



Hmong Student Data Update 2015-16

Key Findings

1. We estimate that MMSD had 835 Hmong students during the 2015-16 school year.
2. Hmong students continue to have fewer behavior events and attend school at higher rates than their peers.
3. Hmong English Language Learner students have similar rates of behavior events and attendance to Hmong non-English Language Learner students.
4. Hmong students have low MAP proficiency in math and reading in relation to district averages, but have average rates of students meeting growth targets that are similar to district averages.
5. Hmong students in the 2015 cohort had lower rates of high school completion than the district average.
6. Hmong female students in the 2015 cohort had a much larger rate of high school completion than Hmong male students. The difference in high school completion was 22.4 percentage points.

Identifying Hmong Students

Before presenting any data on Hmong students, we must identify students we believe to be Hmong. Hmong is not one of the seven racial/ethnic categories used by the state of Wisconsin when collecting student information, so there is no single variable that can be used to identify Hmong students. Based on suggestions from the Hmong community and our own research, we developed the following multi-step method for identifying Hmong students, which is refined slightly from last year's report to reflect students' home languages instead of first languages spoken:

1. **Identify all students whose last names use variants of the 18 clan names.** Hmong-Americans are organized into 18 clans that have common clan names. See the Appendix on p. 4 for a list of names used.
2. **Remove all students with these last names who identify as white, African-American, or Hispanic.** Some Hmong last names, such as Lee and Herr, also are common among non-Hmong families.
3. **Remove all students still remaining with Chinese (any dialect) or Korean as home languages.** Some Hmong last names, such as Chang and Lee, also are common among Chinese and Korean families.
4. **Add all additional students identifying Hmong as their state reporting home language.** Some students who are ethnically Hmong and native Hmong speakers may have last names that are not clan names.

This approach resulted in the following estimates of the Hmong population in MMSD over the past five years:

	2011-12	2012-13	2013-14	2014-15	2015-16
All students with Hmong Surnames	958	961	948	911	909
- White, AA, Hispanic students with Hmong Surnames	53	61	57	55	56
= Hmong Surnames minus white, AA, Hispanic students	905	900	891	856	853
- Students with Chinese & Korean home languages	41	46	43	33	38
+ Students with Hmong home language, no Hmong surname	17	17	20	18	20
Total estimated Hmong students	881	871	868	841	835

These estimates are consistently around 100 students higher than using students identifying Hmong as their first home language; as such, we believe these estimates are more comprehensive, and we will report on these students. In 2015-16, we estimate that MMSD had around 835 Hmong students, about 3% of all students in the district.

Hmong Student Demographics

	2011-12	2012-13	2013-14	2014-15	2015-16
Female	51%	49%	50%	49%	49%
Special Education	12%	13%	11%	11%	12%
Free/Reduced Lunch	84%	82%	78%	80%	76%
English Language Learner	91%	91%	92%	91%	88%

A large majority of Hmong students in MMSD receive free/reduced lunch and are English Language Learners.

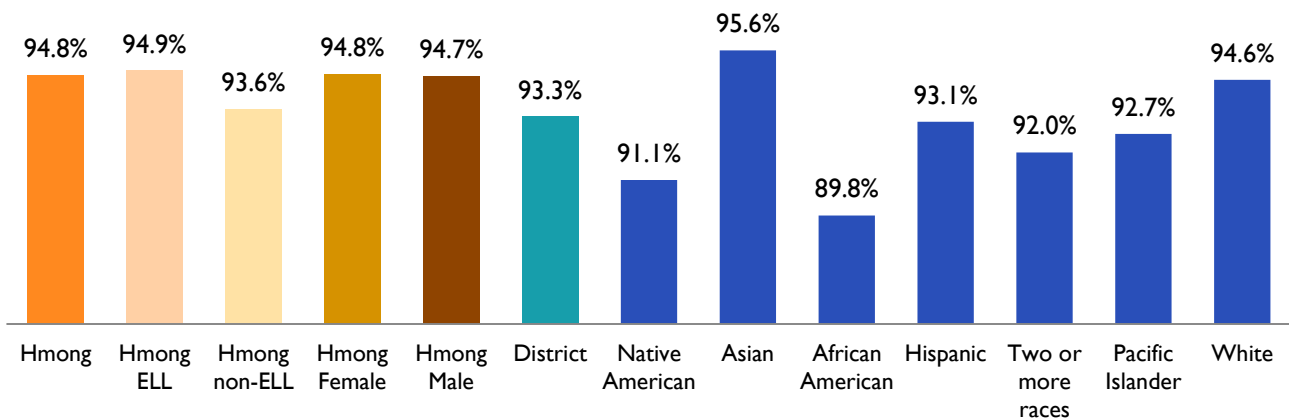


Behavior and Attendance 2015-16

Hmong students had higher attendance rates than many of their peers. The average attendance rate for Hmong students was 94.8%. Only non-Hmong Asian students had a higher average attendance rate. Hmong students also had a lower percent of students recording a behavior event than other racial groups. 8% of Hmong students had a behavior incident in 2015-16, the lowest of any racial/ ethnic category. Hmong students had, on average, 0.56 behavior incidents a year, which was lower than the district average of 2.45 incidents and the second lowest among racial/ ethnic groups.

