USING DATA FOR EQUITY AND SOCIAL JUSTICE: A CASE STUDY ON K-12 FILIPINO ACHIEVEMENT GAPS AND OPPORTUNITIES IN HAWAIʻI PUBLIC SCHOOLS

Hawaiʻi DXP Data Summit 2017

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University of Hawaiʻi at Mānoa
May 12, 2017
Who are you?
Who am I?
## Educational Perspectives

*Journal of the College of Education/University of Hawai‘i at Mānoa*

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Cover Layout by Darrell Asato
Cover Photo by Maharof “Rajj” Desai
Overview

- Purpose
- Data collection
- Data analysis
- Implications
Purpose

- Presents the first large scale and current examination of Hawaii DOE data on Filipinos
- Provides a baseline to understand the status of K-12 Filipino American education
- Analyzes data to identify target areas of challenges and successes
- Analyzes data to improve instruction and Filipino student academic achievement
- Provides recommendations for curricular and systemic reform
PURPOSE: TO USE DATA TO IMPROVE FILIPINO STUDENT ACHIEVEMENT

“The need for data – instead of intuition, tradition, and convenience – to guide administrative and educational decisions has become increasingly important”
- Learning Points Associates
Data Collection

- Data Source: Hawai‘i Department of Education, 2013-2016
- David Moyer, Data Fellow, DOE Office of Strategic Reform
- Hawai‘i P-20 Partnerships for Education’s Hawai‘i Data eXchange Partnership
- Collaboration
- Reflection
Types of Data

- Demographic Data (population, concentration)
- Academic Achievement Data (Standardized tests, proficiency rates in Language arts & math, Graduation rates, College Enrollment, Complex)
- Quantitative Intersectionality (achievement data X ethnicity, class, gender, language)
Data Analysis

• Focus questions
• Analyze Data patterns
• Generate Hypothesis
• Check Hypothesis
DEMOGRAPHIC DATA

Who are our students?
What trends do we see in our student population?
Where are students concentrated?
HI Department of Education

- 9th largest schools district and only statewide educational system in the country
- King Kamehameha III established Hawaii's public school system in 1840 making it one of the oldest school districts West of the Mississippi
- Comprised of 255 schools and 33 charter schools
- Serves 185,000 students, employs 13,000 teachers

### 2015-16 Enrollment by Ethnicity (in %)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian</td>
<td>25.64</td>
</tr>
<tr>
<td>Filipino</td>
<td>22.42</td>
</tr>
<tr>
<td>White</td>
<td>17.24</td>
</tr>
<tr>
<td>Japanese</td>
<td>9.14</td>
</tr>
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<td>Micronesian</td>
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<td>Samoan</td>
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<td>3.16</td>
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<tr>
<td>Chinese</td>
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<td>Black</td>
<td>2.97</td>
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<td>Portuguese</td>
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<td>Multiple</td>
<td>1.33</td>
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<tr>
<td>Indo-Chinese</td>
<td>1.23</td>
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<tr>
<td>Korean</td>
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<tr>
<td>Tongan</td>
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<tr>
<td>Other Pacific Islander</td>
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<td>American Indian or Alaska Native</td>
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<tr>
<td>Other Asian</td>
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<td>Guamanian/Chamorro</td>
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<td>Pacific Islander two or more</td>
<td>0.01</td>
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<tr>
<td>White two or more</td>
<td>0</td>
</tr>
</tbody>
</table>
Ethnicity

• Surprises?
• Where are different ethnic groups concentrated?
• Are our schools ethnically segregated?
2013-14 Filipino Student Enrollment
Circle size indicates population size, and color density indicates percentage of enrollment

About Tableau maps: www.tableausoftware.com/mapdata
Demographic Data Patterns

- Filipinos have consistently made up the second largest ethnic group in DOE (22%).
- Filipino student enrollment concentrated on Oahu, primarily Central and Leeward areas.
- Filipinos make up the majority student enrollment in the 3 out of the 5 largest high schools (Campbell 35%, Waipahu 45%, Farrington 50%), 3 out of 5 middle schools (Waipahu 28%, Kalakaua 52%, Maui Waena 35%), 2 out of 5 elementary schools (August Ahrens 54%, Ewa El. 26%) in Hawaii.
ACHIEVEMENT DATA

What is the achievement according to race/ethnicity?
In terms of proficiency of standardized assessments?
What are the achievement trends?
### Strive HI: Student Group Performance Report

