



Reducing Chronic Absenteeism in Preschools
in Chile:
Evidence from a comparative study using
2011-2017 Ministry of Education data

MaryCatherine Arbour, Carolina Soto, Yanira Alee, Sidney
Atwood, Pablo Munoz, Marcela Marzolo

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Chile and Preschool Education

1. Stable, prosperous, inequitable

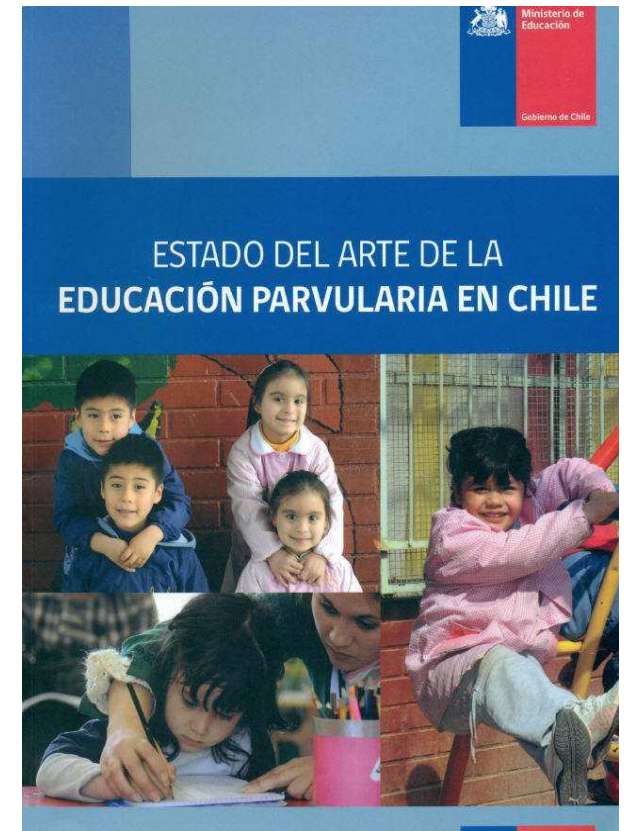
2. Global leader in early childhood policy

2014 Establish Vice-Ministry of preschool education

96% of children 4-5 years old have access to PK and K

3. Quality: Chilean PSE outcomes

- **Below the average** for OECD countries.
- **Large inequities:** children from low SES have significantly higher rates of language delays and socioemotional delays

