



Hmong Annual Update 2016-17

Key Findings

1. We estimate that MMSD had 895 Hmong students during the 2016-17 school year.
2. Hmong students attend school at a higher rate than students not identified as Hmong and a lower percentage of Hmong students have a recorded behavior event.
3. The gap in the percent of students proficient in math and reading on the MAP assessment has been closing as both Hmong and non-Hmong students have improved on the exam.
4. The percent of Hmong students completing high school in four years decreased for the first time in four years.

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 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:

| Student identification | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|---|------------|------------|------------|------------|------------|
| All students with Hmong Surnames | 961 | 948 | 911 | 909 | 931 |
| - White, AA, Hispanic students with Hmong Surnames | 61 | 57 | 55 | 56 | 55 |
| = Hmong Surnames minus White, AA, Hispanic students | 900 | 891 | 856 | 853 | 876 |
| - Students with Chinese & Korean home languages | 46 | 43 | 33 | 38 | 5 |
| + Students with Hmong home language, no Hmong surname | 17 | 20 | 18 | 20 | 24 |
| Total estimated Hmong students | 871 | 868 | 841 | 835 | 895 |

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 report on these students.

In 2016-17, we estimate that MMSD had around 895 Hmong students, about 3% of all students in the district.

Hmong Student Demographics

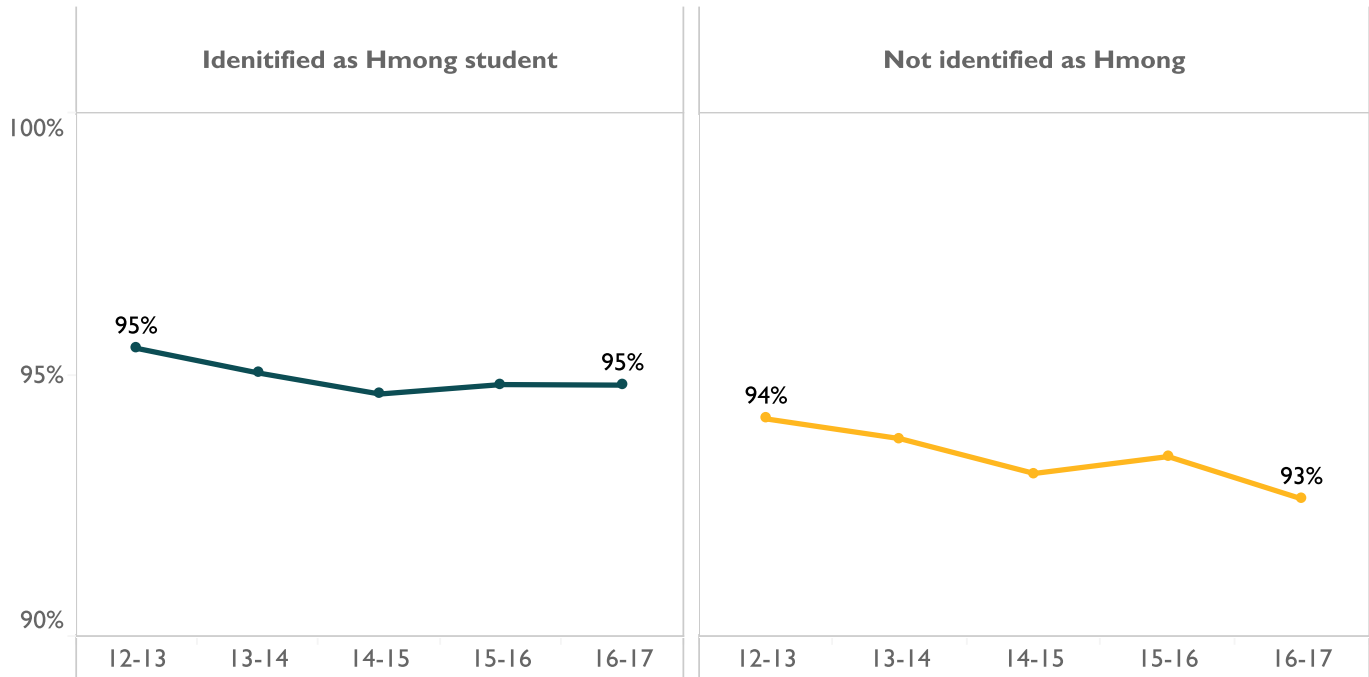
| Demographic group | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|--------------------------|---------|---------|---------|---------|---------|
| Female | 49% | 50% | 49% | 49% | 49% |
| Special Education | 13% | 11% | 11% | 12% | 12% |
| Free/Reduced Lunch | 82% | 78% | 80% | 76% | 69% |
| English Language Learner | 91% | 92% | 91% | 88% | 87% |