**State of Hawaii**

<table>
<thead>
<tr>
<th>Target</th>
<th>English Language Arts/Literacy</th>
<th>Math</th>
<th>Science</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participation 95%</td>
<td>Meeting Standard 48%</td>
<td>Participation 95%</td>
<td>Meeting Standard 41%</td>
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<tr>
<td>Disadvantaged</td>
<td>97%</td>
<td>Yes</td>
<td>36%</td>
<td>No</td>
</tr>
<tr>
<td>Disabled (SPED)</td>
<td>94%</td>
<td>No</td>
<td>13%</td>
<td>No</td>
</tr>
<tr>
<td>Limited English (ELL)</td>
<td>96%</td>
<td>Yes</td>
<td>32%</td>
<td>No</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>98%</td>
<td>Yes</td>
<td>46%</td>
<td>No</td>
</tr>
<tr>
<td>Black</td>
<td>98%</td>
<td>Yes</td>
<td>49%</td>
<td>Yes</td>
</tr>
<tr>
<td>Hispanic</td>
<td>98%</td>
<td>Yes</td>
<td>45%</td>
<td>No</td>
</tr>
<tr>
<td>Native American</td>
<td>96%</td>
<td>Yes</td>
<td>45%</td>
<td>No</td>
</tr>
<tr>
<td>White</td>
<td>97%</td>
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<td>63%</td>
<td>Yes</td>
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<tr>
<td>Asian</td>
<td>99%</td>
<td>Yes</td>
<td>56%</td>
<td>Yes</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>96%</td>
<td>Yes</td>
<td>27%</td>
<td>No</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>97%</td>
<td>Yes</td>
<td>34%</td>
<td>No</td>
</tr>
</tbody>
</table>

If asterisked (*), results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

This report replaces the earlier version posted on 9/24/15. This report now includes ELA and mathematics targets (aka, AMOs) and corresponding "Met" or "Not Met" outcomes where applicable. Proficiency rates may change for ELL and SPED subgroups due to the inclusion of Recently Exit students into the rate calculation when the target is not met by current ELL or SPED students alone.

**Index Classification:** n/a

**Source of Displayed Percentage Value**

- i. ELL and ELL Exits Achievement Rate
- ii. SPED and SPED Exits Achievement Rate

**Run Date:** Thursday, November 05, 2015

**Final Results**
### Strive HI: Student Group Performance Report

**State of Hawaii**

<table>
<thead>
<tr>
<th>Target</th>
<th>English Language Arts/Literacy</th>
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<th>Science</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participation 95%</td>
<td>Meeting Standard 48%</td>
<td>Participation 95%</td>
<td>Meeting Standard 41%</td>
</tr>
<tr>
<td>All Students</td>
<td>98% Yes</td>
<td>48% Yes</td>
<td>97% Yes</td>
<td>41% Yes</td>
</tr>
<tr>
<td>Disadvantaged</td>
<td>97% Yes</td>
<td>36% No</td>
<td>97% Yes</td>
<td>30% No</td>
</tr>
<tr>
<td>Disabled (SPED)</td>
<td>94% No</td>
<td>13% No</td>
<td>94% No</td>
<td>11% No</td>
</tr>
<tr>
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<td>32% No</td>
<td>94% No</td>
<td>30% No</td>
</tr>
<tr>
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<td>46% No</td>
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</tr>
<tr>
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<td>33% No</td>
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<td>34% No</td>
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<td>White</td>
<td>97% Yes</td>
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<td>97% Yes</td>
<td>53% Yes</td>
</tr>
<tr>
<td>Asian</td>
<td>99% Yes</td>
<td>56% Yes</td>
<td>98% Yes</td>
<td>51% Yes</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>96% Yes</td>
<td>27% No</td>
<td>96% Yes</td>
<td>21% No</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>97% Yes</td>
<td>34% No</td>
<td>96% Yes</td>
<td>28% No</td>
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</tbody>
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</tr>
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<td>13% No</td>
<td>94% No</td>
<td>11% No</td>
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<td>32% No</td>
<td>94% No</td>
<td>30% No</td>
</tr>
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<td>46% No</td>
<td>97% Yes</td>
<td>40% No</td>
</tr>
<tr>
<td>Black</td>
<td>98% Yes</td>
<td>49% Yes</td>
<td>97% Yes</td>
<td>33% Yes</td>
</tr>
<tr>
<td>Hispanic</td>
<td>98% Yes</td>
<td>45% No</td>
<td>97% Yes</td>
<td>37% Yes</td>
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<td>Native American</td>
<td>96% Yes</td>
<td>45% No</td>
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<td>34% No</td>
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<td>White</td>
<td>97% Yes</td>
<td>63% Yes</td>
<td>97% Yes</td>
<td>53% Yes</td>
</tr>
<tr>
<td>Asian</td>
<td>96% Yes</td>
<td>56% Yes</td>
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<tr>
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<td>27% No</td>
<td>96% Yes</td>
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<tr>
<td>Native Hawaiian</td>
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<td>34% No</td>
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<td>28% No</td>
</tr>
</tbody>
</table>

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Index Classification: n/a

Source of Displayed Percentage Value
i ELL and ELL Exits Achievement Rate
ii SPED and SPED Exits Achievement Rate

Run Date: Thursday, November 05, 2015
Student Achievement

- What is the academic proficiency rate by ethnicity?

