

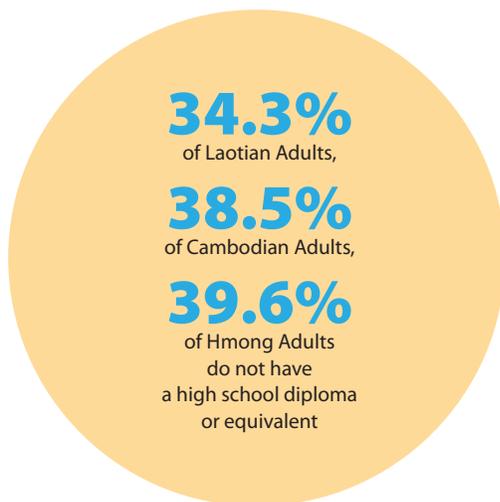
DATA DISAGGREGATION

What's the Problem with Current Education Data Collection and Reporting?

The U.S. Department of Education currently requires that states and school districts aggregate data for all Asian students regardless of their ethnicity under the aggregated category of "Asian."¹ However, the "Asian" race category comprises more than 48 ethnicities including:

- American Indian
- Bangladeshi
- Cambodian
- Chinese
- Filipino
- Hmong
- Japanese
- Korean
- Laotian
- Pakistani
- Thai
- Vietnamese²

Lack of High School Diplomas Across Southeast Asian American Communities



(Data: U.S. Census Bureau 2010)

This reporting guideline masks the educational inequalities that exist for Asian American and Pacific Islander (AAPI) groups, particularly those from Southeast Asian American (SEAA) backgrounds. For example:

- 34.3% of Laotian, 38.5% of Cambodian, and 39.6% of Hmong adults do not have a high school diploma or equivalent (Data: U.S. Census Bureau 2010).³
- 65.8% of Cambodian, 66.5% of Laotian, 63.2% of Hmong, and 51.1% of Vietnamese Americans have not attended college (Data: American Community Survey 2006-2008).⁴
- By examining Asian American and Pacific Islander student achievement using disaggregated data, a statewide California study found significant achievement gaps between White Americans and their AAPI peers. According to the study, White Americans significantly outperform nine AAPI ethnic groups including Vietnamese Americans, Cambodian Americans, and Lao Americans. In math, seven AAPI ethnic groups scored at significantly lower levels than White Americans, including Cambodian Americans and Lao Americans.⁵

Because federal funding is distributed to schools and school districts to close achievement gaps, lack of disaggregated data denies many SEAA students access and resources to the quality education they need to succeed and reach their full potential.

- More data on education achievement, high school drop outs, truancy, and suspension is needed to reveal K-12 challenges so that schools and school districts can provide support services earlier in order to prevent low rates of educational attainment.

¹ U.S. Department of Education. "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education" December 3, 2007.

² National Commission on Asian American and Pacific Islander Research in Education (CARE). "The Relevance of Asian Americans & Pacific Islanders in the College Completion Agenda", Washington, DC 2011: 6.

³ Ibid: 8.

⁴ Ibid.

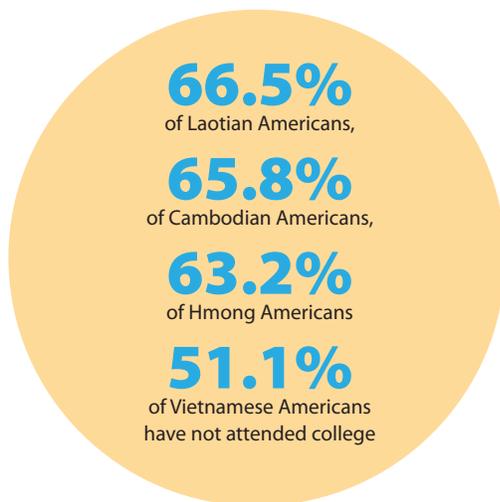
⁵ Pang, Valerie Ooka; Han, Peggy P., and Pang, Jennifer M. *Educational Researcher "Asian American and Pacific Islander Students: Equity and the Achievement Gap"* Vol. 40, No. 8, 2011, pp. 378-389.



What are some local solutions?

