



District of Columbia
Office of the State Superintendent of Education

State of Discipline: 2016-17 School Year

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Introduction

The Bowser Administration, through the Office of the State Superintendent of Education (OSSE), has taken critical steps to support schools in rethinking discipline and ensuring that every student has the opportunity to attend school every day.

Overall, fewer students received disciplinary actions in 2016-17 compared to the 2015-16 school year. Compared to 2015-16, 143 fewer students received an out-of-school suspension. Similarly, fewer students in 2016-17 received an in-school suspension.

During the 2016-17 school year, 7.4 percent of District's more than 96,000 students received at least one out-of-school suspension, 0.6 percent of students received at least one in-school suspension, and 0.1 percent were expelled, representing a slight decline in suspensions since the 2015-16 school year.

Support and Guidance for Educators

OSSE provides training and support to local education agencies (LEAs) to address the root causes of behavioral issues in the classroom. This report shows that one of the top reasons for disciplinary action is disruptive or disrespectful behavior. Partnering with the Department of Behavioral Health (DBH) and the Child and Family Services Agency (CFSA), OSSE provides the District's educators with trainings on positive behavioral interventions and supports, trauma informed care, youth mental health first aid, and nonviolent crisis prevention.

In 2016, OSSE released non-regulatory guidance to assist LEAs in designing and implementing discipline practices that are non-discriminatory in nature and application. The guidance provides recommendations that help schools adopt comprehensive, appropriate, and effective school discipline policies and practices that reduce disruption and misconduct while supporting positive behavior and character development in students.

Alternatives to Suspension

To reduce disciplinary actions that result in exclusion from the learning environment, some District schools have implemented alternative approaches to discipline and behavior management. Restorative justice is one such approach that focuses on repairing harm through inclusive practices, responsibility, and relationship-building, rather than punishment.

During the 2015-16 school year, OSSE launched **Restorative DC** to provide customized, on-site support to specific schools in implementing restorative practices. The pilot schools reported a shift in school culture marked by a greater sense of safety, belonging, and community.

During the 2016-17 school year, Restorative DC grew from five to eight schools: Ballou High School*, Luke C. Moore Alternative High School*, the Columbia Heights Education Campus*, Hart Middle

School*, Cesar Chavez Parkside Middle School, Kelly Miller Middle School, Neval Thomas Elementary School, and SEED Public Charter School.¹

To provide support to more schools and educators, OSSE also hosts a state Restorative Justice Community of Practice as well as monthly trainings focused on the implementation of restorative practices in DC schools that are open to all LEAs and community stakeholders. Participants engage with other educators for peer support and professional development, while experiencing how restorative justice circles can help build community and resolve issues collectively. Guided by participants' interests, topics include: staff buy-in, trauma awareness and resilience, restorative conversations (nonviolent communication), implicit bias/cultural sensitivity, and special education.

Collecting and Sharing Data

OSSE continues to support LEAs in collecting and reporting data about school discipline. The Pre-K Student Discipline Amendment Act of 2015 sought to improve data collection by establishing annual reporting requirements related to suspensions and expulsions in pre-K through 12th grade. OSSE shares this data with DC residents and the general public through this report, annual School Equity Reports, and OSSE will include discipline data in the District's school report cards.

Going forward, schools will continue to identify new ways to support students, and OSSE will continue to provide support. This school year, OSSE will work directly with schools participating in Restorative DC to collect school climate data from students, staff, parents, and families to analyze schools' success with the program. The Culture of Excellence & Ethics Assessment (CEEA), developed through a U.S. Department of Education funded grant, will measure (a) whether the school climate is safe; (b) whether faculty and staff are intentional in fostering an academically rigorous and socially engaging environment for students; (c) whether students show positive learning habits; (d) whether students experience positive relationships with peers and staff; (e) whether faculty and staff engage in supportive collegial relationships; and (f) the extent to which the school engages students and families in support of student learning and social development. OSSE will develop a report for each school and collaborate with school leadership to develop pathways for improvement.

About the Report

Beginning in the 2015-16 school year, the Pre-K Student Discipline Act of 2015 (D.C. Law 21-12; D.C. Official Code § 38-236) requires the Office of the State Superintendent of Education (OSSE) to publicly report on the state of suspensions and expulsions in the District. In its second year of implementation, the school discipline report is based on data submitted by LEAs and community-based organizations (CBOs) from the preceding school year.