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>Asian two or more; Chinese; Japanese; Korean; Indo-Chinese; Other Asian</td>
</tr>
<tr>
<td>Filipino</td>
<td>Filipino</td>
</tr>
<tr>
<td>White</td>
<td>Portuguese; White; White two or more</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>Native Hawaiian; Part-Hawaiian</td>
</tr>
<tr>
<td>Samoan</td>
<td>Samoan</td>
</tr>
<tr>
<td>Micronesian</td>
<td>Micronesian</td>
</tr>
</tbody>
</table>
Achievement Data Patterns

- Lumping achievement data obscures differences.
- Among the 4 largest ethnic groups and those who have been in Hawaii the longest (Native Hawaiians, Japanese, Chinese and White), Filipinos rank third in reading and math proficiency.
- Filipinos are second to bottom compared to the Native Hawaiians.
- There doesn't seem to be a group that has missed out on recent test score gains—although existing gaps have largely stayed the same.

Filipinos show gains in Math.

Hawaii Public Schools Proficiency Rates and Student Growth Scores: 2007 - 2014

Five largest racial/ethnic groups shown. Width of the line indicates number of students tested.

**Proficiency Rates**

**Reading**
- Native Hawaiian
- Filipino
- White
- Japanese

**Mathematics**
- Native Hawaiian
- Filipino
- White
- Japanese

**Median Student Growth Percentiles**

**Reading**
- Native Hawaiian
- Filipino
- Japanese
- White

**Mathematics**
- Native Hawaiian
- Filipino
- Japanese
- White
Student Achievement

- What is the graduation rate by ethnicity?
- What is college enrollment by ethnicity?
- What is chronic absenteeism statistics by ethnicity?
On-Time Graduation Rate

- Asian: 2013: 0.91, 2014: 0.9
- Filipino: 2013: 0.89, 2014: 0.89
- Statewide: 2013: 0.82, 2014: 0.82
- Samoan: 2013: 0.76, 2014: 0.81
- White: 2013: 0.79, 2014: 0.8
- Native Hawaiian: 2013: 0.79, 2014: 0.78
- Micronesian: 2013: 0.63, 2014: 0.57
Hawaii Public Schools College Enrollment Rates within 16 months of Graduation

- Japanese
- Flipino
- White
- Multiple
- Native Hawaiian

Class of 2009 | Class of 2010 | Class of 2011
First Fall College Enrollment Rate
Enrolled Anywhere in Nation

Graduated Class

2011 2012 2013 2014 2015

Asian, 0.78
Filipino, 0.58
Micronesian, 0.23
Native Hawaiian, 0.43
Samoan, 0.36
White, 0.57
Statewide, 0.55

0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 1
Students from different racial and ethnic groups miss school at very different rates. The chart below plots the chronic absenteeism rate for different groups, and the thickness of the line shows the relative size of the group.
Achievement Data Patterns

• When disaggregated from the Asian category, Filipinos perform 20% below their Asian peers.
• Among the 4 largest ethnic groups and those who have been in Hawaii the longest (Native Hawaiians, Japanese, Chinese and White), Filipinos rank third as a group in reading and math proficiency.
• Filipinos are performing at the state-average in reading and math proficiency.
• All ethnic groups show gain in proficiency in reading and math although existing gaps have largely stayed the same.
• Filipinos show gains in college attendance 2009-2015
Intersectionality is the theory of how different forms of oppression and discrimination interact (Crenshaw, 1989)

INTERSECTIONALITY

What is achievement according to ethnicity & gender?
What is achievement according to ethnicity & socioeconomic?
What is achievement according to place (complex)?
What is achievement according to ethnicity & ELL?
Ethnicity & Gender