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

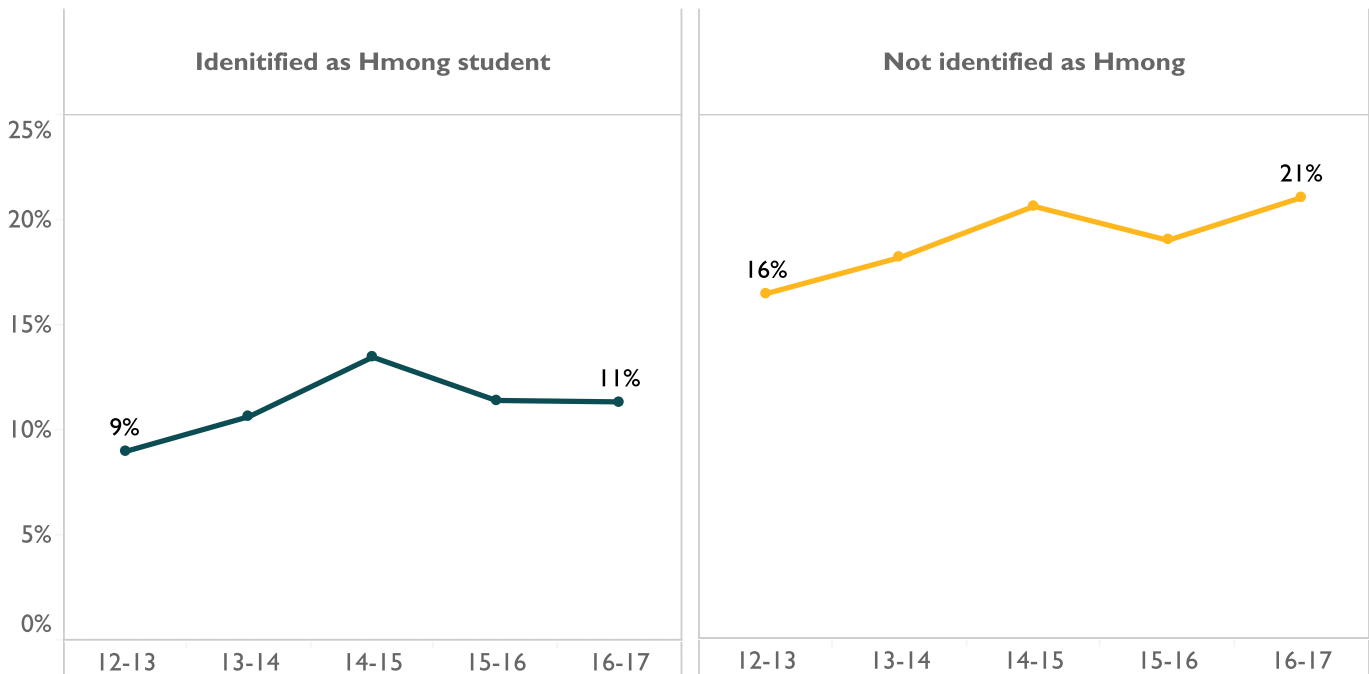
Attendance and Chronic Absenteeism 2012-13 through 2016-17

Hmong students had a higher attendance rate and lower chronic absenteeism rates than students not identified as Hmong each of the past five school years. This gap has increased from 1.4 percentage points during the 2012-13 school year to 2.6 percentage points during the 2016-17 school year for attendance and from 7 percentage points to 10 percentage points for chronic absenteeism.