The Act requires LEAs and CBOs to collect and report to OSSE important demographic and discipline data to assist in a critical analysis of school discipline practices. OSSE uses the data not only for this report, but to fulfill federal data reporting obligations pursuant to federal laws including the Individuals with

¹ An asterisk denotes that the school participated in whole school programming in restorative justice for school year 2015-16.

Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et. seq. and the Every Student Succeeds Act (ESSA), 20 U.S.C. § 6301 et. seq.

Definitions

The District does not have standardized legal definitions or requirements for in-school suspensions, out-of-school suspensions, or expulsions; instead, this report uses agreed-upon definitions used on the Discipline Collection Template that LEAs use to submit discipline data to OSSE. Further, LEAs and schools set their own discipline policies, which include their respective codes of conduct and methods for addressing disciplinary infractions. In order to achieve some consistency, this report uses the following definitions:

- **In-school suspension:** Instances in which a student is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.
- **Out-of-school suspension:** Instances in which a student is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no individual education program (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IEP.
- **Expulsion:** An action taken by the LEA removing a student from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with LEA policy.
- **Disciplinary Action:** An in-school suspension, out of school suspension, or expulsion.

Findings

Suspensions and Expulsions for the 2016-17 School Year

Student population included in 2016-17 discipline analysis

The student population for the 2016-17 discipline analysis includes 96,431 students attending 66 LEAs and 231 schools.² This student population includes all students for whom a public LEA is responsible during the 2016-17 school year, ranging from grades PK3-Adult with the following exclusions. OSSE does not collect discipline data from non-public schools and therefore students that only attended non-public schools during the 2016-17 school year are excluded. Students attending the New Beginnings Youth Development Center, Youth Services Center, the Incarcerated Youth Program, C.H.O.I.C.E Academy and residential schools were also excluded from this report.³ LEAs verified enrollment and demographics for the student population analyzed in this report as part of the comprehensive demographic verification process.

Throughout this report there are two main types of analyses: analyses at the disciplinary action level and analyses at the student level. Analyses at the student level include detail on all disciplinary incidents for all students (thus students can be counted multiple times if they have multiple disciplinary incidents) enrolled during the 2016-17 school year across all schools and sectors. This methodology differs from the methodology used for student-level analyses in the 2016-17 Equity Reports. In the 2016-17 Equity Reports, a disciplinary action was only reported if (a) the student was in the audited population (enrolled on Oct. 5) and (b) the disciplinary action occurred at the audited school for that audited student. The broader student population and attribution of disciplinary actions used throughout this report are consistent with the specifications OSSE must follow for federal reporting. For more details about the data limitations and methodology applied see Appendix A: Data Methodology.

² Where relevant, the data also includes discipline information from the 2015-16 school year which included 94,053 students attending 63 LEAs and 223 schools