• What is academic achievement according to ethnicity and gender?
• What explains this disparity?
<table>
<thead>
<tr>
<th>By Race/Ethnicity, Gender</th>
<th>English Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PL 1</td>
<td>PL 2</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>9%</td>
<td>15%</td>
</tr>
<tr>
<td>Male</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>17%</td>
<td>26%</td>
</tr>
<tr>
<td>Male</td>
<td>30%</td>
<td>28%</td>
</tr>
<tr>
<td>Micronesian</td>
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<tr>
<td>Female</td>
<td>50%</td>
<td>27%</td>
</tr>
<tr>
<td>Male</td>
<td>63%</td>
<td>23%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>29%</td>
<td>29%</td>
</tr>
<tr>
<td>Male</td>
<td>46%</td>
<td>27%</td>
</tr>
<tr>
<td>Samoan</td>
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<td>Female</td>
<td>34%</td>
<td>31%</td>
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<tr>
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<td>12%</td>
<td>18%</td>
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<tr>
<td>Statewide by Gender</td>
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<td>24%</td>
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<tr>
<td>Male</td>
<td>33%</td>
<td>25%</td>
</tr>
<tr>
<td>Statewide</td>
<td>27%</td>
<td>25%</td>
</tr>
</tbody>
</table>

*Table 3*
Ethnicity & Class

• What is academic achievement according to ethnicity and class?
• What explains this achievement and opportunity gap?
<table>
<thead>
<tr>
<th>By Race/Ethnicity, Economic Status</th>
<th>English Language Arts</th>
<th></th>
<th></th>
<th></th>
<th>Mathematics</th>
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<th></th>
<th></th>
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<tbody>
<tr>
<td></td>
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<td>PL 2</td>
<td>PL 3</td>
<td>PL 4</td>
<td>PL 1</td>
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<td></td>
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</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>24%</td>
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</table>

Table 4
Intersectionality Patterns

- When broken down according to gender and socio economic class, their proficiency rate by gender shows Filipino girls outscoring boys, reflecting a trend in all ethnic groups.
- Proficiency by ethnicity and economic disadvantage shows not economically disadvantaged outscoring economically disadvantaged.
Ethnicity & Complex

• What is academic achievement according to place/complexes?
• What explains this achievement and opportunity gap?
## Filipino Achievement by Complex
Placed in descending order from most Filipino students tested to least

<table>
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<tr>
<th>Math Proficiency</th>
<th>Median Math SGP</th>
<th>Reading Proficiency</th>
<th>Median Reading SGP</th>
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Filipino Achievement by Complex
Placed in descending order from most Filipino students tested to least

Math Proficiency
- Waipahu: 69%
- Campbell: 61%
- Farrington: 60%
- Maui: 66%
- Kapolei: 59%
- Pearl City: 58%
- Mililani: 49%
- Leilehua: 44%
- Kauai: 41%
- Lahainaluna: 5%
- Moanalua: 57%
- Radford: 57%
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**Filipino Achievement by Complex**

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<td>63%</td>
<td>Waiakea</td>
<td>73%</td>
</tr>
<tr>
<td>Lanai</td>
<td>53%</td>
<td>Waiakea</td>
<td>73%</td>
</tr>
<tr>
<td>Pahoa</td>
<td>69%</td>
<td>Waiakea</td>
<td>60%</td>
</tr>
<tr>
<td>Kalani</td>
<td>66%</td>
<td>Waiakea</td>
<td>68%</td>
</tr>
<tr>
<td>Kahuku</td>
<td>74%</td>
<td>Waiakea</td>
<td>62%</td>
</tr>
<tr>
<td>Kohala</td>
<td>82%</td>
<td>Waiakea</td>
<td>68%</td>
</tr>
<tr>
<td>Konawaena</td>
<td>57%</td>
<td>Waiakea</td>
<td>71%</td>
</tr>
<tr>
<td>Kalaehe</td>
<td>71%</td>
<td>Waiakea</td>
<td>68%</td>
</tr>
<tr>
<td>Kau</td>
<td>46%</td>
<td>Waiakea</td>
<td>66%</td>
</tr>
<tr>
<td>Nanakuli</td>
<td>47%</td>
<td>Waiakea</td>
<td>66%</td>
</tr>
<tr>
<td>Kahuku</td>
<td>49%</td>
<td>Waiakea</td>
<td>66%</td>
</tr>
<tr>
<td>Molokai</td>
<td>61%</td>
<td>Waiakea</td>
<td>66%</td>
</tr>
</tbody>
</table>

**Highlighted Cities:**
- Keau
- Pahoa
- Kau
2013 Filipino Achievement by Complex
Circle size indicates 2013-14 Filipino Enrollment

Reading Median SGP
Color change centered on 50

Math Median SGP
Color change centered on 50

Reading Proficiency

Math Proficiency

About Tableau maps: www.tableausoftware.com/mapdata
2013 Filipino Achievement by Complex
Circle size indicates 2013-14 Filipino Enrollment

Reading Median SGP
Color change centered on 50

Math Median SGP
Color change centered on 50

Reading Proficiency

Math Proficiency

About Tableau maps: www.tableausoftware.com/mapdata
Ethnicity, Complex & Achievement Patterns