Attendance 2012-13 through 2016-17



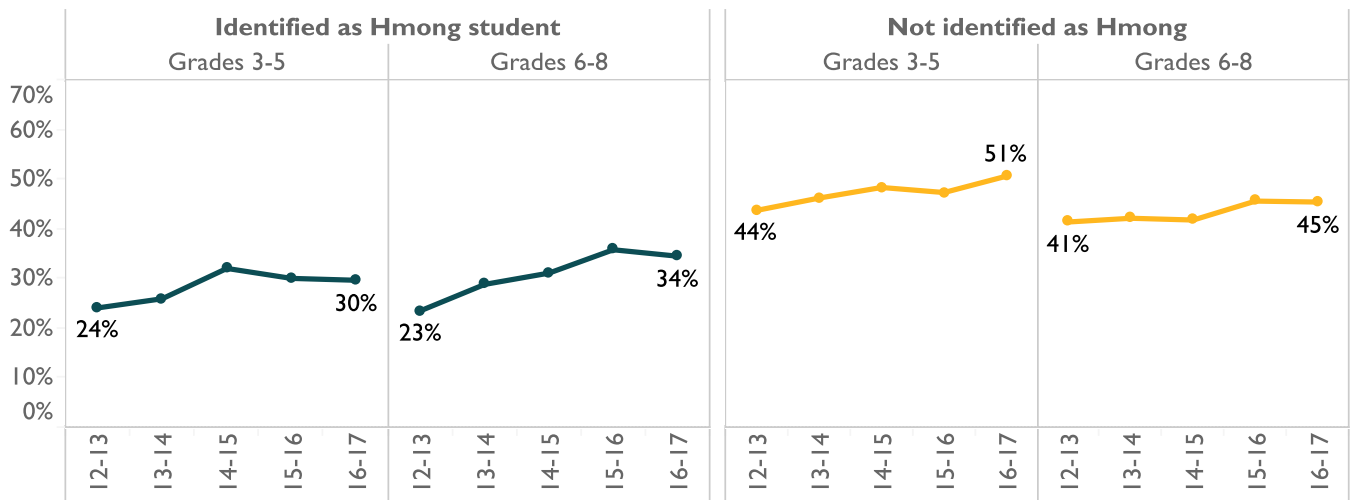
Chronic Absenteeism 2012-13 through 2016-17



