SYSTEM PLANNING AND PERFORMANCE - PORTLAND PUBLIC SCHOOLS
2014-15 State of Somali Students
A critical review of culturally-identified Somali students within PPS

October 2015

Portland Public Schools (PPS), in alliance with the Portland Somali community, has provided the following review of PPS culturally-identified Somali students. Culturally-identified refers not only to students who were born in Somalia, but also those students who were raised in Somali heritage families. The purpose of this report is to establish baseline information and analysis procedures that will inform PPS progress toward a more equitable educational experience for all of our students and their families.

The findings of this initial review indicate that Somali students within PPS, experience specific challenges and burdens that are not typically shared by their non-Somali peers. As an initial point of reference, **district wide graduation rates for the class of 2013-2014 was 70%, while the graduation rate of Somali students that year was 58%**.

DEMOGRAPHIC OR GROUP MEMBERSHIP

A singular identification of Somali students is not currently available in the PPS data systems. For the purposes of this report, a combination of variables were used to identify 582 students considered culturally Somali (i.e., language, country of origin, family requesting translation, etc.). **It is worth noting that over 97% of the Somali students reported here are otherwise identified as Black/African American in the PPS data systems**. The table below provides total PPS student counts by race with Somali identified as a mutually exclusive group.

Asian	Black	Hispanic	Multiple	Native American	Pacific Islander	Somali	White	Total
3727	4287	7857	4012	406	431	582	25931	47233

The following table identifies special population group membership by race across all grades. Included in the table are program membership in LEP, SpEd, and TAG. The total number of students in each program is found in the top row of the category (N), while the expected number (Expected) is what we would expect to see if program membership were proportionally distributed among the racial groups.

Significant Findings: Under Represented | Over Represented

		Asian	Black	Hispanic	Multiple	Native Am	Pac Isl	Somali	White	Total
Limited English Proficiency (LEP)	N	964	178	2034	35	7	93	353	428	4092
	Expected	*323*	*371*	*681*	*348*	*35*	*37*	*50*	*2247*	
Special Education (SpEd)	N	358	896	1388	612	95	60	79	3654	7142
	Expected	*564*	*648*	*1188*	*607*	*61*	*65*	*88*	*3921*	
Talented and Gifted (TAG)	N	443	119	310	497	21	11	6	3834	5241
	Expected	*410*	*469*	*847*	*447*	*42*	*48*	*64*	*2914*	

BEHAVIORAL ATTRIBUTES

Internal and external research findings indicate that attributes associated with behavior are a contributing factor to students' future academic success, including graduation. This report looks at two key variables related to behavior: One or more School Suspensions or Expulsions from school, and Average Daily Attendance (ADA).

The following table shows that Somali students were suspended or expelled from school one or more times at a significantly greater rate than is proportionally expected for the population size. Note that Black and Multiple race students were also suspended or expelled at a greater rate than is expected, while Asian and White students were suspended or expelled at a significantly lower rate.

Significant Findings: **Under Represented** **Over Represented**

		Asian	Black	Hispanic	Multiple	Native Am	Pac Isl	Somali	White	Total
One or more School Suspensions or Expulsions	N	20	236	152	100	12	7	20	334	881
	Expected	*70*	*80*	*147*	*75*	*8*	*8*	*11*	*484*	