• Filipinos faring better in schools with less Filipinos
• Filipinos doing better in school with higher socioeconomic populations (Mililani, Kailua, Kaiser, Waiakea)
• Filipinos doing better in schools where culture-based education is a focus (Keaau, Pahoa)
• What’s going on in Waialua?
• Watch out for Kauai.
Language & Achievement

• How many EL students do we have?
• What are the most spoken home languages?
• Where are the home languages concentrated?
• How does language affect academic achievement?
• What is the achievement pattern for Filipino EL students?
Table 204.20. Number and percentage of public school students participating in programs for English language learners, by state: selected years, 2002-03 through 2011-12

<table>
<thead>
<tr>
<th>State</th>
<th>2002-03</th>
<th>2005-06</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>Percent of students participating in programs for English language learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>4,118,918</td>
<td>4,421,489</td>
<td>4,153,870</td>
<td>4,439,514</td>
<td>4,364,510</td>
<td>4,370,004</td>
<td>4,389,325</td>
<td>8.7 9.2 8.6 9.2 9.1 9.1 9.1</td>
</tr>
<tr>
<td>Alabama</td>
<td>10,568</td>
<td>16,550</td>
<td>20,943</td>
<td>19,523</td>
<td>19,497</td>
<td>17,559</td>
<td>17,895</td>
<td>1.5 2.2 2.8 2.6 2.6 2.4 2.4</td>
</tr>
<tr>
<td>Alaska</td>
<td>16,351</td>
<td>20,743</td>
<td>25,752</td>
<td>19,314</td>
<td>19,849</td>
<td>19,330</td>
<td>19,453</td>
<td>12.3 15.6 12.8 9.2 11.1 11.3 11.1</td>
</tr>
<tr>
<td>Arizona</td>
<td>140,664</td>
<td>166,195</td>
<td>143,462</td>
<td>118,688</td>
<td>78,793</td>
<td>70,716</td>
<td>70,527</td>
<td>15.9 17.6 14.6 12.1 8.2 7.5 7.5</td>
</tr>
<tr>
<td>Arkansas</td>
<td>15,146</td>
<td>20,700</td>
<td>23,896</td>
<td>27,629</td>
<td>29,735</td>
<td>31,428</td>
<td>32,671</td>
<td>3.4 4.4 5.4 5.8 6.3 6.6 6.9</td>
</tr>
<tr>
<td>California</td>
<td>1,587,771</td>
<td>1,557,935</td>
<td>1,517,559</td>
<td>1,498,860</td>
<td>1,468,815</td>
<td>1,445,496</td>
<td>1,415,623</td>
<td>25.7 25.0 24.5 24.3 24.1 23.6 23.2</td>
</tr>
<tr>
<td>Colorado</td>
<td>86,118</td>
<td>99,790</td>
<td>84,900</td>
<td>84,900</td>
<td>94,391</td>
<td>98,809</td>
<td>101,262</td>
<td>11.5 12.8 10.7 10.9 11.4 11.8 12.0</td>
</tr>
<tr>
<td>Connecticut</td>
<td>21,970</td>
<td>28,662</td>
<td>29,244</td>
<td>29,886</td>
<td>29,671</td>
<td>29,716</td>
<td>29,318</td>
<td>4.0 5.2 5.4 5.4 5.4 5.6 5.6</td>
</tr>
<tr>
<td>Delaware</td>
<td>3,445</td>
<td>5,900</td>
<td>7,179</td>
<td>7,615</td>
<td>6,766</td>
<td>6,692</td>
<td>6,972</td>
<td>3.1 5.2 6.3 6.1 6.5 5.6 5.9</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>5,363</td>
<td>4,274</td>
<td>4,092</td>
<td>4,370</td>
<td>4,203</td>
<td>3,741</td>
<td>3,743</td>
<td>7.9 7.2 7.0 9.9 9.6 8.4 8.4</td>
</tr>
<tr>
<td>Florida</td>
<td>203,659</td>
<td>221,624</td>
<td>231,326</td>
<td>226,037</td>
<td>230,440</td>
<td>229,659</td>
<td>234,347</td>
<td>8.0 8.3 8.7 8.6 8.8 8.7 8.8</td>
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<tr>
<td>Hawaii</td>
<td>12,853</td>
<td>18,106</td>
<td>16,959</td>
<td>18,564</td>
<td>18,097</td>
<td>19,092</td>
<td>24,750</td>
<td>7.0 9.9 9.4 10.3 10.0 10.6 13.5</td>
</tr>
<tr>
<td>Illinois</td>
<td>168,591</td>
<td>172,375</td>
<td>156,673</td>
<td>156,737</td>
<td>179,850</td>
<td>174,335</td>
<td>170,626</td>
<td>8.2 8.2 7.5 9.7 8.6 8.4 8.2</td>
</tr>
<tr>
<td>Indiana</td>
<td>42,560</td>
<td>56,400</td>
<td>46,092</td>
<td>45,527</td>
<td>48,364</td>
<td>48,574</td>
<td>50,082</td>
<td>4.3 5.5 4.5 4.4 4.7 4.7 5.0</td>
</tr>
<tr>
<td>Iowa</td>
<td>13,961</td>
<td>15,156</td>
<td>19,442</td>
<td>20,334</td>
<td>20,867</td>
<td>21,733</td>
<td>22,503</td>
<td>2.9 3.1 4.0 4.2 4.2 4.4 4.5</td>
</tr>
<tr>
<td>Kansas</td>
<td>17,942</td>
<td>24,671</td>
<td>31,760</td>
<td>34,095</td>
<td>38,011</td>
<td>39,323</td>
<td>41,052</td>
<td>3.8 5.3 6.8 7.2 8.0 8.1 8.5</td>
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<tr>
<td>Kentucky</td>
<td>6,343</td>
<td>10,138</td>
<td>12,896</td>
<td>14,589</td>
<td>14,244</td>
<td>16,351</td>
<td>16,878</td>
<td>1.0 1.5 1.9 2.2 2.1 2.4 2.5</td>
</tr>
<tr>
<td>Louisiana</td>
<td>11,042</td>
<td>11,942</td>
<td>8,545</td>
<td>12,223</td>
<td>12,499</td>
<td>11,617</td>
<td>12,348</td>
<td>1.5 1.8 1.3 1.9 1.9 1.7 1.9</td>
</tr>
<tr>
<td>Maine</td>
<td>2,575</td>
<td>3,332</td>
<td>3,803</td>
<td>4,128</td>
<td>4,467</td>
<td>4,792</td>
<td>5,104</td>
<td>1.2 1.7 2.0 2.2 2.4 2.5 2.7</td>
</tr>
</tbody>
</table>
Home Language of English Language Learner Students Enrolled in May 2014
The Ten Most Prevalent Languages are Represented on the Map