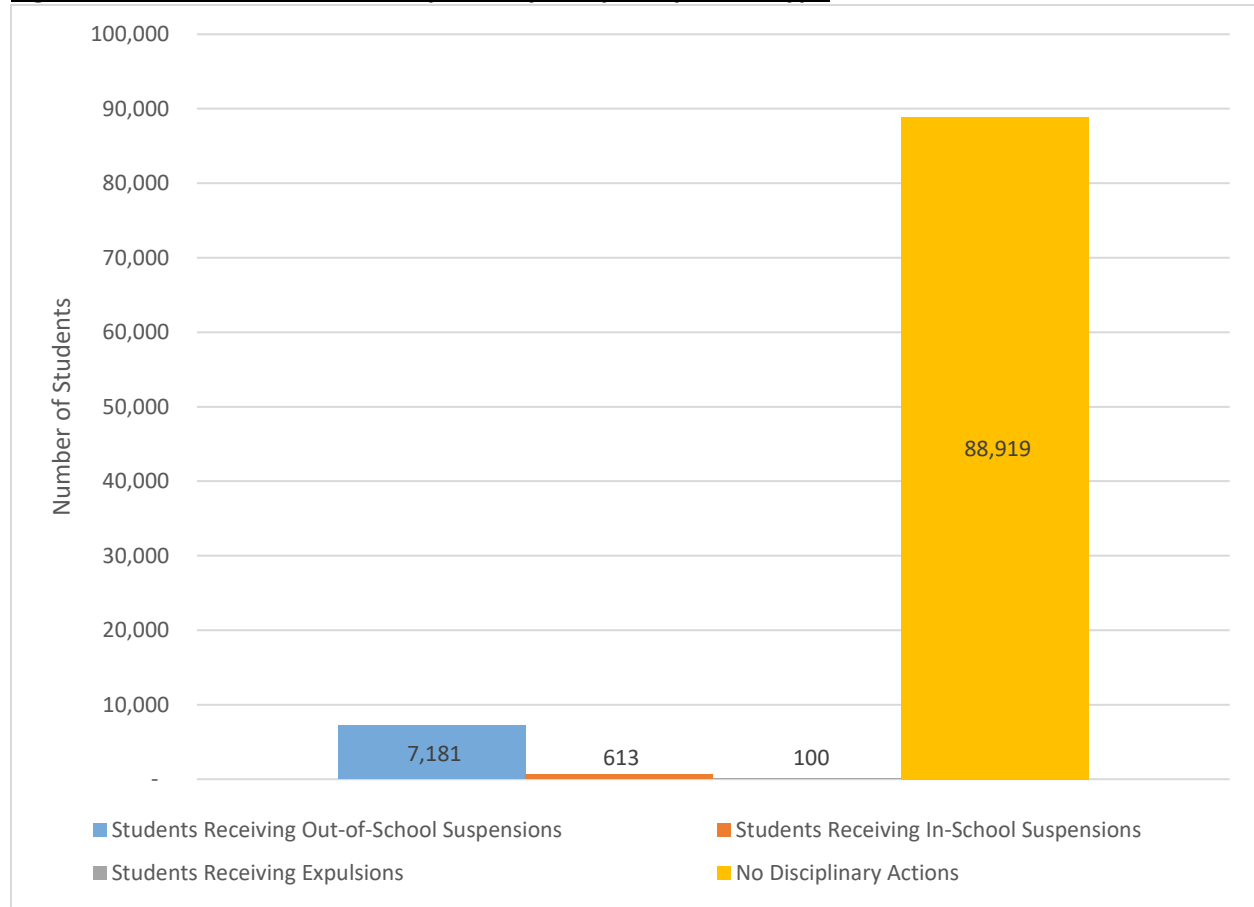
³ "C.H.O.I.C.E. Academy Middle and Senior High School provides a specialized alternative setting for student grades 6-12 who are in a long-term suspension or expulsion status."

Overview of in-school suspensions, out-of-school suspensions and expulsions

Examination of the suspension and expulsion data reported by LEAs and PCSB to OSSE reveals that of the 96,431 students ever enrolled in the 2016-17 school year, 7,181 received at least one out-of-school suspension, 613 were reported as having received at least one in-school suspension, and 100 were expelled.⁴ Figure 1 shows the number of students with at least one of each type of disciplinary action. Appendix B provides detail on the suspension and expulsion rates reported to OSSE at the LEA- and school-level.

In the 2016-17 school year, 7.4 percent of students received at least one out-of-school suspension, 0.6 percent of students received at least one in-school suspension and 0.1 percent were expelled.