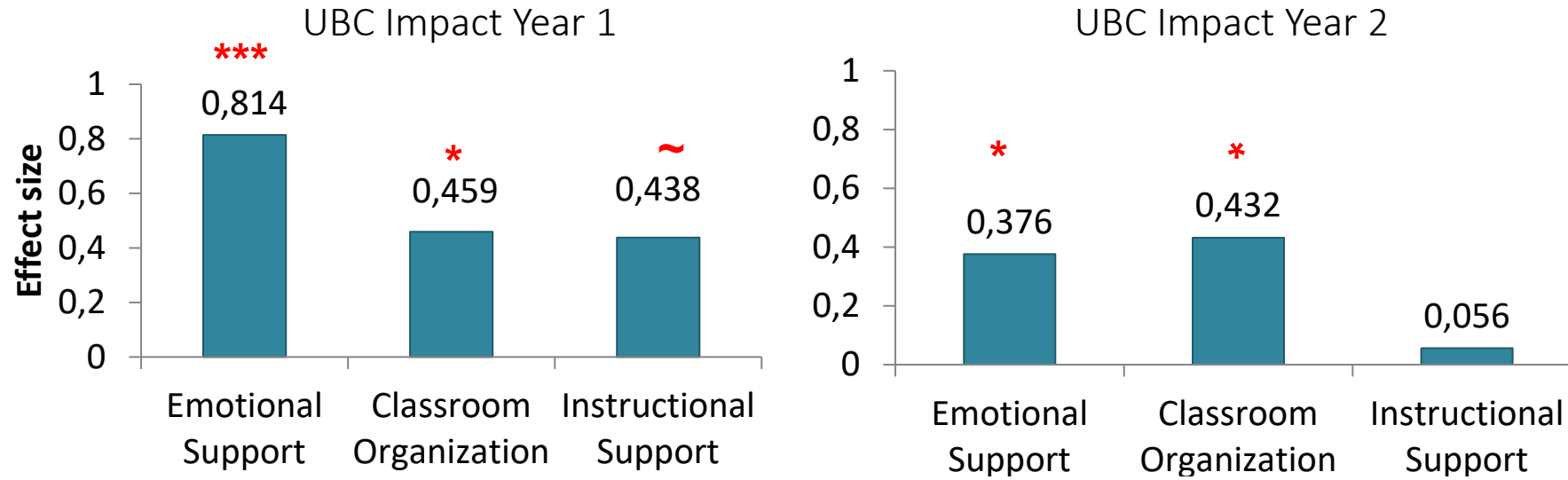


2006 - 2010

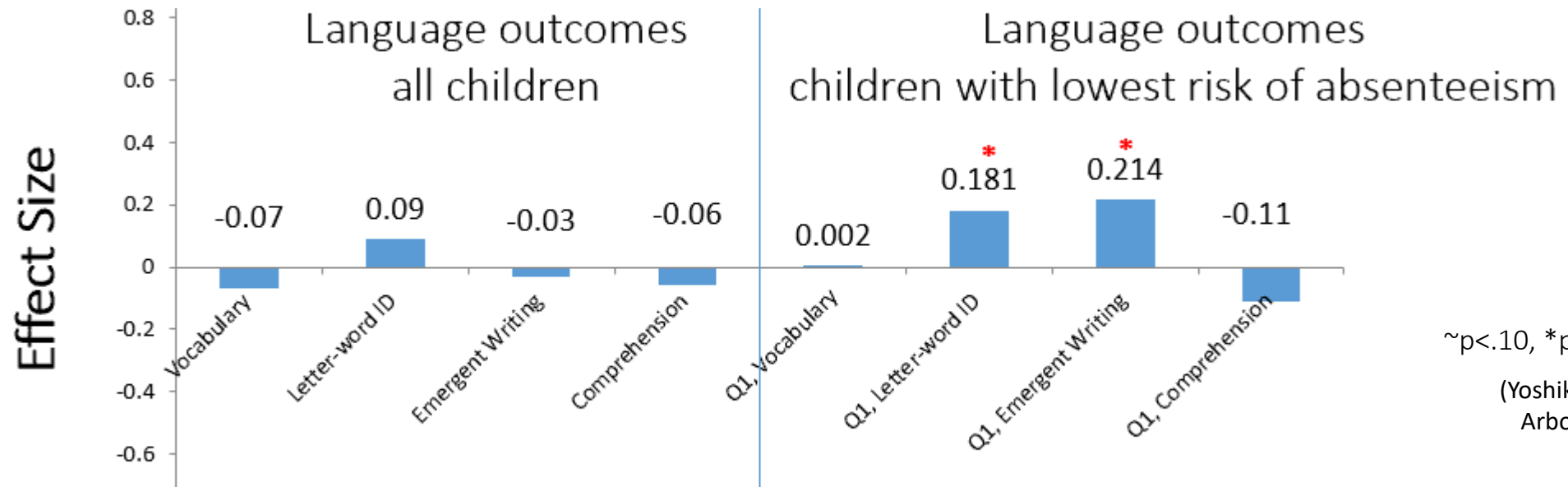


- + Based on best evidence**
- + Private public collaboration**
- + Experimental evaluation**

UBC had positive impacts on classroom quality



Effects on child language and literacy skills *moderated by* absenteeism



~p<.10, *p<.05, ***p<.001

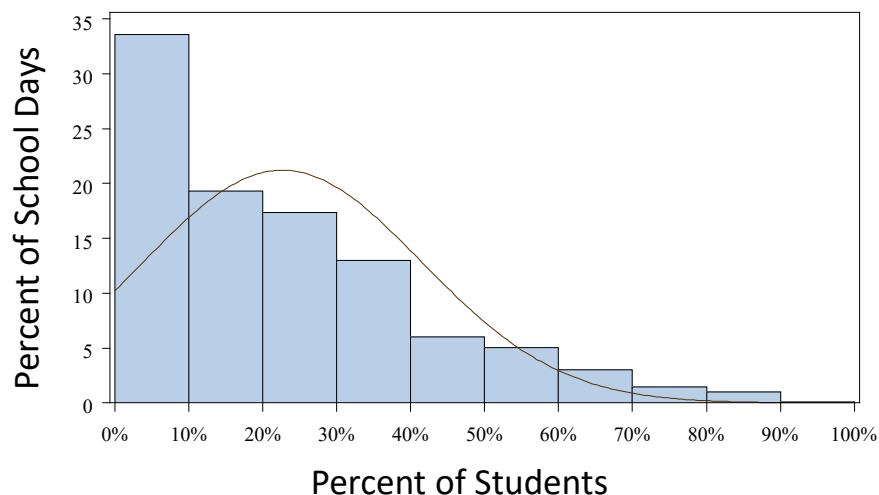
(Yoshikawa et al., 2014;
Arbour et al., 2016)

Absenteeism rates among 4- and 5-year-old children attending public preschool

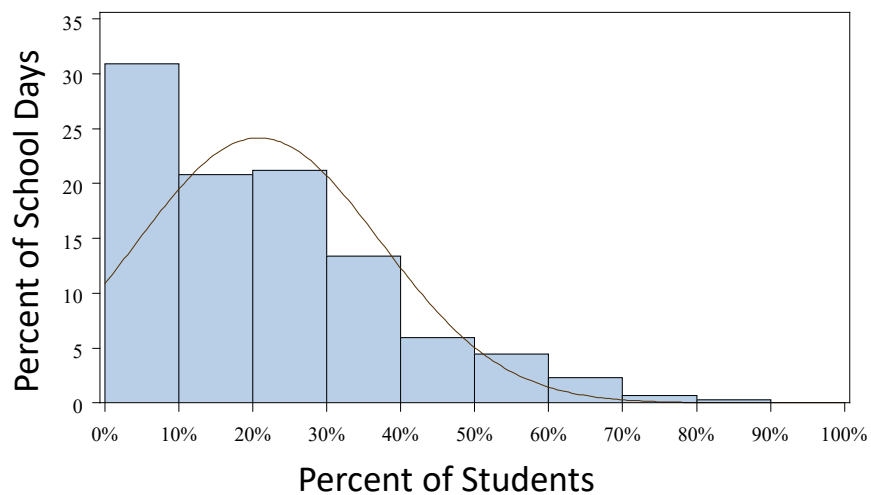
| | Average Individual-Level Absenteeism | % of students with chronic absenteeism |
|-----------------|--------------------------------------|----------------------------------------|
| Prekindergarten | 23.2% (19.6) | 66% |
| Kindergarten | 21.3% (17.7) | 69% |