- Ilokano: 2,695
- English: 1,773
- Chuukese: 1,741
- Marshallese: 1,505
- Tagalog: 1,049
- Spanish: 745
- Samoan: 505
- Japanese: 456
- Mandarin: 389
- Vietnamese: 265
- Tongan: 274
- Cantonese: 248
- Pohnpeian: 247
- Kosraean: 216
- Other: 188
- Cebuano: 177
- Korean: 175
- Thai: 71
- Hawaiian: 69
- Lao: 55
- Arabic: 29
- Russian: 29
- French: 27
- Portuguese: 23
- Pangasinan: 19
- German: 15
- Yapese: 12
- Pampango: 10

Total: 13027
3950/13027 Filipino languages makes up 30% of languages spoken in DOE

3753/13027 Micronesian languages make up 29%
May 2014 English Language Learner (ELL) Enrollment of the Six Racial and Ethnic Groups with the Largest ELL Populations
85% of the ELL Population Represented

- Filipino
- Micronesian
- Chinese
- Hispanic
- Samoan
- Japanese

Legend:
- 1
- 50
- 100
- 150
- 200
- 231

Hawaii
Language & Ethnicity Patterns

- EL students make up 10-13.5% of the student population over past 5 years
- Concentration of certain languages in specific areas
- Filipino EL students are represented most on Oahu, followed by Maui, Kauai
- Filipino languages make up 30% of the languages spoken in the DOE
- Ilokano (21%) is the top language used in schools with Tagalog ranking as the fourth most spoken language (8%) in the schools.
### Smarter Balanced Assessment (SBA) School Year 2014-15

<table>
<thead>
<tr>
<th>English Language Arts, SBA</th>
<th>Proficient</th>
<th>Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filipino</td>
<td>Proficient</td>
<td>Tested</td>
</tr>
<tr>
<td>Not English Language Learner</td>
<td>53%</td>
<td>19,003</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>4%</td>
<td>1,568</td>
</tr>
<tr>
<td>Filipino Average</td>
<td>49%</td>
<td>20,571</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics, SBA</th>
<th>Proficient</th>
<th>Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filipino</td>
<td>Proficient</td>
<td>Tested</td>
</tr>
<tr>
<td>Not English Language Learner</td>
<td>46%</td>
<td>18,976</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>7%</td>
<td>1,668</td>
</tr>
<tr>
<td>Filipino Average</td>
<td>43%</td>
<td>20,644</td>
</tr>
</tbody>
</table>