Figure 1. Number of students disciplined by disciplinary action type

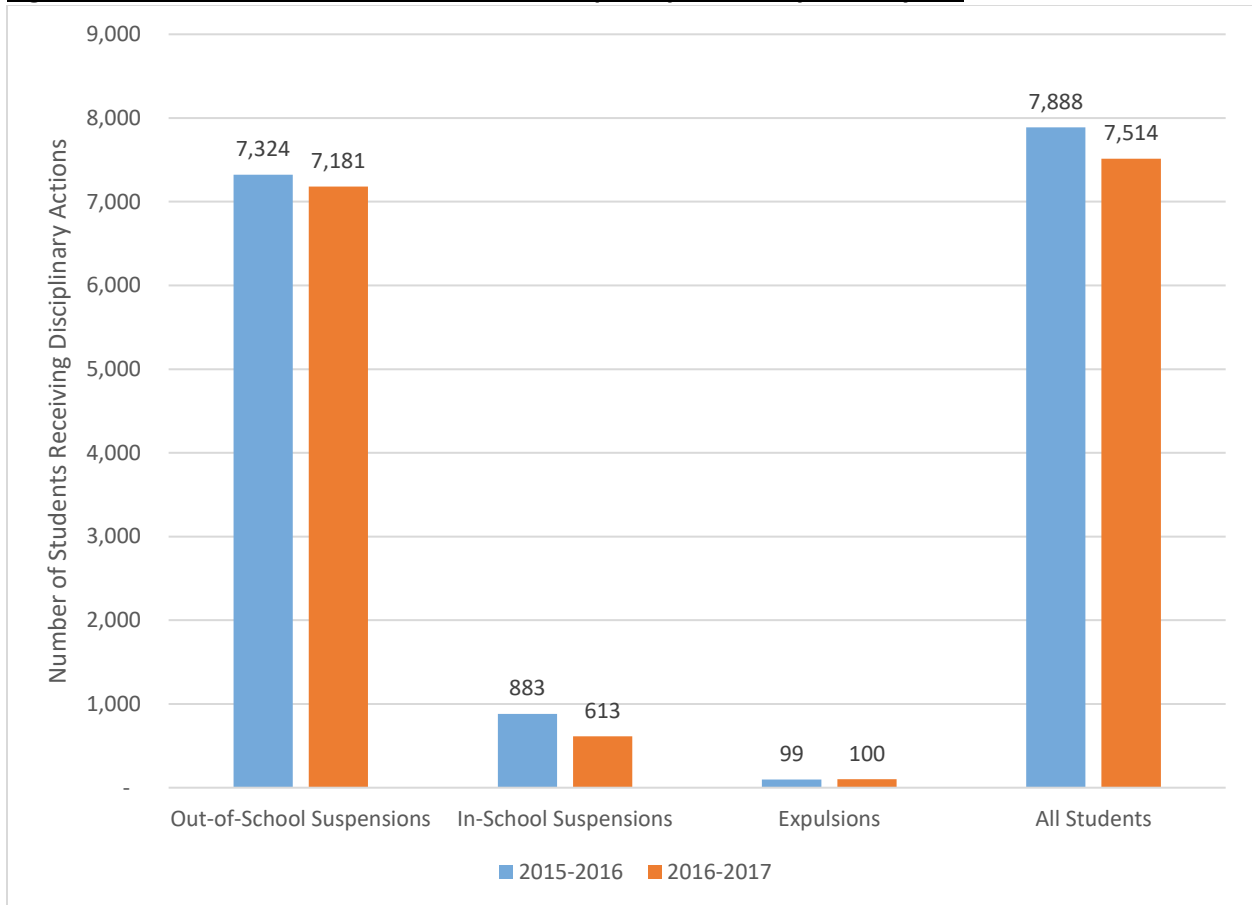


⁴ Some students are counted more than once in the disciplinary action categories. If a student was suspended in-school, out-of-school, and expelled, they are counted in each column.

Disciplinary actions over time

Figure 2 provides details on how many students received disciplinary actions over the past two years. Overall, fewer students received disciplinary actions in 2016-17 compared to the 2015-16 school year. Compared to 2015-16, 143 fewer students received an out-of-school suspension. Similarly, fewer students in 2016-17 received an in-school suspension. The total number of students expelled increased by 1 compared to 2015-16.