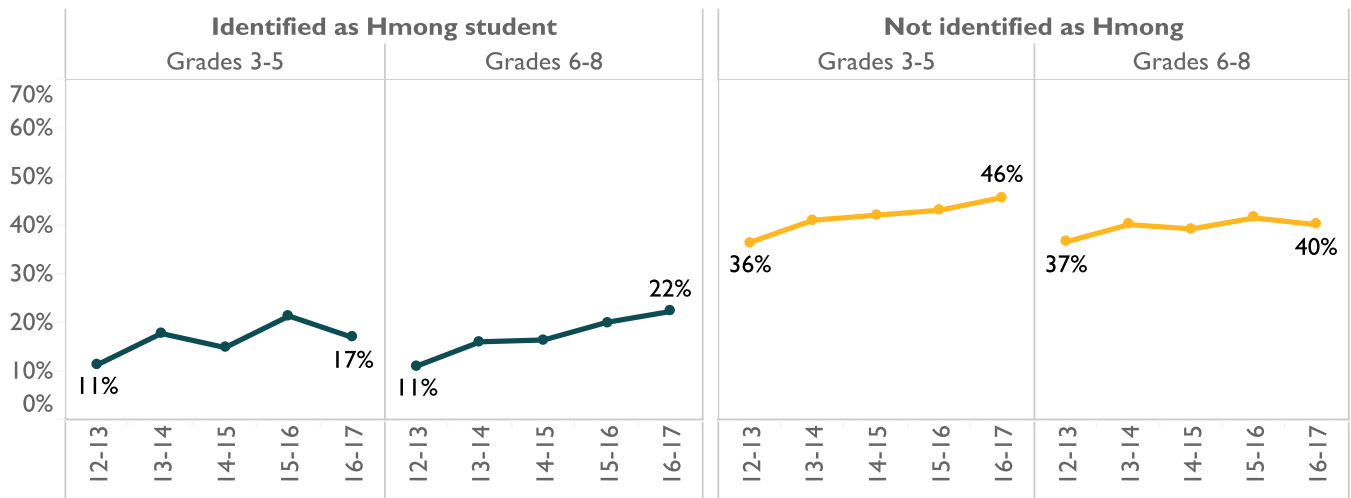
MAP Proficiency 2012-13 through 2016-17

Hmong students achieved proficiency at a lower rate than students not identified as Hmong in each of the last five school years on the spring MAP assessment for math and reading. Even though both Hmong and non-Hmong students have seen improvements in the percent achieving proficiency, Hmong students have seen larger gains in grades 6-8 leading to gap closing in both math and reading.