*Table 5*
## Strive HI: Student Group Performance Report
### State of Hawaii

<table>
<thead>
<tr>
<th>Target</th>
<th>English Language Arts/Literacy</th>
<th>Math</th>
<th>Science</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participation 95%</td>
<td>Meeting Standard 48%</td>
<td>Participation 95%</td>
<td>Meeting Standard 41%</td>
</tr>
<tr>
<td>All Students</td>
<td>%</td>
<td>Met?</td>
<td>%</td>
<td>Met?</td>
</tr>
<tr>
<td>Disadvantaged</td>
<td>97%</td>
<td>Yes</td>
<td>36%</td>
<td>No</td>
</tr>
<tr>
<td>Disabled (SPED)</td>
<td>94%</td>
<td>No</td>
<td>43%</td>
<td>No</td>
</tr>
<tr>
<td>Limited English (ELL)</td>
<td>96%</td>
<td>Yes</td>
<td>32%</td>
<td>No</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>98%</td>
<td>Yes</td>
<td>46%</td>
<td>No</td>
</tr>
<tr>
<td>Black</td>
<td>98%</td>
<td>Yes</td>
<td>49%</td>
<td>Yes</td>
</tr>
<tr>
<td>Hispanic</td>
<td>98%</td>
<td>Yes</td>
<td>45%</td>
<td>No</td>
</tr>
<tr>
<td>Native American</td>
<td>96%</td>
<td>Yes</td>
<td>45%</td>
<td>No</td>
</tr>
<tr>
<td>White</td>
<td>97%</td>
<td>Yes</td>
<td>63%</td>
<td>Yes</td>
</tr>
<tr>
<td>Asian</td>
<td>99%</td>
<td>Yes</td>
<td>58%</td>
<td>Yes</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>97%</td>
<td>Yes</td>
<td>34%</td>
<td>No</td>
</tr>
</tbody>
</table>

If asterisked (*), results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

This report replaces the earlier version posted on 9/24/15. This report now includes ELA and mathematics targets (aka, AMOs) and corresponding "Met" or "Not Met" outcomes where applicable. Proficiency rates may change for ELL and SPED subgroups due to the inclusion of Recently Exited students into the rate calculation when the target is not met by current ELL or SPED students alone.

Index Classification: n/a

Source of Displayed Percentage Value

- **i** ELL and ELL Exits Achievement Rate
- **ii** SPED and SPED Exits Achievement Rate
### Strive HI: Student Group Performance Report

**State of Hawaii NCLB School Report SY 2015-16**

<table>
<thead>
<tr>
<th>Target</th>
<th>English Language Arts/Literacy</th>
<th>Math</th>
<th>Science</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participation 95%</td>
<td>Meeting Standard 53 %</td>
<td>Participation 95%</td>
<td>Meeting Standard 46 %</td>
</tr>
<tr>
<td>All Students</td>
<td>%</td>
<td>Met?</td>
<td>%</td>
<td>Met?</td>
</tr>
<tr>
<td>Disadvantaged</td>
<td>98%</td>
<td>Yes</td>
<td>51%</td>
<td>No</td>
</tr>
<tr>
<td>Disabled (SPED)</td>
<td>97%</td>
<td>Yes</td>
<td>39%</td>
<td>No</td>
</tr>
<tr>
<td>Limited English (ELL)</td>
<td>91%</td>
<td>No</td>
<td>21%</td>
<td>No</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>98%</td>
<td>Yes</td>
<td>49%</td>
<td>No</td>
</tr>
<tr>
<td>Black</td>
<td>98%</td>
<td>Yes</td>
<td>52%</td>
<td>No</td>
</tr>
<tr>
<td>Hispanic</td>
<td>98%</td>
<td>Yes</td>
<td>48%</td>
<td>No</td>
</tr>
<tr>
<td>Native American</td>
<td>96%</td>
<td>Yes</td>
<td>50%</td>
<td>No</td>
</tr>
<tr>
<td>White</td>
<td>97%</td>
<td>Yes</td>
<td>67%</td>
<td>Yes</td>
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<tr>
<td>Asian</td>
<td>98%</td>
<td>Yes</td>
<td>61%</td>
<td>Yes</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>97%</td>
<td>Yes</td>
<td>29%</td>
<td>No</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>97%</td>
<td>Yes</td>
<td>36%</td>
<td>No</td>
</tr>
</tbody>
</table>

If asterisked (*), results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

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Language, Ethnicity & Achievement