Percent of School Days Absent Among Children Attending UBC Schools

Year 1: Prekindergarten



Year 2: Kindergarten



Un Buen Comienzo: A Good Start

2006 - 2010

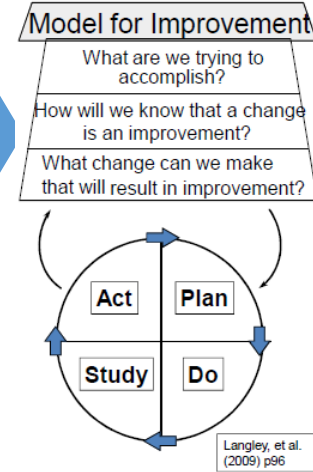


- + Based on best evidence
- + Private public collaboration
- + Experimental evaluation

2011 - 2015



- + Continuous Improvement Model (IHI)
- + Voice & participation of teachers and school leaders
- + 2014 – 2015 Attendance added intervention area



+



PRIMARY DRIVERS

Instructional time

Effective classroom interactions

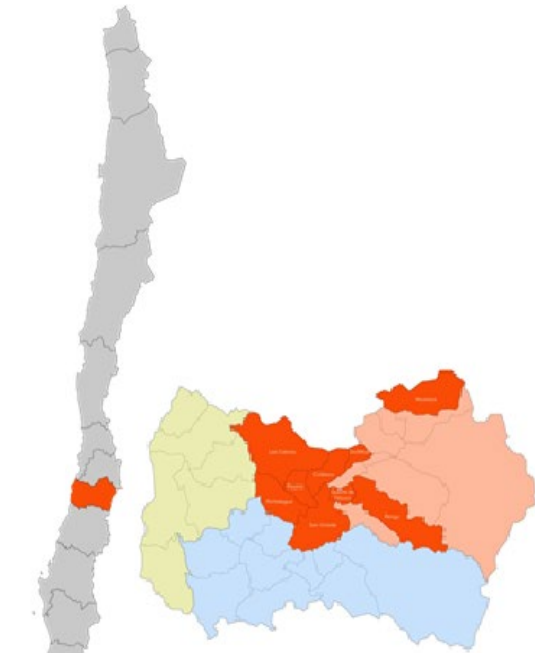
Students' attendance

AIM: 80% of pre-K and 90% of K children reach advanced language proficiency

The Present Study: UBC Expansion 2014-2015, 19 Schools

Using publicly available Ministry of Education databases:

1. What were the rates of absences and chronic absenteeism in preschools in the VI region of Chile between 2011 and 2017?
2. Is there a difference in the evolution of absences and chronic absenteeism between three groups of schools?
 - a. 27 Schools that did not participate in UBC,
 - b. 14 Schools that participated in UBC in 2014 and 2015, but did not choose attendance as their priority area, and
 - c. 5 Schools that participated in UBC in 2014 and 2015 and chose attendance as their priority area



VI Region
"Libertador General
Bernardo O'Higgins"