Figure 2. Number of students who received disciplinary actions by school year⁵



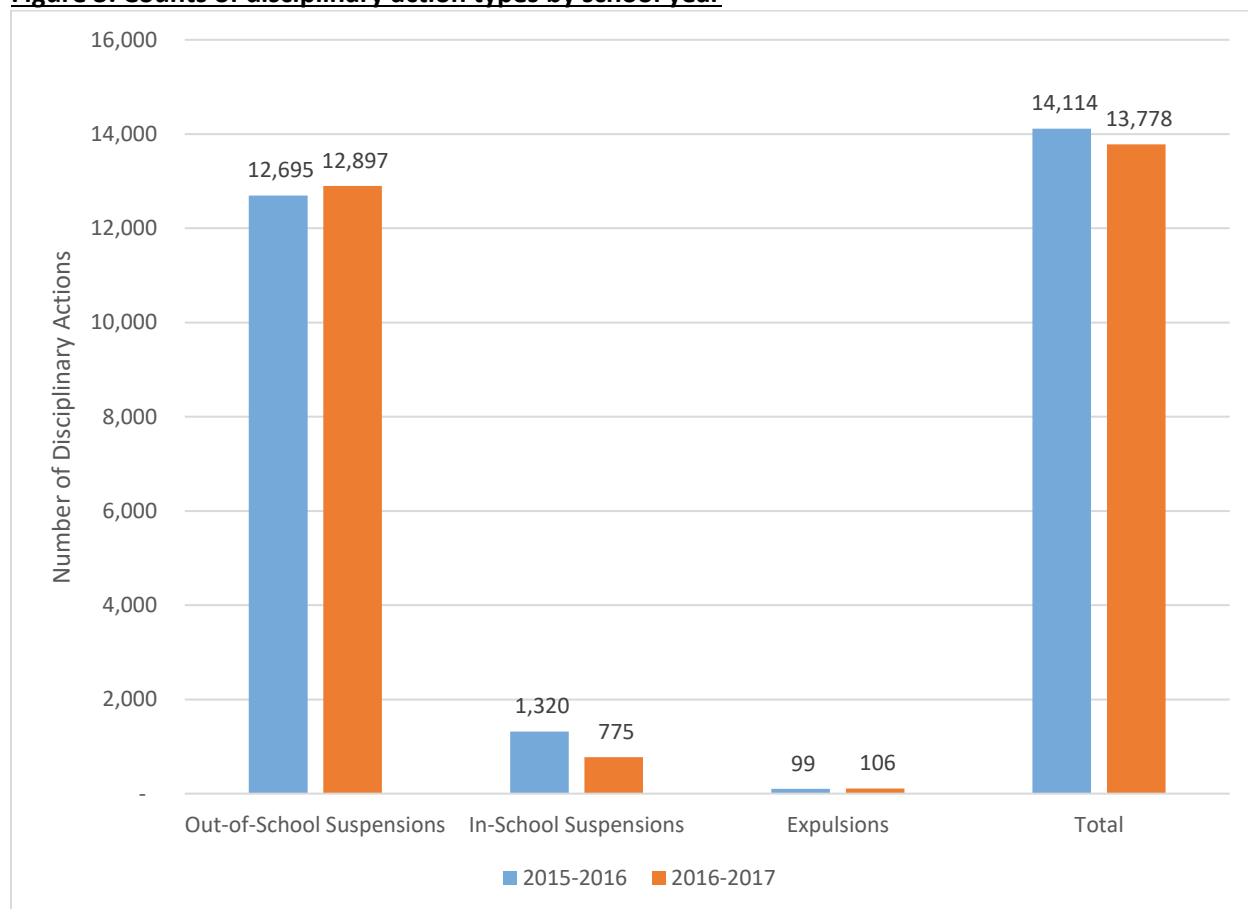
⁵ Sums do not add for all students because a student could get more than one disciplinary action in a given year.

Figure 3 shows the total number of disciplinary actions for the past two school years. Disciplinary actions are declining. There was a total of 14,114 disciplinary actions reported for the 2015-16 school year and a total of 13,778 disciplinary actions reported for the 2016-17 school year.

While there were fewer disciplinary actions reported for the 2016-17 school year, there were 202 more out-of-school suspensions and 7 more expulsions for 2016-17 compared to the previous year. The total reported number of in-school suspensions for the 2016-17 school year is lower than the previous year.⁶

When examined together, Figures 2 and 3 shows that while fewer students received disciplinary actions in 2016-17, those who were disciplined received more out-of-school suspensions and expulsions than what was reported in 2015-16.

Figure 3. Counts of disciplinary action types by school year



In-School Suspensions

Far fewer students received in-school suspensions (0.6 percent of students) than received out-of-school suspensions in the 2016-17 school year. The in-school suspension data reported to OSSE revealed that in-school suspensions were concentrated in certain LEAs. Of the 66 LEAs and 231 schools included in this report, only 22 LEAs and 64 schools reported having in-school suspensions. In comparison to 2015-16,

⁶ See the section on in-school suspensions for more information on why the 2016-17 reported number may be lower than last year.

eight fewer LEAs and seven fewer schools reported in-school suspensions. Furthermore, in-school suspensions were highly concentrated, with two LEAs accounting for 66.3 percent of all reported in-school suspensions. DC Public Schools is the largest LEA and had the largest share of in-school suspensions with 392 (50.6 percent) incidents. Only nine LEAs reported issuing more than ten in-school suspensions during the 2016-17 school year.

It should be noted that of the 66 LEAs that reported their in-school suspensions, only 56 verified these numbers. Therefore of the 44 LEAs that reported zero in-school suspensions, ten did not verify with OSSE that no incidents occurred and that it is the LEAs policy not to assign in-school suspensions to students during the 2016-17 school year.⁷

Due to the relatively small number of LEAs using in school suspensions as a disciplinary action, OSSE did not conduct any in-depth analysis of the relationship between in-school suspensions and student factors more generally at the state level.

Additionally, discrepancies were found between LEA-submitted discipline and attendance data. Nine LEAs that reported no in-school suspensions in their discipline data submissions had a total of 704 coded in-school suspensions listed in their attendance data.⁸ For a count of in-school suspensions by LEA and school see Appendix B. OSSE will continue to work with LEAs to improve their data accuracy.