ADA is the number of days a student attended school, divided by the total number of days the student was enrolled, and is reported as a percent (%). The table below displays ADA for all PPS students (PPS Total) and disaggregated by race. Significant differences exist between Somali and the following: Asian, Black, and Native American.
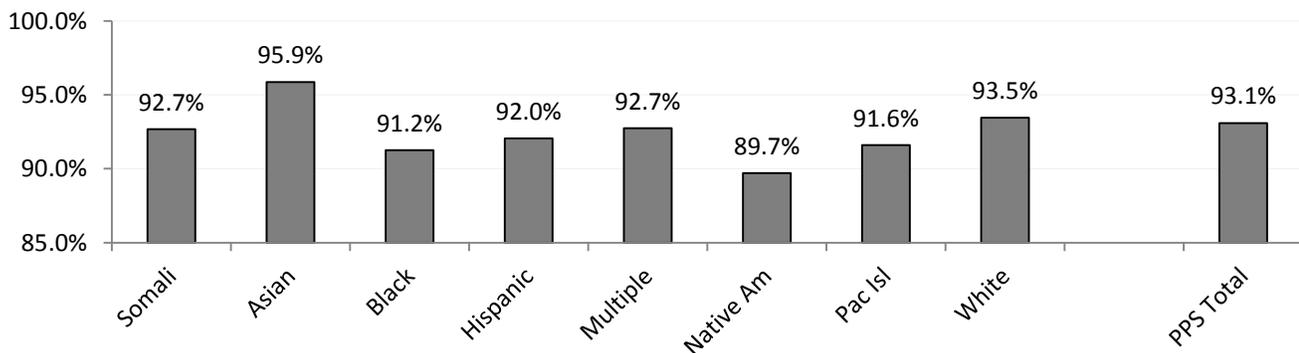
ACADEMIC PERFORMANCE

The academic performance of students can encompass many things within the school setting. For the purposes of this report, the following academic indicators were used: English Language Proficiency Assessment (ELPA) results, DIBELS (KG-3rd grade Language Arts) results, High School GPA, High School AP/IB/Duel Credit, and Smarter Balance Assessment results.

English Language Proficiency Assessment, or commonly known as ELPA, is an assessment that measures and reports on students' English language proficiency overall, and is administered yearly to students who qualify to receive English language development services. The five ELPA performance levels provide a linear progression of English language development from "beginning" to "advanced." The table below displays Somali student scores at each performance level as compared to what would be proportionally expected.

ELPA Score Levels by Race

		Asian	Black	Hispanic	Multiple, Pac Isl & Native Am	Somali	White	Total
Beginning	Count	80	17	192	13	42	49	393
	Expected	96	17	197	12	32	39	
Early Intermediate	Count	128	28	451	19	70	83	779
	Expected	189	33	391	24	64	78	
Intermediate	Count	205	42	581	33	81	106	1048
	Expected	255	44	525	33	86	105	
Early Advanced	Count	314	46	431	43	74	87	995
	Expected	242	42	499	31	81	100	
Advanced	Count	192	27	240	10	42	54	565
	Expected	137	24	283	18	46	57	

PPS relies on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to measure student acquisition of early literacy skills from kindergarten through third grade. This test is designed to be a short, one minute, fluency measure used to regularly monitor the development of early literacy and early reading skills. The table below shows the number of students across all grades tested at each performance level. Somali students are over represented at the *Intensive Support* level, and under represented at the *Core Support* level (performing at or above grade level).

End of Year DIBELS		Asian	Black	Hispanic	Multiple	Native Am	Pac Isl	Somali	White	Total
Intensive Support	Count	137	301	492	169	29	17	60	668	1873
	Expected	148	213	292	184	15	20	30	971	
Strategic Support	Count	108	211	277	130	21	23	22	595	1387
	Expected	110	158	216	136	11	15	22	719	
Core Support	Count	555	638	808	694	33	68	79	3984	6859
	Expected	542	780	1069	673	56	73	109	3557	

Cumulative Grade Point Average (GPA) is an average of all a student's (or group of students) classroom grades for his or her complete high school education career. Significant differences in GPA exist between Somali students and the following racial groups: Asian, Multiple, and White.

