

Hmong Annual Update 2017-18

Key Findings

1. We estimate that MMSD had 867 Hmong students enrolled during the 2017-18 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. Students identified as Hmong have had a lower proficiency rate than students not identified each of the last five school years. However, Hmong students have seen significant increases in proficiency on both the MAP Reading and Math tests over the past five school years.
4. Students identifying as Hmong have similar high school completion rates to students not identified as Hmong.

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	13-14	14-15	15-16	16-17	17-18
All students with Hmong Surnames	948	911	909	931	898
- White, AA, Hispanic students with Hmong Surnames	57	55	56	55	51
= Hmong Surnames minus White, AA, Hispanic students	891	856	853	876	847
- Students with Chinese & Korean home languages	43	33	38	5	3
+ Students with Hmong home language, no Hmong surname	20	18	20	24	23
Total estimated Hmong students	868	841	835	895	867

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 2017-2018, we estimate that MMSD had around 867 Hmong students, about 3% of all students in the district.

Student Demographics

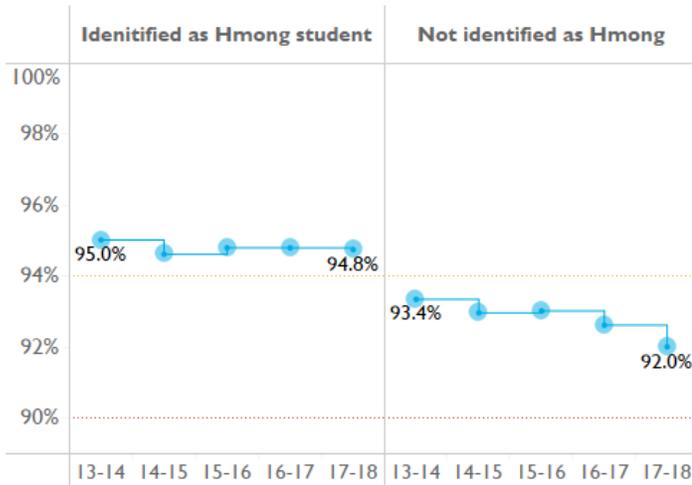
	Hmong students	% Female	% ELL	% Low Income	% Disability	% Adv. Learner
13-14	868	50%	92%	78%	10%	7%
14-15	841	49%	91%	80%	11%	10%
15-16	835	49%	88%	76%	12%	8%
16-17	899	49%	87%	69%	13%	11%
17-18	867	49%	85%	71%	14%	15%

A large majority of Hmong students in MMSD are identified as low income and are English Language Learners.

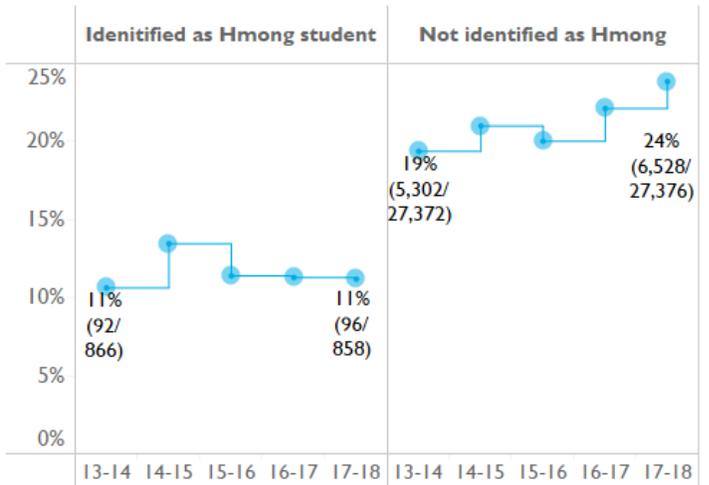
Attendance and Absenteeism 2013-14 through 2017-18

Overall, the attendance rate has decreased and the percentage of students chronically absent has increased over the past five school years for MMSD students. Students identified as Hmong have a higher attendance rate than students not identified as Hmong and the percent of these students chronically absent is lower. The gap between the attendance rate of Hmong students and other district students has increased substantially over the past five years.

Overall Attendance



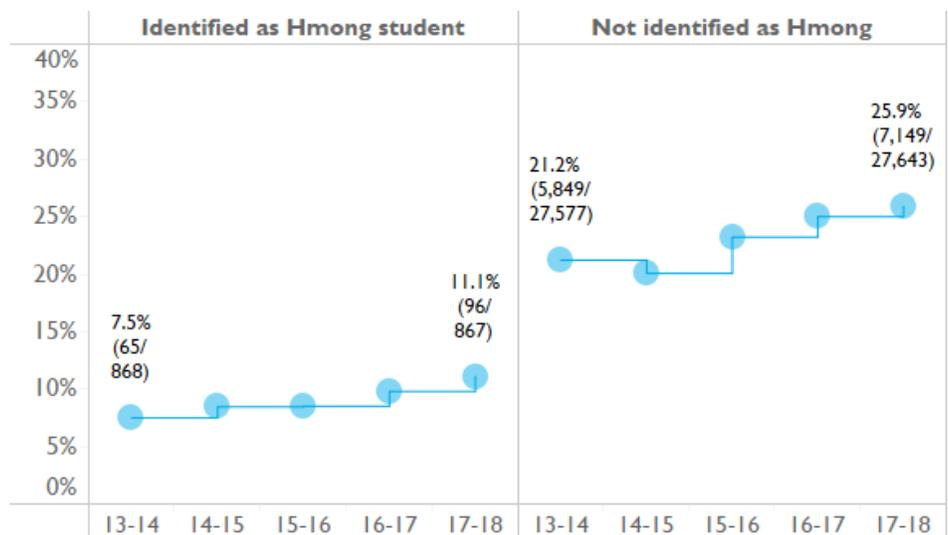
Chronic Absenteeism



The red dotted line indicates 90% attendance. The yellow dotted indicates 94% attendance. The district's goal is 94%. Chronically absent students have an attendance rate less than 90%.