Map of Chile

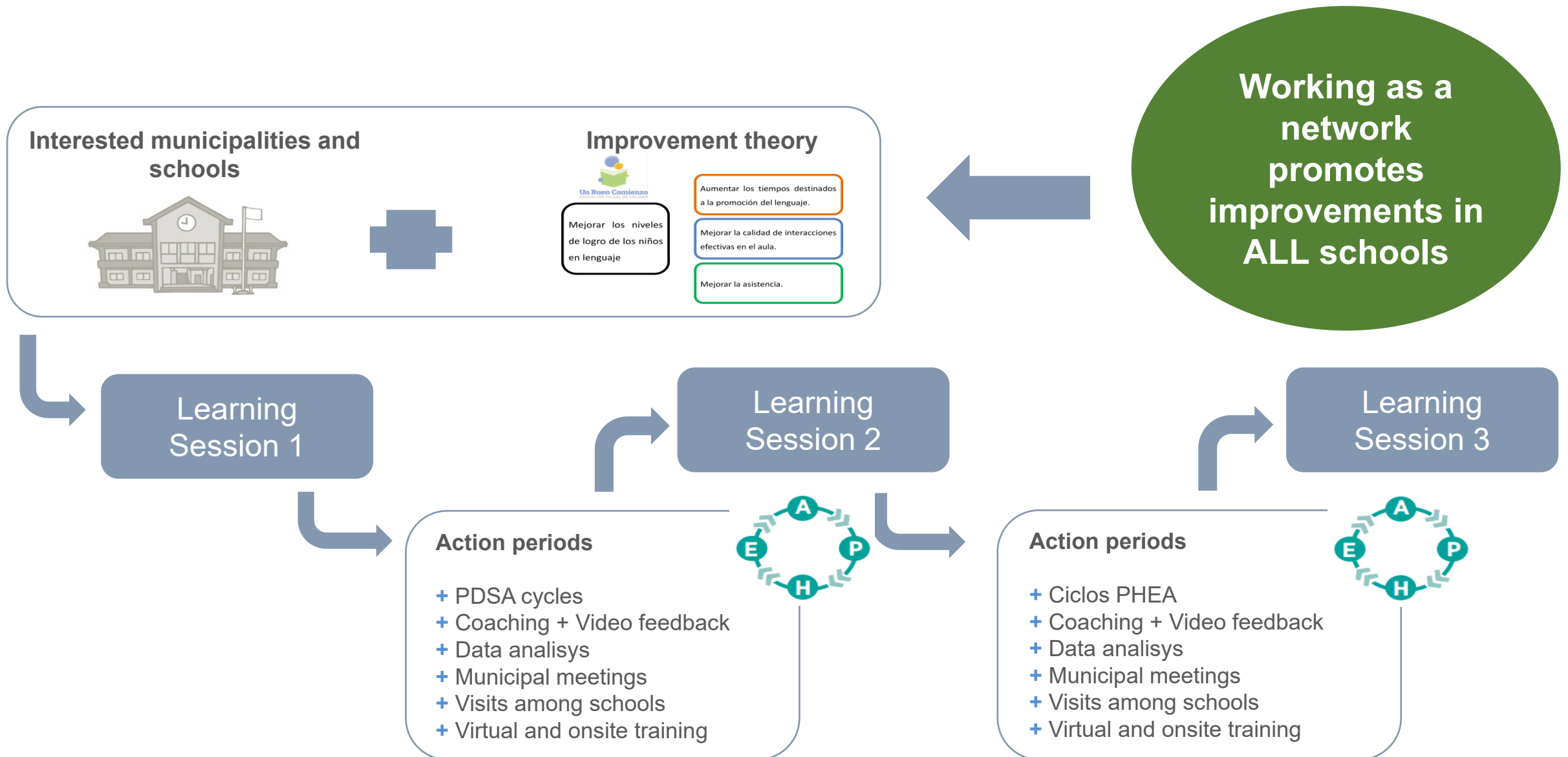


Methods: Convenience Sample

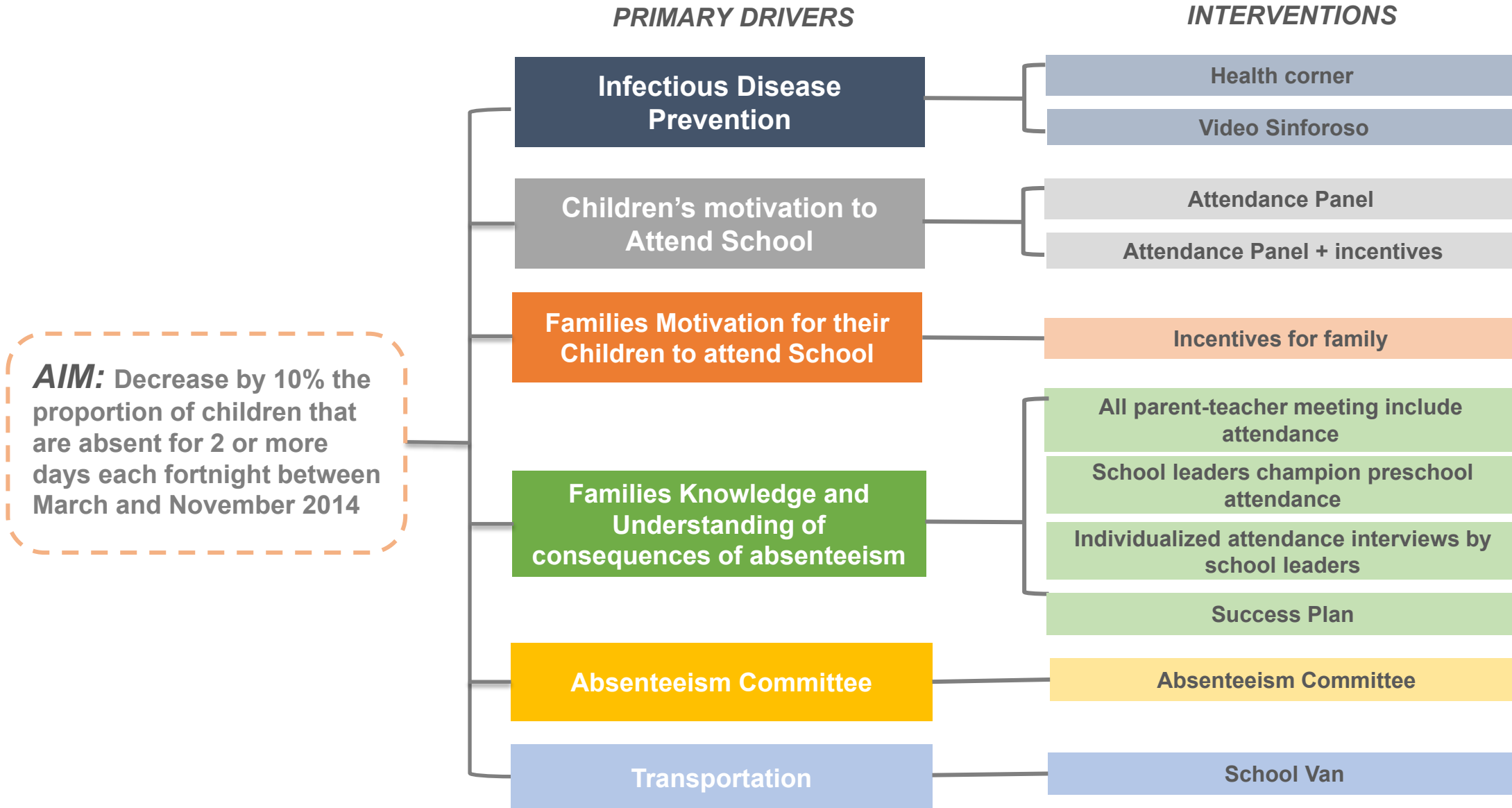
| 2011-2017 | Total | UBC Schools that prioritized attendance | UBC Schools that did not prioritize attendance | Comparison Schools |
|--------------------------|-------------------|-----------------------------------------|------------------------------------------------|--------------------|
| N Schools | 46 | 5 | 14 | 27 |
| N Classrooms | 67 | 6 | 19 | 42 |
| N Children, total | 1218 (1099-1308)* | 104 (83-126)* | 300 (274-317)* | 814 (742-865)* |
| N Children per classroom | 18 (16 – 21) | 18 (15 – 21) | 16 (15 – 17) | 19 (17 – 21) |
| N Rural Schools | 39 | 5 | 14 | 20 |
| N Municipal Schools | 37 | 5 | 13 | 27 |
| N Voucher Schools | 10 | 0 | 1 | 0 |