Group	GPA
Somali	2.38
Asian	3.34
Black	2.41
Hispanic	2.54
Multiple	2.97
Native Am	2.52
Pac Isl	2.57
White	3.17
PPS Total	2.97
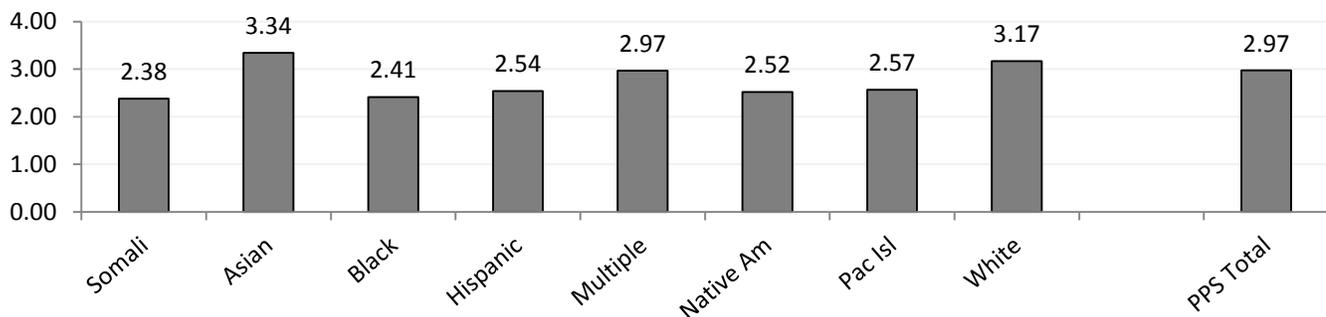
AP/IB/Dual Credit are important classes for students who aspire to further their education post high school. These classes provide college-level curricula and expose students to more rigorous course offerings, providing students the opportunity to develop college-level skills as well as potential to earn college credit while in high

school. The table below shows PPS students enrolled in, and/or passed, at least one AP/IB/Dual Credit class disaggregated by racial groups.

Significant Findings:		Under Represented			Over Represented					
		Asian	Black	Hispanic	Multiple	Native Am	Pac Isl	Somali	White	Total
Enrolled in at least one AP/IB/Dual Credit class	Count	653	484	805	350	36	61	51	2767	5207
	Expected	493	551	833	364	47	54	72	2793	
Passed at least one AP/IB/Dual Credit class	Count	640	435	711	333	32	55	47	2637	4890
	Expected	613	455	756	329	34	57	48	2599	

In 2014-15 Oregon began administering the Smarter Balanced assessments in both English language arts/literacy and mathematics. The Smarter Balanced assessments were designed to measure a range of skills and knowledge as outlined in the Common Core State Standards. The assessment is administered to students in grades 3, 4, 5, 6, 7, 8, and 11. In addition to providing summative feedback, Smarter Balanced assessment results may be used by students to meet *Essential Skills* required for high school graduation.

The tables below show Smarter Balanced results in Math and ELA for PPS students across all tested grades disaggregated by race.

Significant Findings:		Under Represented			Over Represented					

Smarter Balance Assessment - Math

		Asian	Black	Hispanic	Multiple	Native Am	Pac Isl	Somali	White	Total
Level 1	Count	313	971	1506	395	73	97	165	1649	5169
	Expected	445	425	847	454	44	49	57	2849	
Level 2	Count	385	437	949	443	44	48	42	2383	4731
	Expected	407	389	775	416	40	44	52	2607	
Level 3	Count	459	200	514	454	36	32	14	3171	4880
	Expected	420	401	799	429	42	46	54	2689	
Level 4	Count	592	64	361	495	21	14	2	4000	5549
	Expected	477	456	909	488	47	52	61	3058	

Smarter Balance Assessment - Reading

		Asian	Black	Hispanic	Multiple	Native Am	Pac Isl	Somali	White	Total
Level 1	Count	286	802	1214	292	70	69	120	1204	4057
	Expected	346	335	663	355	35	36	43	2244	
Level 2	Count	352	402	848	362	32	41	60	1650	3747
	Expected	320	309	613	328	32	34	40	2072	
Level 3	Count	581	382	842	561	50	51	31	3774	6272
	Expected	536	518	1026	548	54	56	66	3468	
Level 4	Count	533	108	451	579	24	23	6	4719	6443
	Expected	550	532	1053	563	55	58	68	3563	

The following addendum provides additional graphical portrayals of Smarter Balanced results. These graphs (Line, and Box & Whisker) can be used to review grade level results by race.