MADISON METROPOLITAN SCHOOL DISTRICT

Hmong Annual Update 2018-19

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Key Findings
1. We estimate that MMSD had 866 Hmong students enrolled during the 2018-19 school year.
2. Hmong students attend school at a higher rate than students not identified as Hmong.
3. Hmong students had a lower percentage of students with a recorded behavior event than students not identified as Hmong.
4. Students identified as Hmong had lower MAP Reading and Math proficiency rates than non-Hmong students each of the last five years. However, Hmong students had increases in both MAP Math and Reading proficiency rates over the past five school years.
5. Students identifying as Hmong have similar high school completion rates to students not identified as Hmong.

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Identifying Hmong Students

Before presenting any data on Hmong students, we must identify students we believe are likely to be Hmong. Hmong is not one 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 prior reports 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	14-15	15-16	16-17	17-18	18-19
All students with Hmong Surnames	911	909	931	898	894
- White, AA, Hispanic students with Hmong Surnames	55	56	55	51	49
= Hmong Surnames minus White, AA, Hispanic students	856	853	876	847	845
- Students with Chinese & Korean home languages	33	38	5	3	1
+ Students with Hmong home language, no Hmong surname	18	20	24	23	22
Total estimated Hmong students	**841**	**835**	**895**	**867**	**866**

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.

Student Demographics

In 2018-2019, we estimate that MMSD had around 866 Hmong students, about 3% of all students in the district. A large majority of Hmong students in MMSD are identified as low income and are English Language Learners.
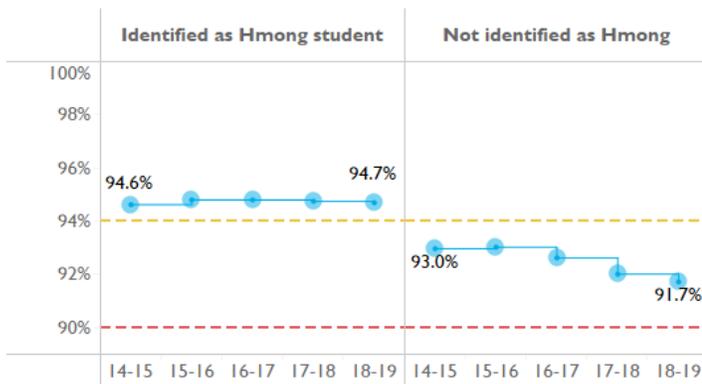
	Hmong students	% Female	% ELL	% Low Income	% Disability	% Adv. Learner
14-15	841	49%	91%	80%	11%	10%
15-16	835	49%	88%	76%	12%	8%
16-17	899	49%	87%	69%	13%	11%
17-18	867	49%	85%	71%	14%	15%
18-19	866	47%	80%	72%	14%	22%

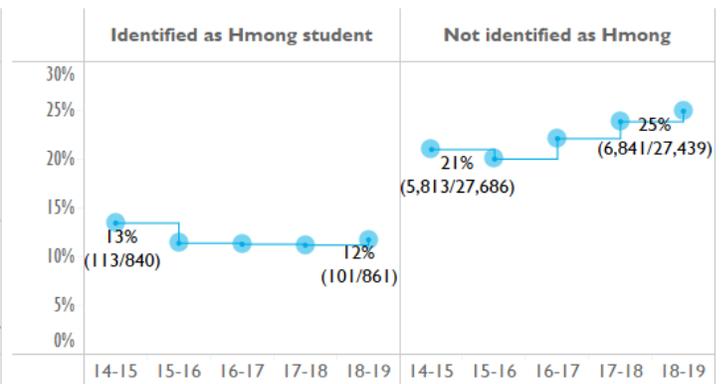# Attendance and Absenteeism 2014-15 through 2018-19

Over the past five years, the district attendance rate has decreased and the chronic absenteeism rate has increased, while rates for Hmong students have remained relatively stable over the same period. Hmong students have a consistently higher attendance rate and lower chronic absenteeism rate than students not identified as Hmong.

