

# Mosaic



## Using Mosaic to Track and Reduce Chronic Absence at Novato Unified School District

Stefanie Parnell is the assistant principal at Hamilton Meadow Park School in the Novato Unified School District, which sits just thirty minutes north of San Francisco. Recently, Parnell has been using data to better understand chronic absence trends at her school and improve student attendance. This is especially important given Novato's district-wide push to improve attendance (and rather topical given California's adoption of chronic absenteeism as an indicator in the state's new, ESSA-aligned [accountability system](#)).

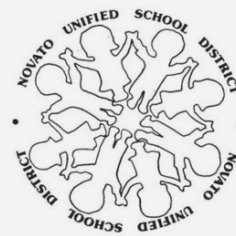
Much to Parnell's delight, Hamilton is one of several NUSD schools piloting [Mosaic District Progress Monitoring](#). Previously, Parnell had to make due with a single, average attendance rate that was reported monthly out of her district's SIS. Now, Mosaic provides Parnell with an intuitive, multi-measure dashboard that updates in daily. Having these insights right at her fingertip has led to some early "Aha!" moments.



“With Mosaic, I was able to discover a trouble spot in the early grades relating to chronic absenteeism, which we are now taking action to resolve”

**Stephanie Parnell**, Assistant Principal  
Hamilton Meadow Park School

### Summary:



#### **Novato Unified School District, Navato CA**

**Total Schools:** 18

**Grades:** Pre-K–Grade 12

**Total Enrollment:** 7,600

#### **Quick Wins:**

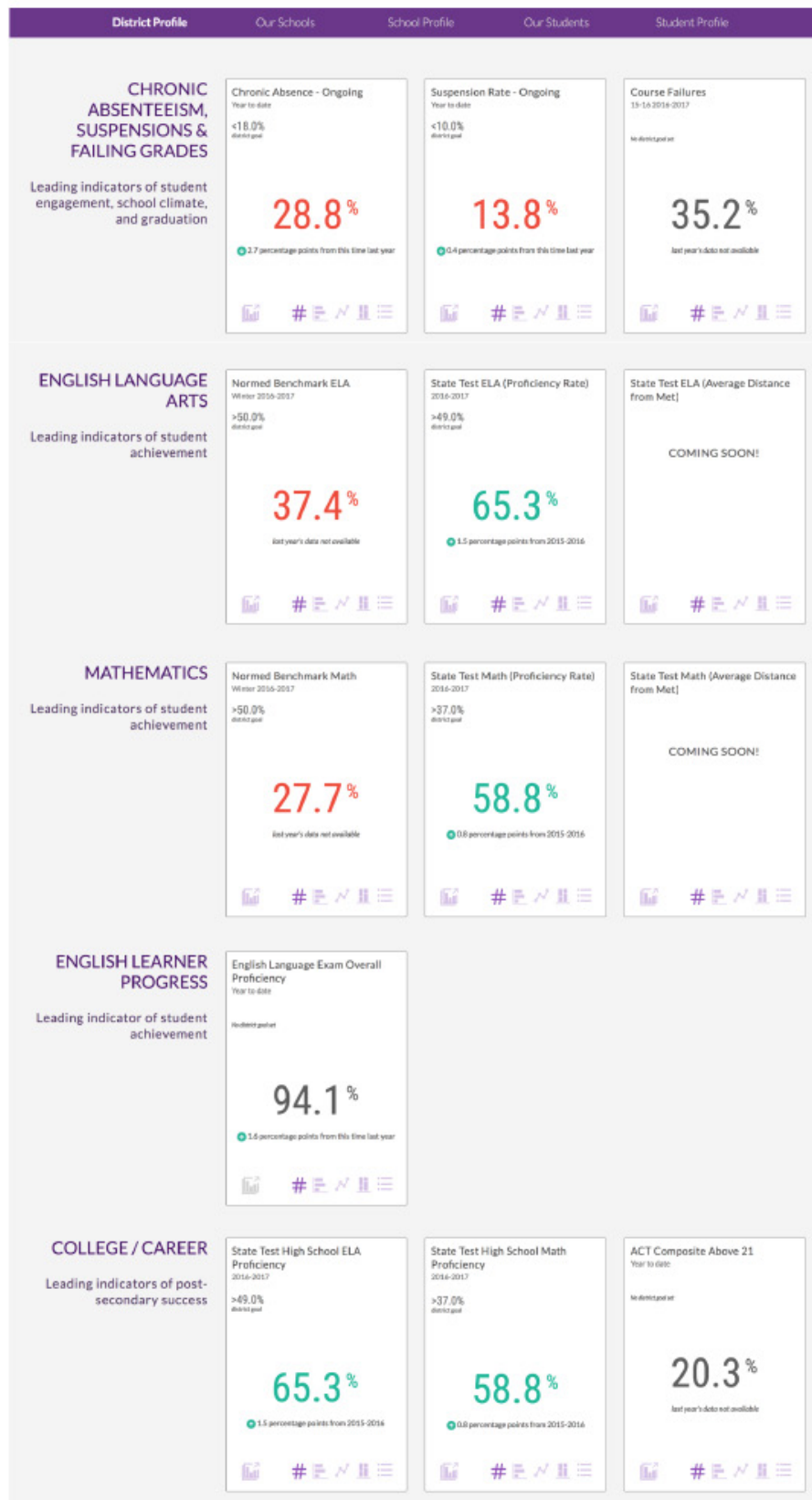
Within the first 6 weeks of using Mosaic, administrators at Hamilton were able to:

1. See their data by grade level, student group, and more.
2. Test assumption and identify trends.
3. Discuss new found insight and identify in their leadership meetings.
4. Develop new hypothesis in chronic absence.
5. Establish new, data-informed strategies for partnering with parents to reduce chronic absence.

## Why Mosaic

“Early on, our district pushed for Mosaic because we needed everything in one spot” said Parnell. She notes that Mosaic has increased the frequency and ease with which schools can look at data, which has helped administrators find new patterns. “As assistant principal, I want to see and know where we stand in the district,” she notes. “With Mosaic, we can explore the data and find answers more quickly!”

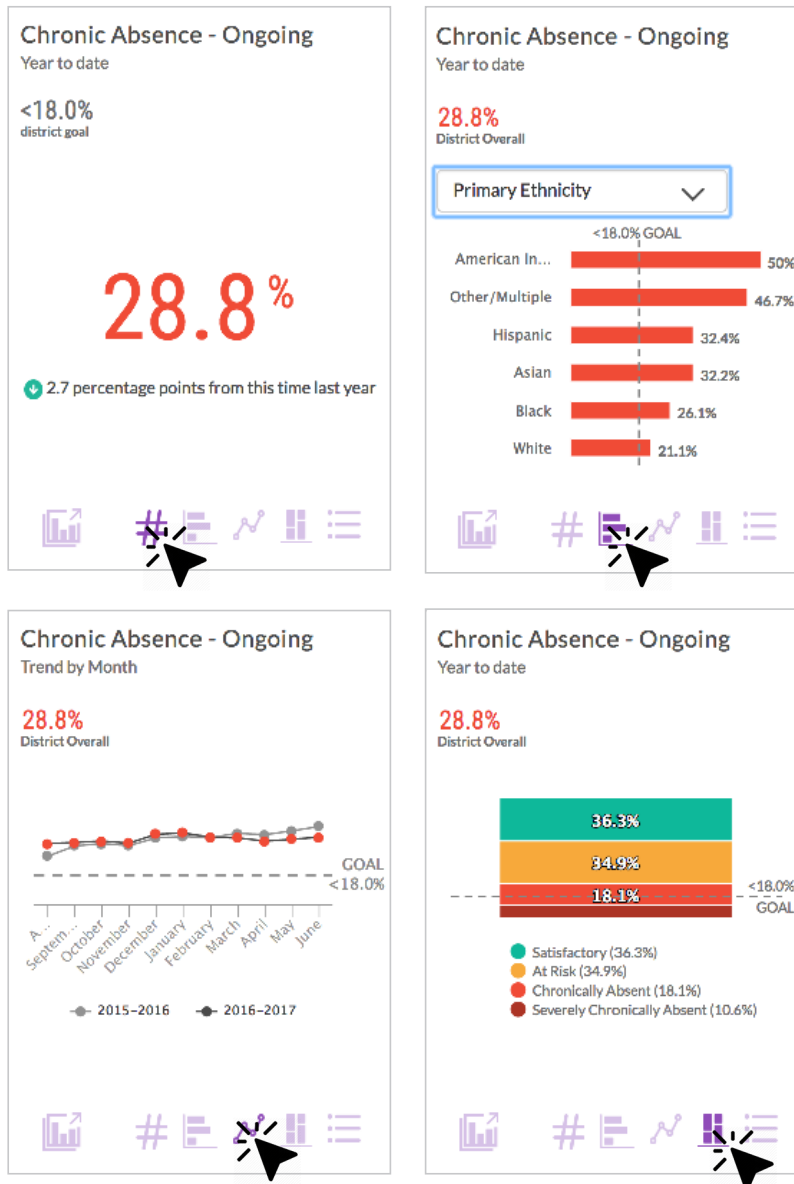
## Mosaic Demo



Data Privacy Note: Screenshots do not display NUSD data.

## Getting Started:

Given Parnell's mandate to reduce chronic absence at Hamilton, she went straight to the average daily attendance and chronic absence indicators on her school profile dashboard. Using these data tiles she could see daily updates on their rates by grade level and student group, trends over time, and more. "With Mosaic, I was able to compare our own relevant percentages with the district goals of 97 percent for average daily attendance and 8 percent chronic absenteeism," she explained.



Data Privacy Note: Screenshots do not display NUSD data.