Behavior Events 2013-14 through 2017-18

A higher percentage of American Indian and Title VI students had recorded behavior events than students not in either of these groups. These percent of students with a behavior event has held relatively stable across the last five years, with slight increases.

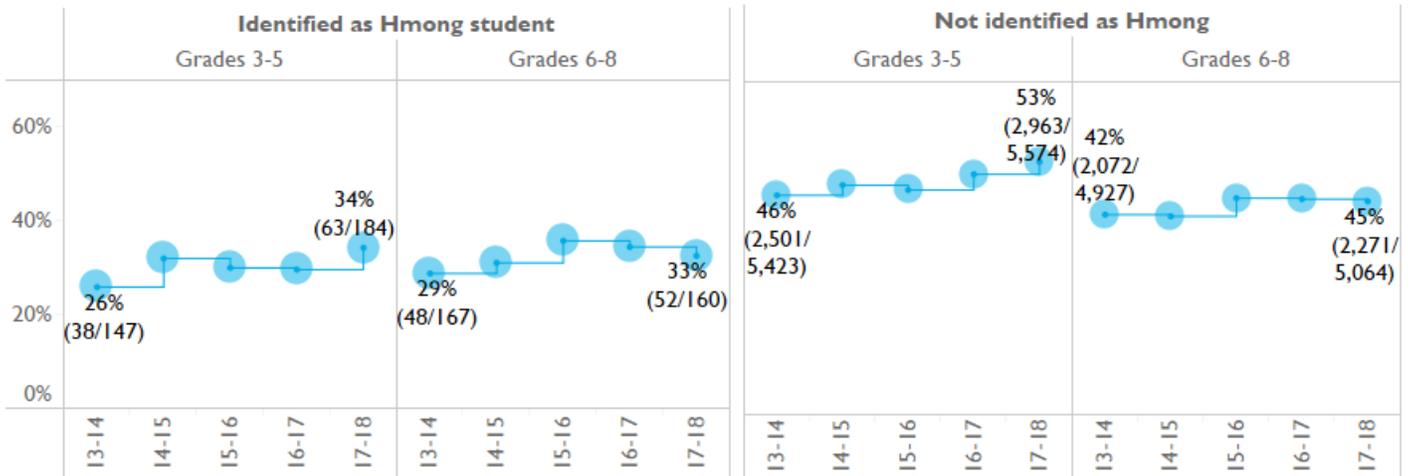




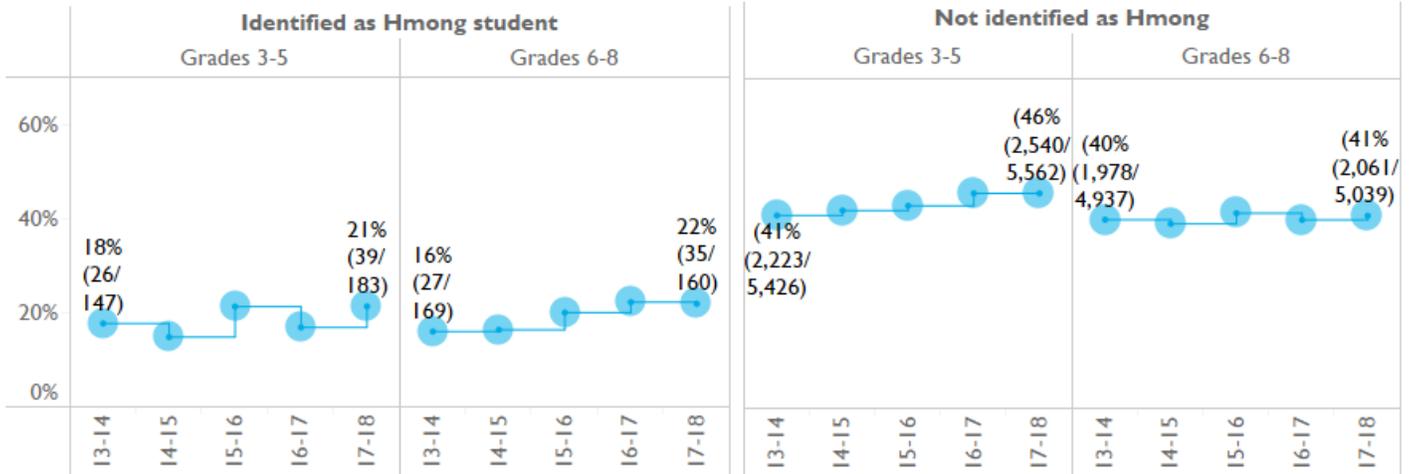
Proficiency on MAP Assessment 2013-14 through 2017-18

Students identified as Hmong have had a lower proficiency rate than students not identified each of the last five school years. However, Hmong students have seen significant increases in proficiency on both the MAP Reading and Math tests over the past five school years.

Math



Reading



High School Four Year Completion Rate 2013-14 through 2017-18

DPI publishes four year high school completion rates one year after the completion of the school year. The number of graduates in each group (American Indian and Title VI) over the past five school years is too low to analyze year by year, so a summary for the whole period is presented in the graphic below. Due to the low student count the comparison by gender for each group should only be interpreted as indicative of a general pattern since the actual percentages can be significantly changed by the outcomes for a few students.

Students identifying as Hmong have similar high school completion rates to students not identified as Hmong. The completion rates for females are significantly higher than the rates for males.

High School Completion Rate