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

Overall Attendance

Identified as Hmong student | Not identified as Hmong

94.6% ... 94.7%
93.0% ... 91.7%

Chronic Absenteeism

Identified as Hmong student | Not identified as Hmong

13% (113/840) ... 12% (101/861)
21% (5,813/27,686) ... 25% (6,841/27,439)

Behavior Events 2014-15 through 2018-19

The percent of district students with one or more behavior events has increased over the last five years; this rate has also increased slightly for Hmong students over the same period. The percentage of students with one or more behavior events is substantially lower for Hmong students than for non-Hmong students.

Identified as Hmong student | Not identified as Hmong

8.4% (71/841) ... 10.7% (93/866)
20.1% (5,601/27,932) ... 25.9% (7,189/27,715)
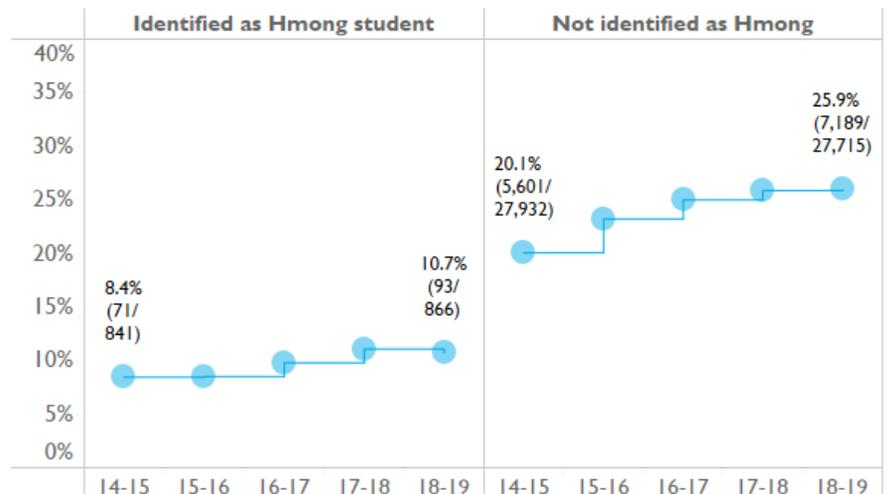
Proficiency on MAP Assessment 2014-15 through 2018-19

In each of the last five years, students identified as Hmong have had lower proficiency rates on the MAP Math and MAP Reading assessments, compared to non-Hmong students. However, Hmong students have seen substantial increases in proficiency on both the MAP Reading and Math tests over the past five school years.

