and drive results across five major areas: enrollment, student success, institutional strategy, data analytics, and diversity, equity, and inclusion (DEI). We work with each partner differently, tailoring our portfolio of research, technology, and marketing and enrollment solutions to meet the unique needs of every leadership team, as well as the students and employees they serve. Learn more at eab.com.