MAP Math Proficiency 2012-13 through 2016-17



MAP Reading Proficiency 2012-13 through 2016-17

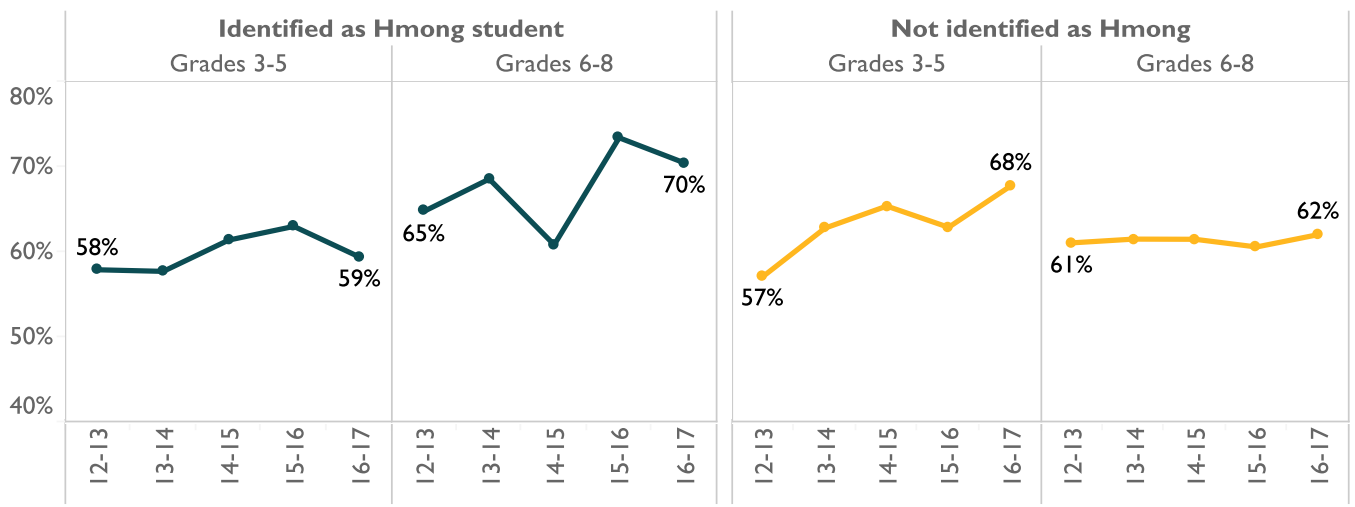


MAP Growth Targets 2012-13 through 2016-17

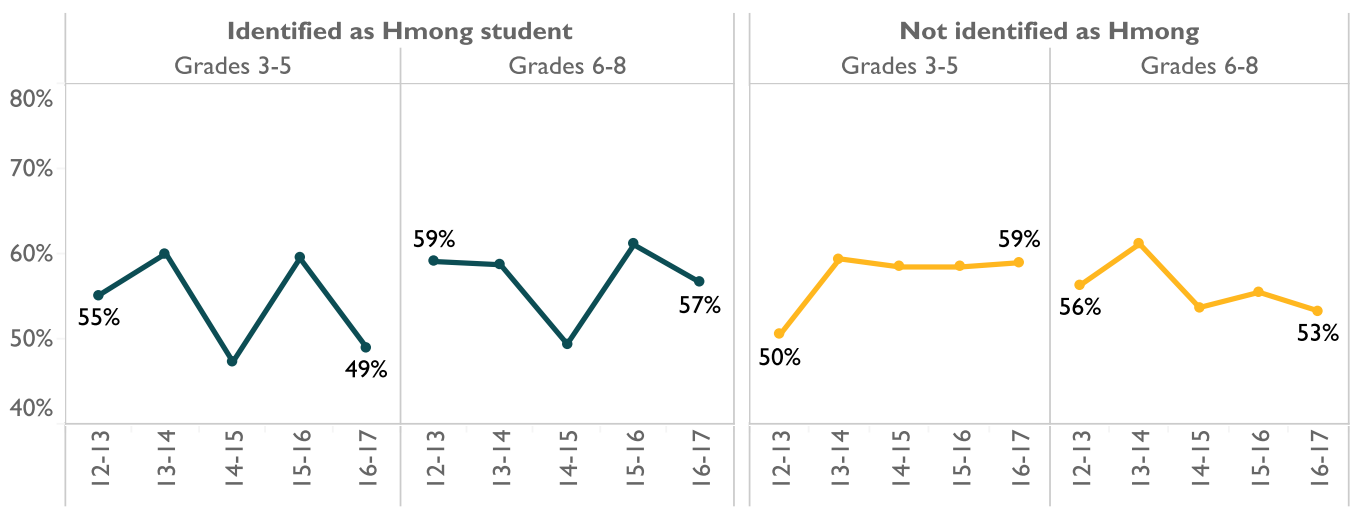
Changes in the percent of students meeting their fall to spring growth goal in math and reading have varied across grade levels. In math, the percent of Hmong students has remained relatively stable over the past five school years and has increase by 5 percentage points in grades 6-8. In reading, the percent of Hmong students has decreased slightly in grades 3-5 over the past five years and has remained relatively stable in grades 6-8.

The large one-year changes in the percent of Hmong students meeting their growth targets in the following plot are due to the relatively small number of Hmong students in the district. Each data point for Hmong students represents between 100 and 200 students. So, a 10 percentage point change can be effected by 10 to 20 students across all elementary or middle schools in the district (e.g. 15 more Hmong elementary students meeting their goal will cause a 10 percentage point change). The use of the word “stable“ reflects the fact that the percentage of students meeting their goal during the 2016-17 school year is relatively similar to the percentage five years before then (2012-13).

MAP Math Met Growth Target 2012-13 through 2016-17



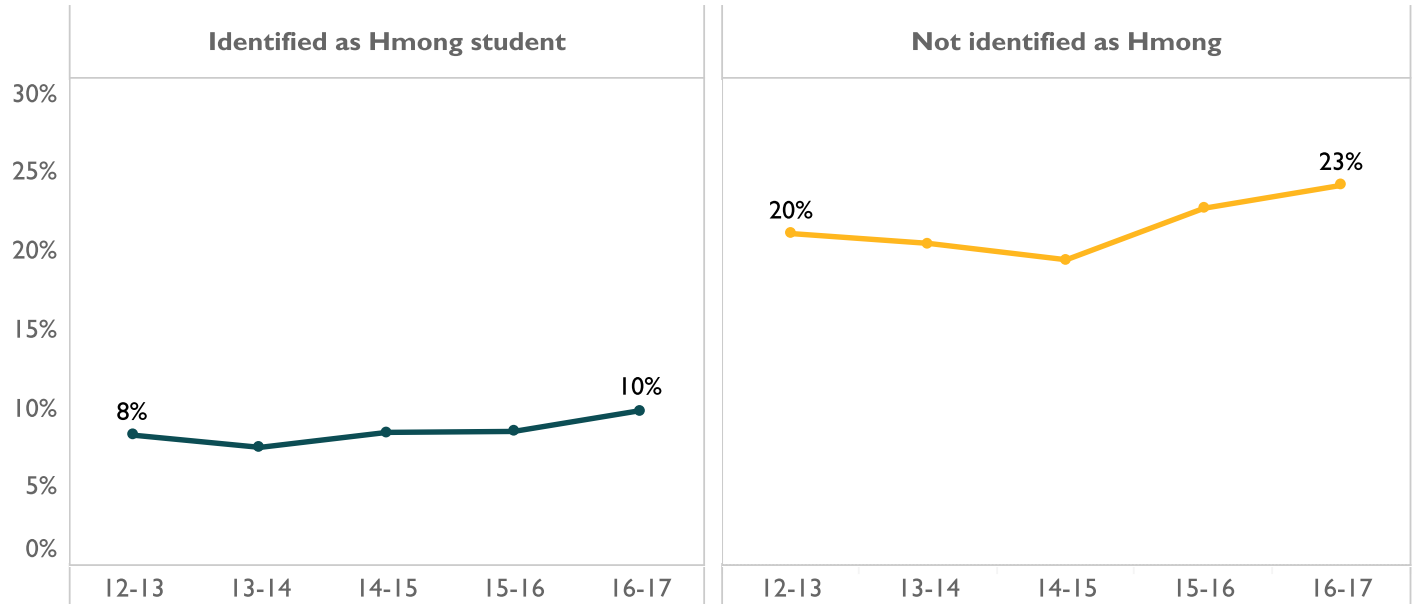
MAP Reading Met Growth Target 2012-13 through 2016-17