* Note: these represent individual children in each year; the evolution of an individual child's attendance across the years cannot be examined.

Model of Network Sharing



Theory of improvement: Driver Diagram



Assistance strategies



Infectious Disease Prevention

- *Health Corner*
- *Video Sinforoso*



Children's motivation to Attend School

- *Attendance Panel*
- *Attendance Panel + incentives*



Families Knowledge and understanding of consequences of absenteeism

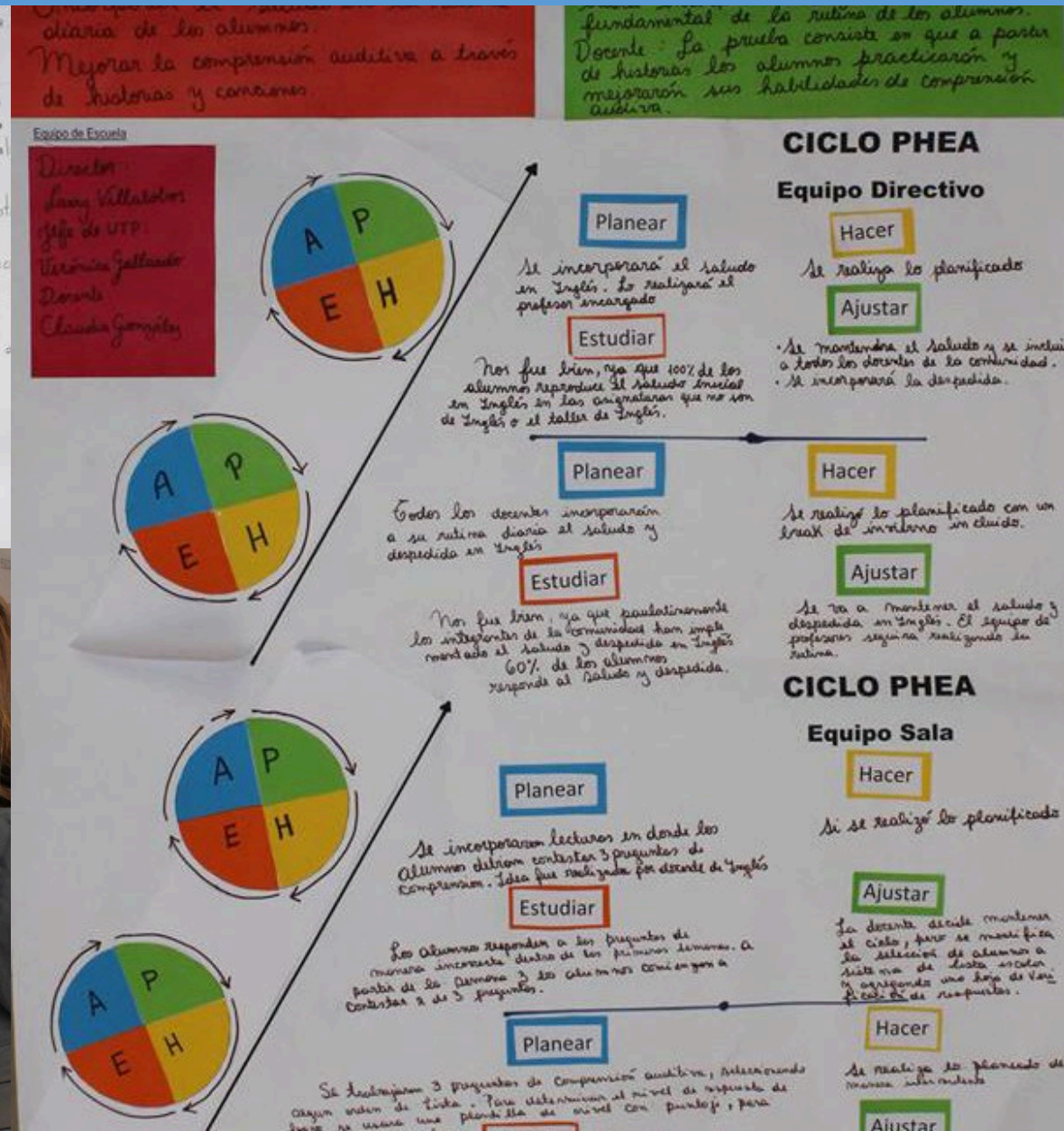
- *Parent-teacher meeting include attendance*
- *School leaders champion preschool attendance*
- *Attendance interviews by school leaders*
- *Success Plan*