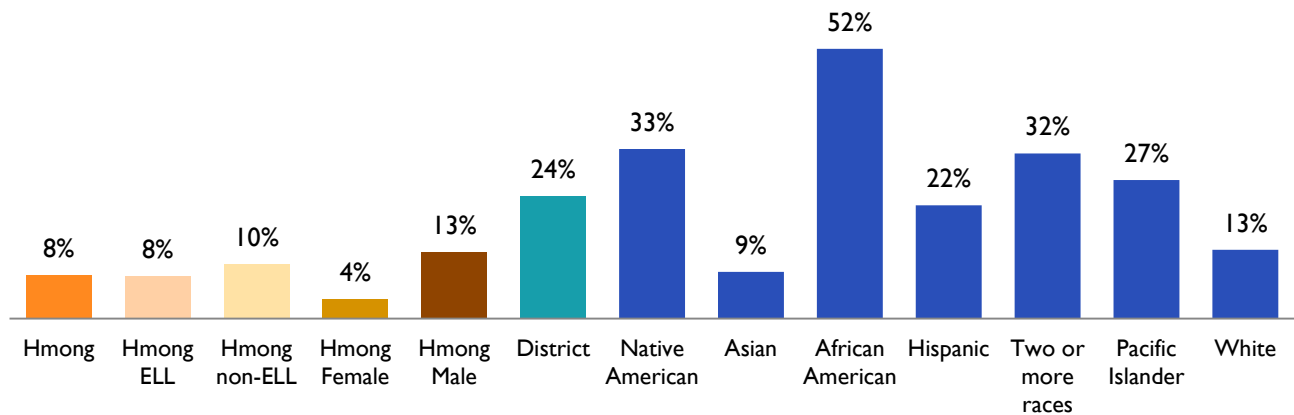
There were some differences between Hmong English Language Learners and Hmong non-English Language Learners. Hmong English Language Learners had higher attendance rates, a smaller percent of students with a behavior event, and a lower average behavior event per student. Both Hmong English Language Learners and non-English Language Learners had attendance rates that were higher than the district average and average behavior events per student that were smaller than the district average.

Attendance Rates



Note: the totals for Asian and Two or more races above do not include Hmong students.

Percent of Students with One or more Behavior Events



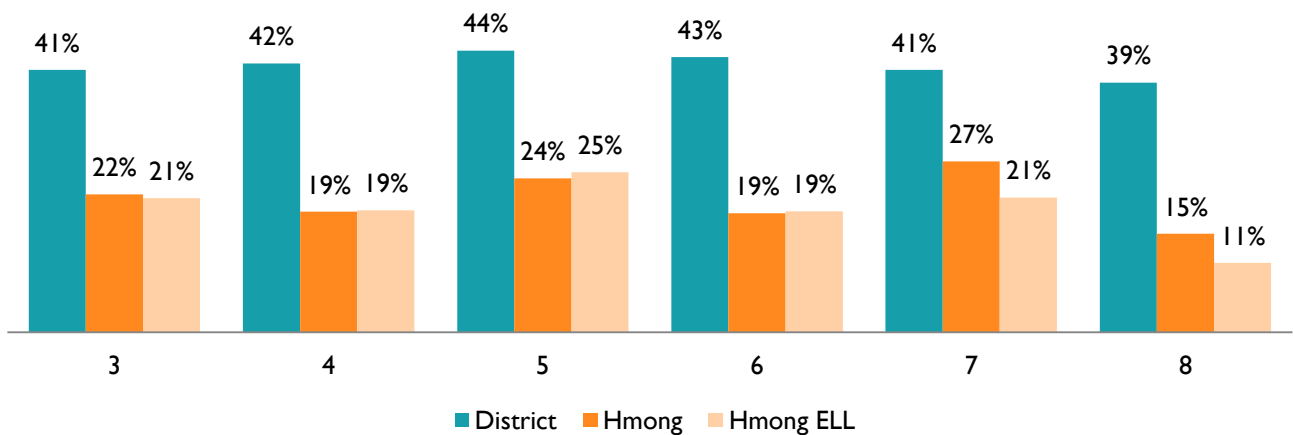
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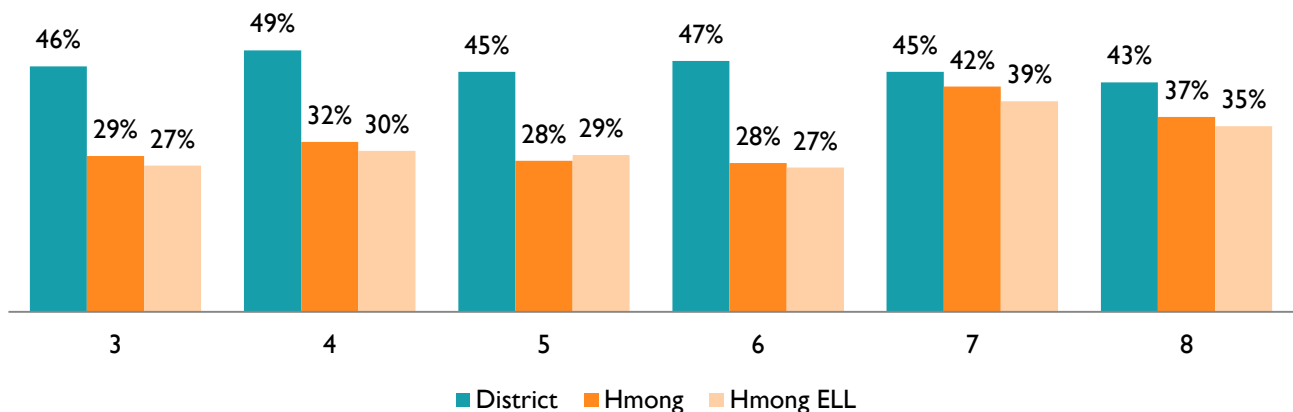
MAP Proficiency 2015-16