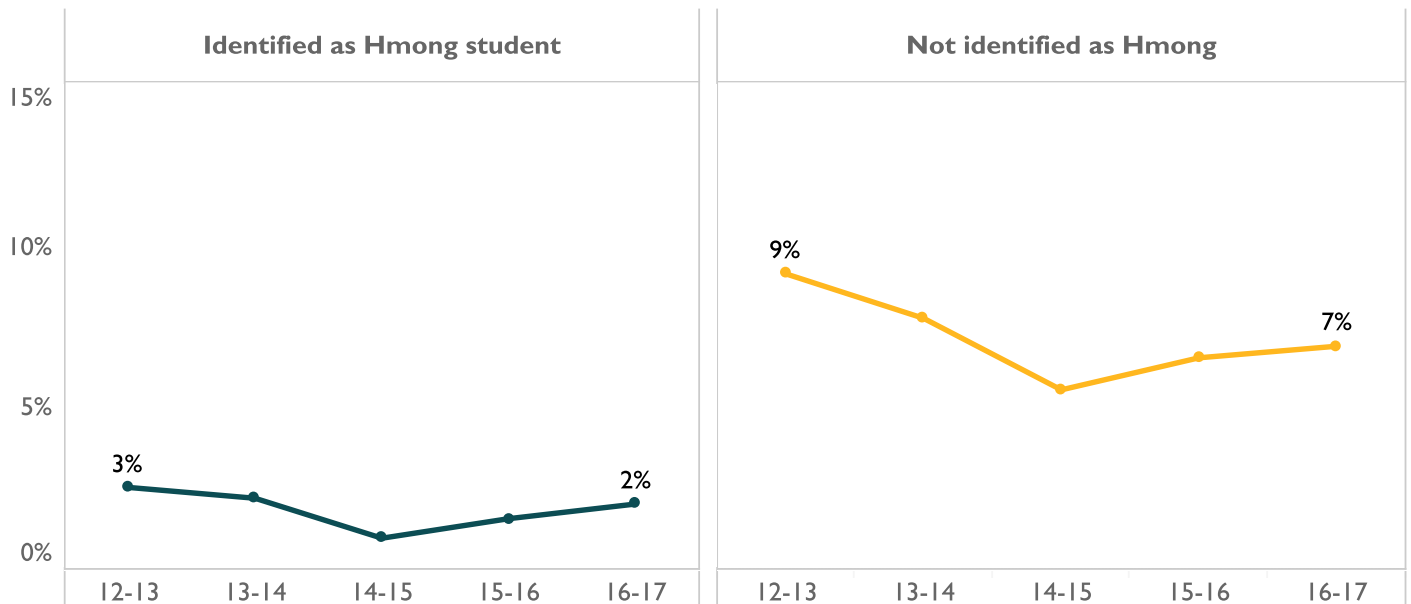
Behavior Events and Suspensions 2012-13 through 2016-17

A lower percentage of Hmong students than non-Hmong students had a recorded behavior event or a suspension in each of the past five school years. This time frame covers the transition to the Behavior Education Plan during the 2014-15 school year.