Absenteeism Committee

- *Absenteeism Committee*

Example: Attendance Committees Share their Learning



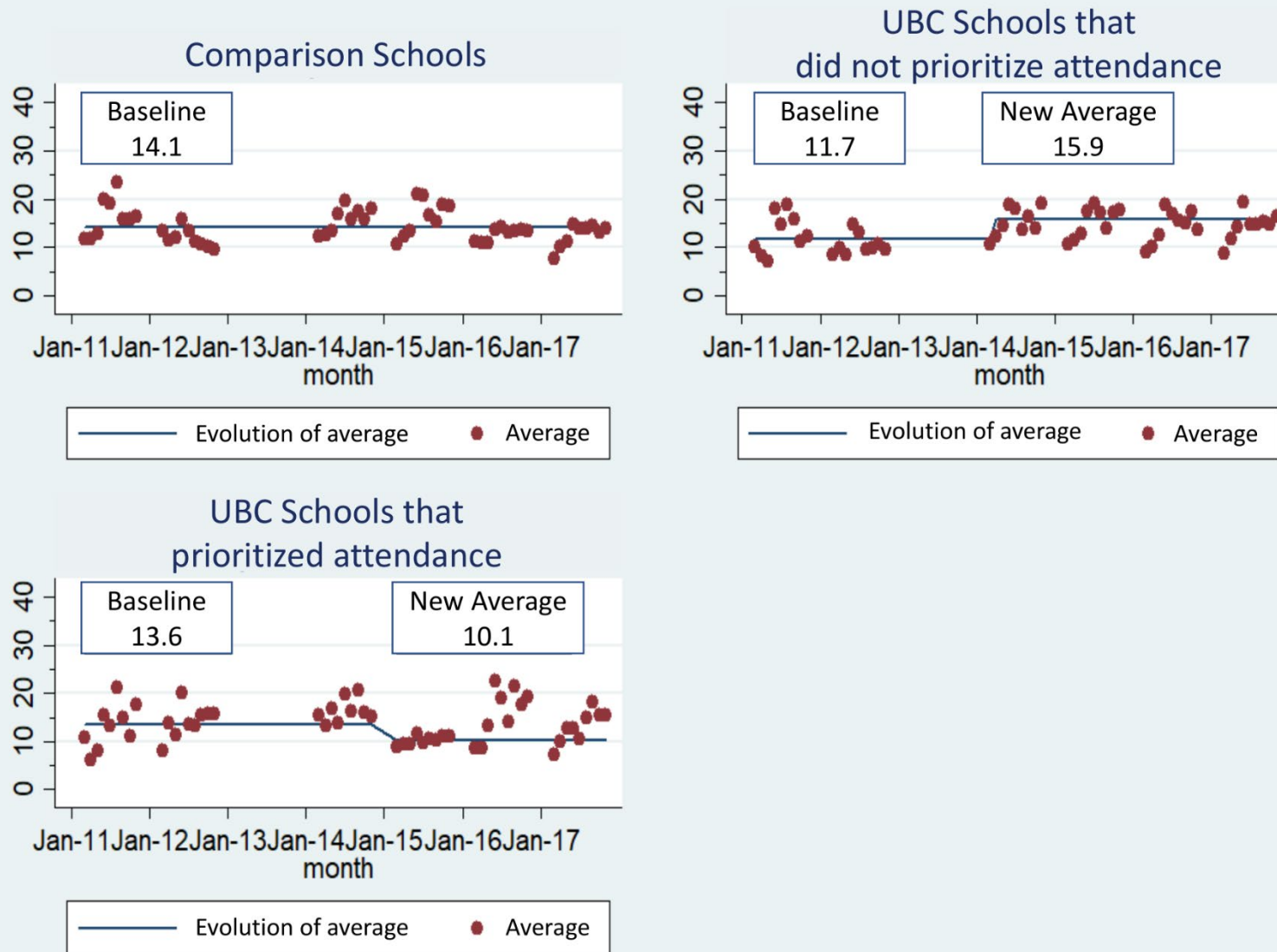
Results: RQ1

Average percent of days absent per child and the percent of children with chronic absenteeism in preschools in the VI Region.