Hmong students scored below district averages in math and reading proficiencies on the spring MAP assessment in grades 3-8. Hmong students scored noticeably better on the MAP math assessment than they did on the MAP reading assessment. Apart from grade 5, Hmong English Language Learner students had equal or smaller percentages of students achieving proficiency on both the reading and math assessment. The percent of Hmong ELL students meeting proficiency in Reading and Math is within 5 percentage points across all grade levels, except for grade 7 Reading results. This may be, in part, because Hmong English Language Learners made up over 85% of the entire Hmong testing population in every grade level.

MAP Reading Results by Grade



MAP Math Results by Grade



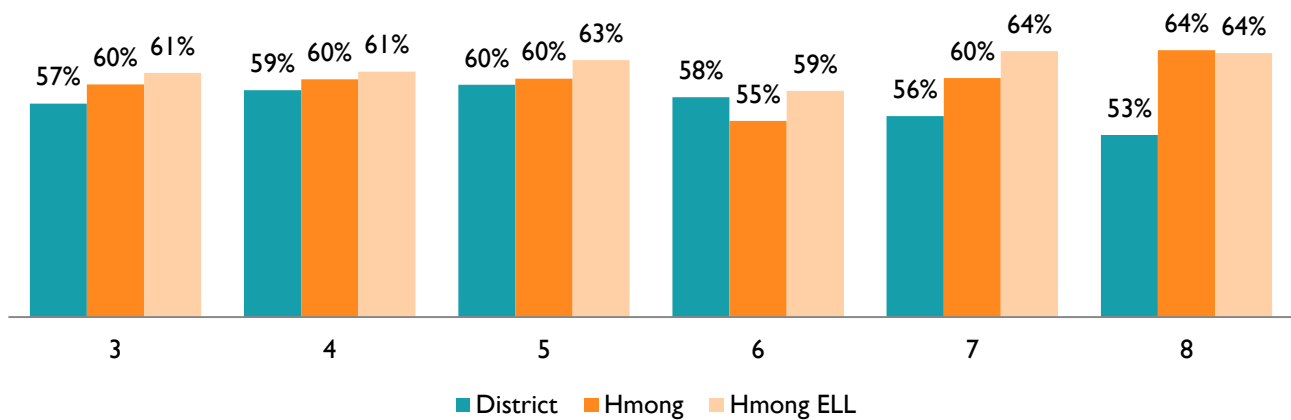


MAP Growth Targets 2015-16

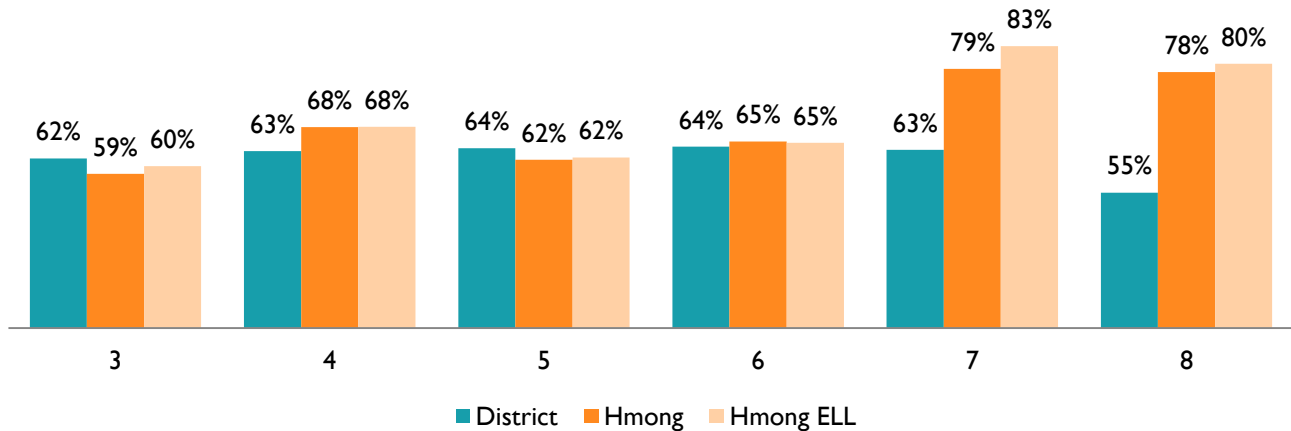
Hmong students have lower rates of proficiency than district averages for both MAP Reading and Math assessments. However, the percent of Hmong students meeting fall to spring growth rates are similar to the district averages in both math and reading. Hmong students in 7th and 8th grade have a noticeably higher percent of students meeting growth targets than the district averages.