• According to Strive HI, EL students proficiency rate declined 2015 to 2016 by 10% in ELA and Math.
• There is an academic disparity between Filipino EL and Filipino non-ELs
Analyzing Data Pattern

- Based on all the data we have studied and the patterns we have observed, what is the sum of problems that have emerged from the data?
Issues

• Filipino American students are an “invisible majority” in schools
• Lumping achievement data obscures differences
• Filipinos are neither doing “bad or good”
• Subgroup diversity (gender, socio economics, language)
• Steady gains in college, but disproportionate attending community college
• Academic achievement gaps have remained steady and enduring over time
• Filipino level of academic achievement ranking reflects and perpetuates social hierarchy in Hawai`i society
Questions

• Why are our students performing the way they are?
• What in our systems and practices is causing our students to have these issues and what can we do?
Discussion

• Raise Critical Awareness
• Achievement vs. Opportunity Gap
• Act on our Strengths
Raise Critical Awareness

- Lack of awareness of seriousness of problem
- Data lumped together
- Race compounded with gender, class and language
- Structural issues of racism and discrimination (Okamura, 2008)
Achievement vs. Opportunity Gaps

- Achievement gap looks at outputs vs. opportunity gaps look at inputs (funding, resources, opportunities)
- Lack of targeted professional development
- Lack of culturally relevant curriculum and pedagogy
- Absence of Language education policy (ELL/Bilingual) and equitable practice
- Filipino teacher role models
Act on our Strengths

- “the solutions are not found in the problems, but rather focus on change through our strengths” Kamehameha lead evaluator (2015)
- EL vs. multilingualism
Implications & Recommendations

• Evaluation and targeted qualitative research
• Culturally and linguistic responsive/ sustaining pedagogy and policies
• Diverse assessment
• Community Empowerment
• Develop robust data collection, research and evaluation plan
✔ USDOE AAPI Data Disaggregation Initiative

• Dissaggregate Filipinos from Asian Category
✔ The federal ESSA law requires school districts to report student data according to subgroups such as major racial/ethnic groups, English Learners, economically disadvantaged, children with disabilities, and homeless.
✔ Proposed ESSA plan disaggregates Filipinos from Asian Category
Evaluation & Research

• Track students and conduct school-level data analysis for institutional racism (i.e. tracking, honors courses, college-going rates, careers)

• Qualitative research studies, Limitation: Need for multiple forms of data (i.e. perceptual data, school process data, well-being)

✔ Educational Perspectives themed issue on Filipinos and Education
Culturally Responsive Teaching

- Uses the cultural backgrounds of students to teach them more effectively.
- When academic knowledge and skills are situated within their lived experiences, they are more personally meaningful, interesting, and are learned more easily and thoroughly (Gay, 2000).
- Academic achievement improves when they are taught through their own cultural and experiential filters.
Colonial Mentality

• Colonial racial hierarchy
• Historical legacy of colonialism (David & Okazaki, 2006)
• Plantation Mentality
• This attitude results in cultural inferiority, inability to articulate ethnic identity, and lack of ethnic pride (Strobel, 2001).
Data driven decisions

- High representation demands attention
- Target language resources toward local community
- Concentrate Filipino professional development and resources in areas of high Filipino concentration

✔ Filipino American Education Institute (2010)
- Promote culturally relevant and critical curriculum
- Address ethnic, gender and social economic equities

✔ DOE/BOE Strategic Plan (2017-2020) and Governors Blueprint
PASSION

Pinoy Teach

iJEEPNEY.com

THE SISTAN C. ALHAMBRA FILIPINO AMERICAN EDUCATION INSTITUTE
Culturally Responsive Policies

NA-HOPENA A‘O (HA) (BOE Policy E-3)

HAWAIIAN EDUCATION
(BOE Policy 105.7)
KA PAPAHANA KAIAPUNI
(BOE Policy 105.8)
Hawaiian/Indigenous
All Learners

MULTILINGUALISM FOR
EQUITABLE EDUCATION
(BOE Policy 105.14)
Multilingual/ EL, Immigrant
& ASL Learners

FAMILY & COMMUNITY
ENGAGEMENT/ PARTNERSHIP
(BOE Policy 101.14)
“Embracing the diverse cultures,
languages, strengths and needs of
all families”

SEAL OF BILITERACY
(BOE Policy 105.15)
Heritage/ World Language
Learners

Students & Families
Community Empowerment

- Educate educators, administrators, legislators, policy makers
  ✓ UH COE Tinalak Filipino Education Advisory Council
  ✓ Filipino Courier
  ✓ Educational Perspectives

- Empower Filipinos to advocate for themselves
  ✓ BOE Testimony
Q&A

- For more information, contact: phalagao@hawaii.edu