For Parnell, the grade-level view provided an immediate insight: "It quickly became glaringly obvious that chronic absenteeism was highest among our first graders and kindergarteners." Parnell had always suspected that first graders and kindergarteners might have higher rates of chronic absenteeism; with Mosaic she had data to prove it.

## Making Data-Driven Decisions:

Parnell brought her newfound insights to her next monthly meeting with the school's instructional leadership team, which consisted of one representative for each grade level. Parnell recalls:

I presented the data, focusing on the numbers I wanted them to see: daily attendance and chronic absenteeism. We used that data to facilitate a deeper conversation. We could see the trends, make some assumptions, and develop solid hypotheses about attendance... When younger kids rely on parents, that's when we really see absenteeism. That's why it's important to communicate to parents that attendance is critical, even in the lowest grades. We recognized that we had to focus on new strategies for increasing attendance among the first graders and kindergartners in order to bring up the whole school and we started brainstorming...

Following this meeting, her team developed an intervention plan that focused on the school's kindergarten and first grade parents. "We decided to send out letters to parents and call them for one-on-one conversations, engaging them as partners to help solve the problem," she shared.

## What's Next:

Next, Parnell is looking forward to reviewing data from other schools to find bright spots to learn from within the district. After that she will start the next phase of her analysis - delving further into the academic data.

| Mosaic Demo                              |   |   |                              |                                      |   |  |                                       |  |   |   |
|--|---|---|------------------------------|--------------------------------------|---|--|---------------------------------------|--|---|---|
| District Profile                         | Our Schools                                       |   |                              | School Profile                       | Our Students                                      |  |                                       | Student Profile                                    |   |   |
| FILTER BY<br>No Filter                   |   |   |                              |                                      |   |  |                                       |  |   |   |
|  | CHRONIC ABSENTEEISM, SUSPENSIONS & FAILING GRADES |   |                              | ENGLISH LANGUAGE ARTS                |   | MATHEMATICS  |                                       |  | ENGLISH LEARNER PROGRESS  |   |
|  | Chronic Absence - <sup>↑</sup><br>Ongoing         | Suspension Rate - <sup>↓</sup><br>Ongoing | Course Failures <sup>↓</sup> | Normed <sup>↑</sup><br>Benchmark ELA | State Test ELA <sup>↓</sup><br>(Proficiency Rate) | State Test ELA <sup>↓</sup><br>(Average Distance from Met)<br>COMING SOON! | Normed <sup>↓</sup><br>Benchmark Math | State Test Math <sup>↓</sup><br>(Proficiency Rate) | State Test Math <sup>↑</sup><br>(Average Distance from Met)<br>COMING SOON! | English Language <sup>↓</sup><br>Exam Overall Proficiency |
| <b>District Overall</b><br>DISTRICT GOAL | 28.8%<br><18.0%                                   | 13.8%<br><10.0%                           | 35.2%                        | 37.4%<br>>50.0%                      | 65.3%<br>>49.0%                                   | ⓘ  | 27.7%<br>>50.0%                       | 58.8%<br>>37.0%                                    | ⓘ   | 94.1%   |
| Mariposa Charter Middle Sc..             | 56.3%   | 20.3%                                     | 37.9%                        | 38%                                  | 71.6%   | ⓘ  | 32.1%                                 | 57.6%  | ⓘ   | ⓘ   |
| Twin Peaks Middle School                 | 51.5%   | 21.5%                                     | 26.9%                        | 34.4%                                | 70.9%   | ⓘ  | 23.7%                                 | 53.7%  | ⓘ   | ⓘ   |
| Desert Rock Middle                       | 48.8%   | 19.8%                                     | 21.6%                        | 40.6%                                | 70.5%   | ⓘ  | 30.8%                                 | 56.8%  | ⓘ   | ⓘ   |
| North Meadow Middle Scho..               | 32.6%   | 20.5%                                     | 32.6%                        | 39%                                  | 66.7%   | ⓘ  | 27.9%                                 | 51.4%  | ⓘ   | ⓘ   |
| Franklin Pierce Elementary...            | 30.4%   | 5.6%                                      | 28.9%                        | ⓘ                                    | 58.6%   | ⓘ  | ⓘ                                     | 60.2%  | ⓘ   | ⓘ   |
| Bill Nye Academy of Science..            | 29.6%   | 20.1%                                     | 37.5%                        | ⓘ                                    | 71.2%   | ⓘ  | ⓘ                                     | 52.1%  | ⓘ   | 90.5%   |
| Hamilton High School                     | 29.5%   | 22.3%                                     | 28%                          | ⓘ                                    | 68.9%   | ⓘ  | ⓘ                                     | 52.2%  | ⓘ   | 97.7%   |
| South Peterborough Eleme...              | 28.2%   | 5.7%                                      | 45.1%                        | ⓘ                                    | 64.8%   | ⓘ  | ⓘ                                     | 66.5%  | ⓘ   | ⓘ   |