Hmong English Language Learner students meet fall to spring growth targets at the same or higher rates than Hmong non-English Language Learner students across all grade levels for both the MAP reading and math assessment.

Percent of Students Meeting MAP Reading Growth Targets by Grade



Percent Students Meeting MAP Math Growth Targets by Grade

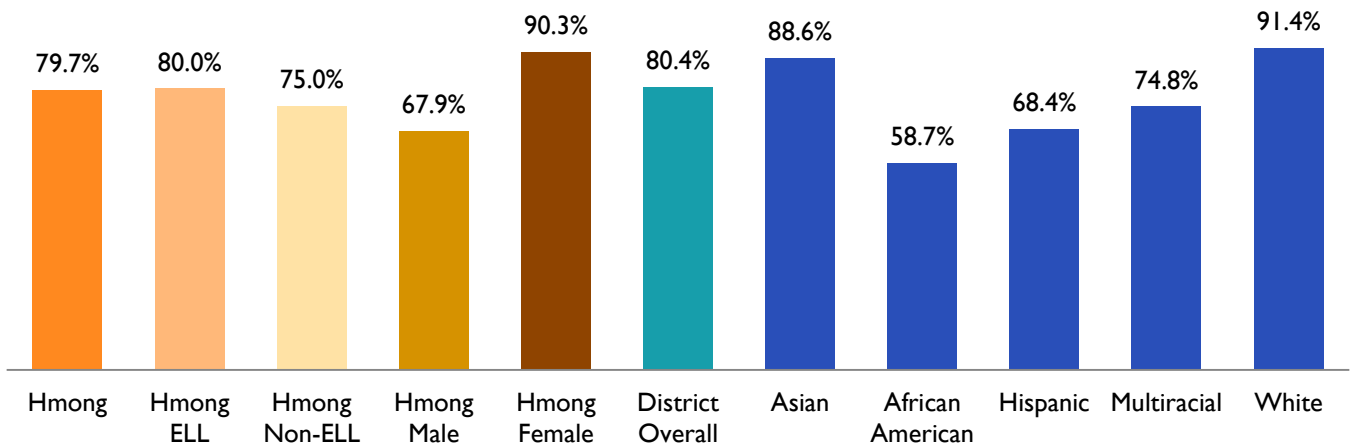




High School Completion Rates: 2015 Cohort

We identified 59 Hmong students who were part of the 2015 graduating cohort. Hmong students had almost an identical high school completion rate to the district average of 80.4%. Hmong female students had higher high school completion rates than the district average, while Hmong male students had a lower high school completion rate than the district average. The difference in high school completion rates between Hmong female and Hmong male students was 22.4 percentage points, much larger than the overall difference of 5.3 percentage points between females and males in the district.

High School Completion Rates





Appendix: Hmong Clan Names Used

1. Chang (Cha)
2. Cheng
3. Chue (Chu)
4. Fang
5. Hang
6. Her (Herr or Heu)
7. Khang
8. Kong
9. Kue
10. Lee (Le or Ly)
11. Lor (Lo)
12. Moua (Mua)
13. Pha
14. Thao (Thor)
15. Vang (Va)
16. Vue (Vu)
17. Xiong
18. Yang (Ya)