MAP Math Proficiency
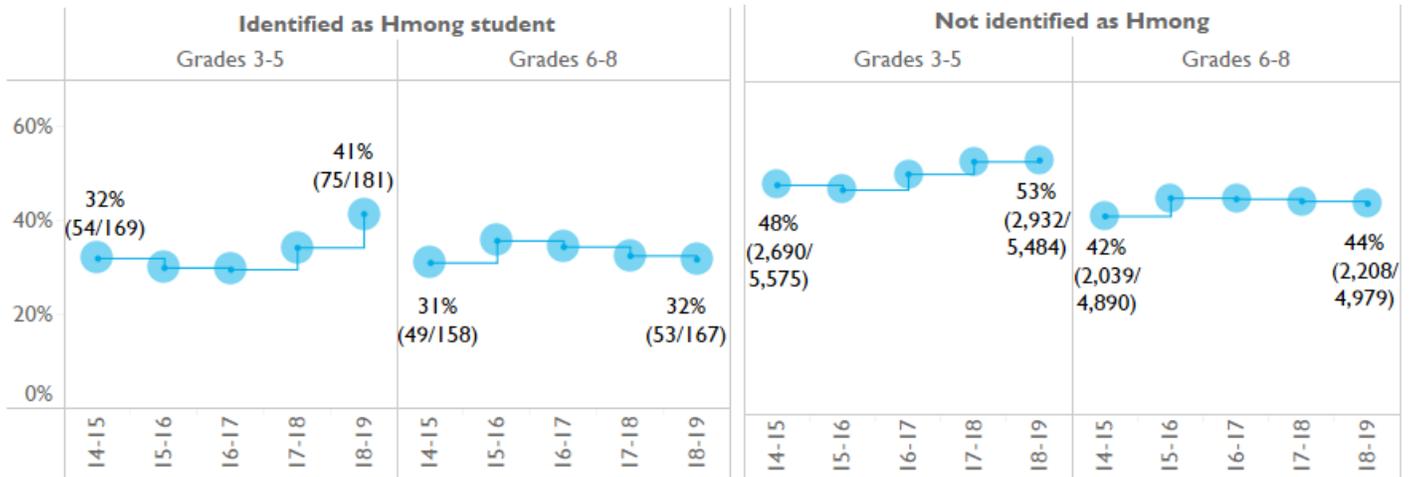
MAP Reading Proficiency
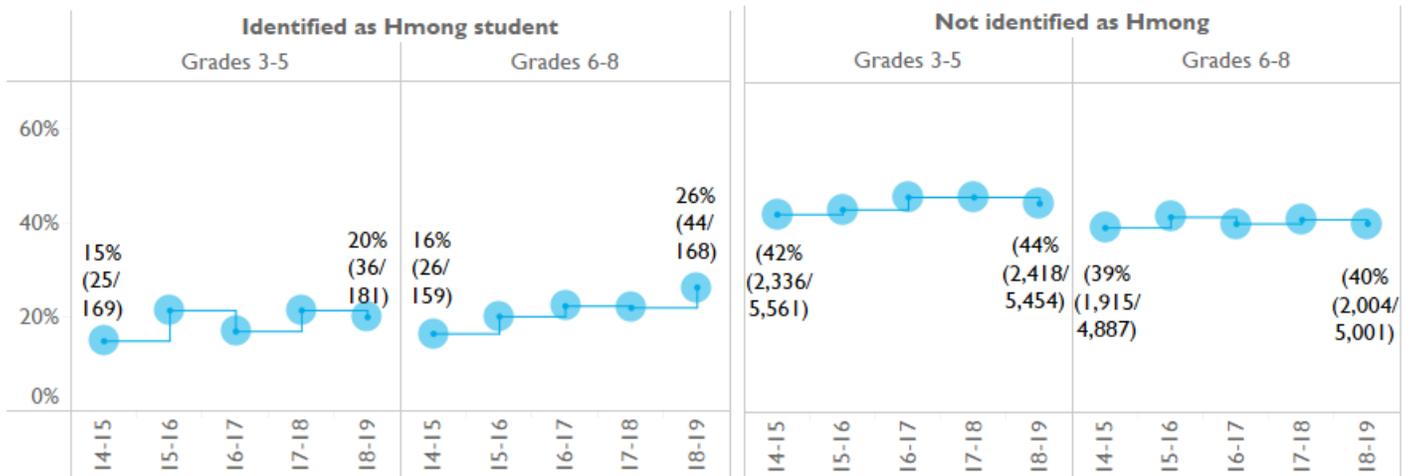
High School Four Year Completion Rate 2013-14 through 2017-18

DPI publishes four year high school completion rates one year after the completion of the school year. The number of Hmong graduates 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 higher than the rates for males.

High School Completion Rate

		Count	Rate
All Students		(7,499 / 9,161)	82%
Hmong student	Total	(242 / 293)	83%
	Female	(125 / 146)	86%
	Male	(117 / 147)	80%
Not identified as Hmong	Total	(7,257 / 8,868)	82%
	Female	(3,660 / 4,323)	85%
	Male	(3,597 / 4,545)	79%