



## Attendance Across Miami-Dade County Preschool Programs

**Rates of Attendance in Pre-Kindergarten Programs:** Average median was at least **84%** across the various programs under the Early Learning Coalition of Miami-Dade/Monroe, Miami-Dade County Head Start, and Miami-Dade County Public Schools (2012-2014). For this brief low attendance is considered one standard deviation below the median, at or below the 25th percentile; consistent attendance is considered anything above the 25th percentile.

**Attendance in Preschool and School Readiness Skills:** Children with preschool attendance rates greater than the 25th percentile started off the preschool year with higher skills and showed higher attendance in kindergarten, than children with lower preschool attendance. While findings and national research suggest that attendance is important to support academic learning, **multiple factors influence attendance and these should be considered in comprehensive interventions for school readiness.**

### In Preschool Programs:

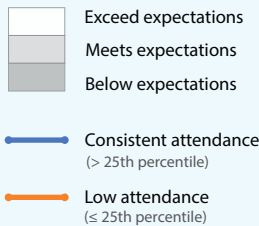
#### A year of growth in Voluntary Pre-K

Using the **VPK assessment**

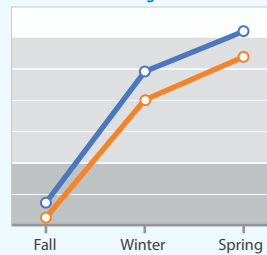
**Consistent attendees exceed expectations by spring.**

- Children with **CONSISTENT** rates of attendance have **HIGHER** rates of growth in school readiness skills
- Children with **LOWER** rates of attendance have **LOWER** rates of growth in school readiness skills

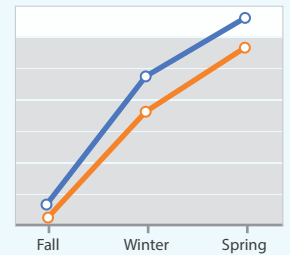
(2013--2014)



Gains in Oral **Language/ Vocabulary** Skills



Gains in **Mathematics** Skills



#### A year of gains in Head Start

Using the **Galileo assessment**

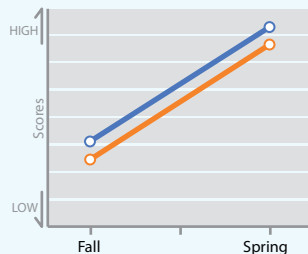
**Consistent attendees start and end the year higher than low attendees.**

(2012--2013)

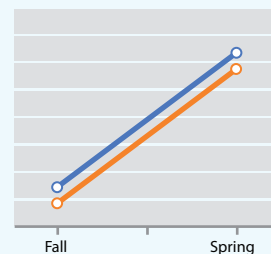
- Consistent attendance (> 25th percentile) (blue line)
- Low attendance (≤ 25th percentile) (orange line)

Note: Rate of change cannot be determined with only two time points.

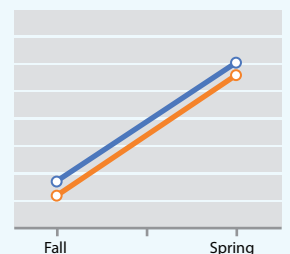
Gains in Oral **Language and Literacy** Skills



Gains in **Mathematics** Skills



Gains in **Social Emotional** Skills



### In Kindergarten:

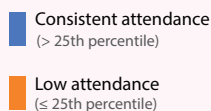
#### Attendance in VPK and Achievement Scores in K

Using the **Stanford Achievement Test (SAT-9)\***

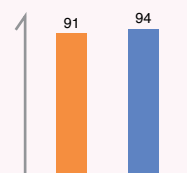
**Children who consistently attended preschool score higher on reading and mathematics based on a comparison of VPK children in 2013-2014 and their performance in kindergarten.**

\* SAT-9 is administered around mid-April every year.

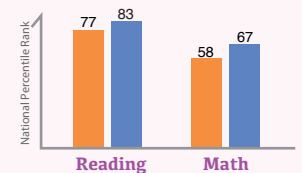
Attendance in VPK (2013 - 2014)



Kindergarten Attendance Rate (2014 - 2015)



Achievement Scores in Kindergarten (2014 - 2015)



## Recommendations for Practice and Policy

- Attendance and messaging around the importance of daily attendance should be strengthened** in early childhood programs. Public awareness campaigns can increase visibility to parents. Attendance should be addressed in existing early childhood quality initiatives.
- Update attendance data over time and measure the effects of interventions** designed to improve attendance and outcomes, including both specific interventions and comprehensive approaches. For example, the iAttend model used for school-aged children in Miami-Dade County Public Schools, which monitors attendance in real time and helps families to overcome barriers when children are not attending regularly, could be extended to early childhood education programs. The Head Start program already includes a comprehensive approach under Program Performance Standard 1302.16, which emphasizes the importance of supporting families and addressing barriers to students' consistent attendance (e.g., providing transportation passes for parents, calling parents when children are absent, conducting home visits).
- Further research that includes more comprehensive models should be conducted** to examine multiple factors that influence attendance (such as family stress and support, health, home-school relationships, available public transportation).