| Average, 2011-2017 | Total | Comparison Schools | UBC Schools that did not prioritize attendance | UBC Schools that prioritized attendance |
|----------------------------------------------|---------------------|---------------------|------------------------------------------------|-----------------------------------------|
| Percent of days absent per child | 14.2 (10.4-17.3) | 14.4 (12.1-16.3) | 14.0 (10.8-15.3) | 14.2 (10.4-17.3) |
| Percent of children with chronic absenteeism | 52.1 (33.5-68.9) | 50.9 (33.5-68.9) | 51.2 (40.3-57.1) | 54.2 (35.3-62.0) |

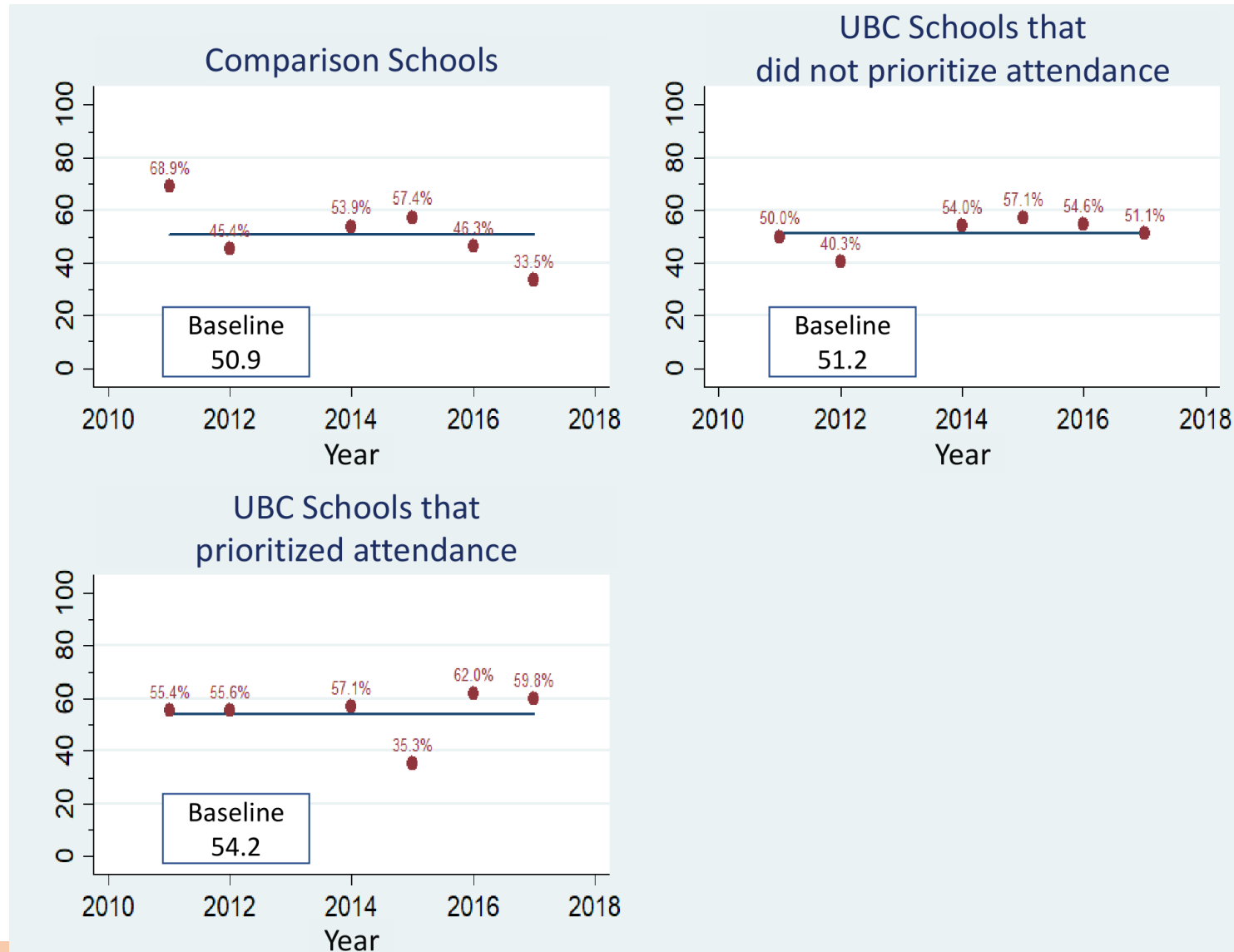
Results: RQ2 Is there a difference in evolution of absenteeism?

Average percent days absent per child per month



Results: RQ2 Is there a difference in evolution of absenteeism?