Percent of Students with a Behavior Event 2012-13 through 2016-17



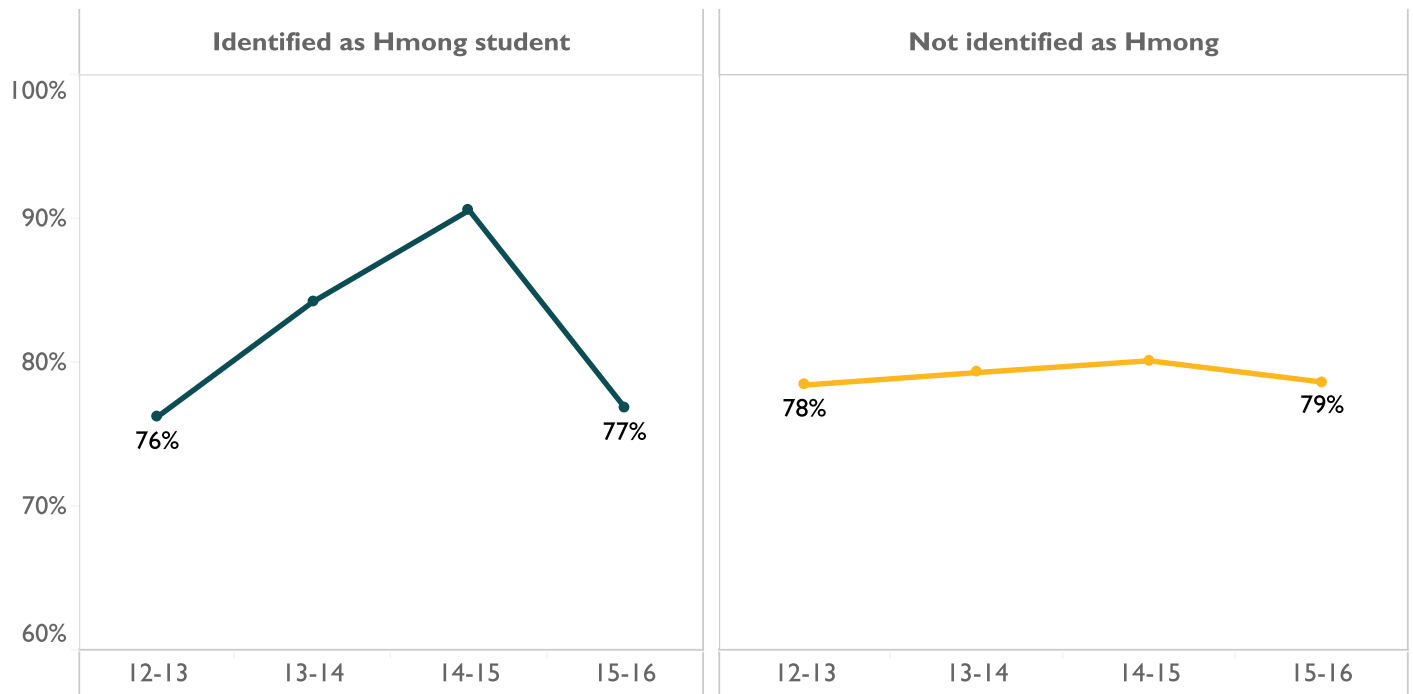
Percent of Students with a Suspension 2012-13 through 2016-17



High School Four-year Completion Rates 2012-13 through 2015-16

We identified 69 students in DPI’s 2015-16 high school completion cohort, of whom 53 were identified as completing high school in four years. The four-year completion rate for Hmong students and MMSD students overall decreased during the 2015-16 school year, breaking of three year trend of increases.

Please note that there are only between 50 and 70 Hmong students in each high school completion cohort. Consequently, each student represents more than 1% of the student group and a large change in the percent of students completing high school in four years (91% during 2014-15 down to 77% during 2015-16) actually only represents a small difference in the number of students graduating (48 out of 53 students graduated during 2014-15 down 53 out of 69 students during 2015-16).



Appendix: Hmong clan names used in identification

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)