



Supporting Attendance Through Multi-Tiered Strategies

Stukey Elementary School, Adams 12 Five Star Schools

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STUKEY
ELEMENTARY SCHOOL

Stukey Elementary School in Adams 12 launched a practice aimed at tackling attendance challenges. The goal was to create a comprehensive attendance support plan, called attendance contracts, incorporating interventions such as home visits, motivational incentives, and data-driven monitoring.

The planning and implementation of this practice involved a collaborative effort among several key teams and individuals. The Multi-Tiered System of Supports (MTSS) Team, Positive Behavioral Interventions and Supports (PBIS) Team, Attendance Team, Social Emotional Learning Specialists (SELs), the school registrar, and the family liaison all played crucial roles. The building administrators provided leadership, and additional staff members were pulled in as needed to address unique student circumstances.

The practice was a multi-step process designed to support students and engage families early. Teachers initiated the process by contacting families after a student accumulated eight absences, then the student was referred to the Attendance Team to develop a personalized attendance plan. Several incentives were introduced to motivate students, such as an extra recess for those maintaining 95% or higher attendance, a visual school-wide attendance board, and weekly announcements where students received trophies. Monthly rotations of a full-sized trophy and semester-based celebrations further reinforced positive behaviors. Additionally, weekly attendance reports were sent to the Assistant Principal for students with five to eight absences or tardies, prompting email notifications to teachers. Staff conducted home visits in cases involving extreme absenteeism or unique family challenges.

Evaluation involved tracking attendance data, with teachers reporting on intervention progress and PBIS meetings serving as checkpoints to review the number of students on attendance contracts. While the practice showed positive impacts on individual student attendance, challenges included outliers where adult decisions in students' lives hindered consistent attendance and persistent chronic absenteeism, highlighting the need for ongoing adaptation.

For schools considering replicating this practice, home visits should be viewed as one component of a broader strategy. As one staff member shared, "Home visits are valuable, but they're not the end-all, be-all. Building relationships through consistent communication is crucial." Support from SELs and interventionists is essential for advocating for students, and involving district case managers early in the process fosters rapport between families and school staff.