Percent of children with chronic absenteeism per year 2011-2017



Summary



- UBC schools that prioritized attendance reduced Average days absent per child 13.6% to 10.1%
→ an average of 7 fewer days absent per child per year

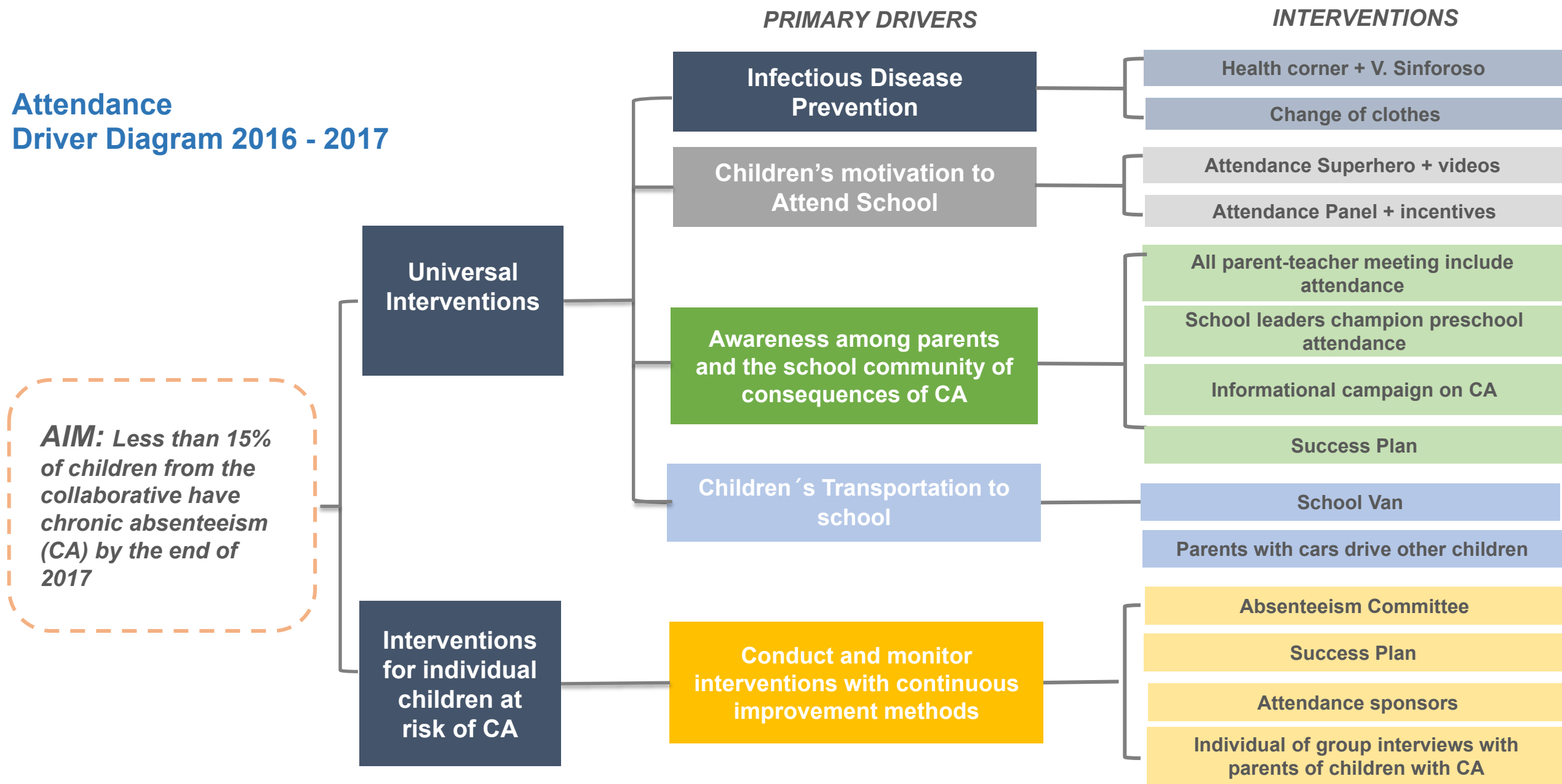
Chronic absenteeism from 55-57% to 35% of children
→ 16 additional children reached the attendance threshold at which the UBC Program improved language outcomes

- Improvements occurred in the second year of UBC implementation

increase in the number and types of attendance strategies that were applied

Teams ran 46 cycles of attendance committee & success plan – highly individualized strategies focused on identifying families w risk for CA, discuss suspected causes of those absences, and design specific strategies for working with each child and family.

Attendance Driver Diagram 2016 - 2017



UBC Driver Diagram 2016 - 2017

AIM: 80% of pre-K
and 90% of K children
reach advanced
language proficiency

PRIMARY DRIVERS

Instructional time

Effective classroom
interactions

Students' attendance

INTERVENTIONS

Integrated pedagogical
lesson plans

Time management strategies
in the classroom

Integrated lesson plans with
CLASS markers

Coaching and
video-feedback

Universal strategies
(for all students)

Attendance Committees
(one-on-one support)

Power of Networks for Learning