- Replicate policies of school districts that already collect and report out on disaggregated data. Seattle Public Schools currently collects and reports data on the following Asian American subgroups: Asian, Cambodian, East Indian, Filipino, Japanese, Korean, Vietnamese, Other Southeast Asian, and Other Asian.⁶
- Community-based organizations (CBOs) and research institutions should partner with school districts to analyze data that is collected by some school districts, but not reported out. In a 2011 Request for Information by the U.S. Department of Education, 41 school districts responded that they do collect data of Asian American sub-groups, but do not publically report out on this data. For example, both Sacramento City Unified and Milpitas Unified School District collect data of Asian American sub-groups, but do not publically report out on this data.^{7,8} Many of these school districts stated that they do not report out this data because it is not federally mandated to report on Asian sub-categories. However, school districts were willing to partner with other organizations who would like to request use of this data for research projects that would help them better serve their students.

Lack of College Attendance Across Southeast Asian American Communities



(Data: American Community Survey, 2006-2008)

What are some federal solutions?

- Revise the U.S. Department of Education's guidance on maintaining, collecting, and reporting racial and ethnic data to include collection and reporting of data on Asian American ethnic groups. In revising this guidance, the Department of Education can utilize ethnicity categories from the American Community Survey and U.S. Census Bureau 2010 form that have been developed through rigorous research to allow for more accurate population counts. The Department of Health and Human Services also uses the same race and ethnicity categories from the American Community Survey and Census 2010 form for its final standards on data collection on race, ethnicity, sex, primary language, and disability status as required by Section 4302 of the Affordable Care Act.⁹ We believe that the major ethnicities and their write-in examples from the Census Bureau should be given separate ethnicity categories, and should be a baseline for schools, school districts, and state education agencies. These ethnicities include:

- Asian Indian
- Chinese
- Filipino
- Japanese
- Korean
- Vietnamese
- Native Hawaiian
- Guamanian or Chamorro
- Samoan
- Fijian
- Tongan
- Hmong
- Laotian
- Thai
- Pakistani
- Cambodian¹⁰

- The U.S. Department of Education should provide technical assistance and funding to incentivize states and school districts to revise data collection processes and systems so that they are able to disaggregate data on SEAA students. During the 2011 Request for Information about data disaggregation, top concerns cited by school districts for not disaggregating data included lack of financial resources to redevelop their data systems (reported by 16 school districts,) and having small AAPI student populations at the school site level (reported by 12 school districts). Technical assistance can be provided to help school sites and school districts come up with data processes to protect the privacy of smaller AAPI student populations, while being able to provide public data on the needs of the communities that they represent.
- In the reauthorization of the Elementary and Secondary Education Act, include a definition of the racial and ethnic groups that states and school districts are required to report data on, including a listing of Asian American sub-groups.

⁶ Seattle Public Schools. "Data File: Demographic Data" December 2011, accessed online at <http://www.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Departmental%20Content/siso/disprof/2011/DP11demog.pdf> on September 4, 2012.

⁷ Sacramento City Unified School District. "Comment on Notice: Request for Information To Gather Technical Expertise Pertaining to the Disaggregation of Asian and Native Hawaiian and Other Pacific Islander Student Data and the Use of Those Data in Planning and Programmatic Endeavors" Document ID: ED-2012-OESE-0009-0680, accessed online at <http://www.regulations.gov/#documentDetail;D=ED-2012-OESE-0009-0680> on September 4, 2012.

⁸ Milpitas Unified School District. "Comment on Notice: Request for Information To Gather Technical Expertise Pertaining to the Disaggregation of Asian and Native Hawaiian and Other Pacific Islander Student Data and the Use of Those Data in Planning and Programmatic Endeavors" Document ID: ED-2012-OESE-0009-0672, accessed online at <http://www.regulations.gov/#documentDetail;D=ED-2012-OESE-0009-0672> on September 4, 2012.

⁹ U.S. Department of Health & Human Services. "Final Data Collection Standards for Race, Ethnicity, Primary Language, Sex, and Disability Status Required by Section 4302 of the Affordable Care Act," <http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlid=208> (accessed online at May 16, 2012).

¹⁰ US Census Bureau. "United States Census 2010 Form," http://www.census.gov/schools/pdf/2010form_info.pdf (accessed online at May 16, 2012).