Expulsions

In the 2016-17 school year, 106 expulsions occurred in the District of Columbia. Those 106 expulsions were given to 100 total students; six of those students were expelled more than once. A student may be expelled from one school in the District of Columbia, enroll in another school, and be expelled from that school in the same year. Of the 106 total expulsions, 103 occurred at public charter schools and three occurred at DCPS. Expulsions were concentrated at 38 schools within 23 LEAs.

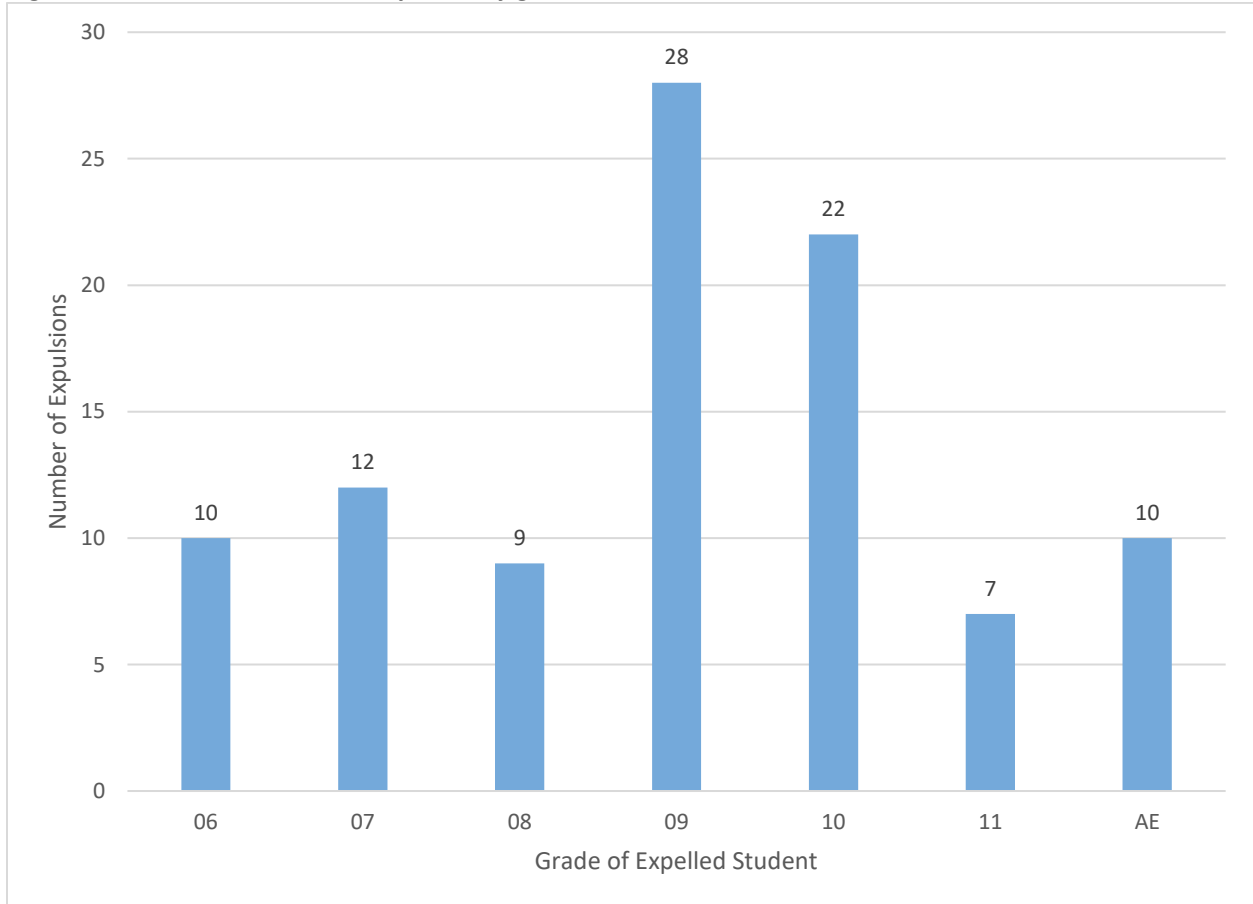
⁷ See Appendix E for a list of these LEAs.

⁸ See Appendix D for more information.

Expulsions by grade

Figure 4 shows the number of expulsions by students' enrollment grade.⁹ The majority of students are expelled in the ninth grade. Tenth graders also share a large proportion of expulsions, indicating most expulsions happen throughout high school. The third largest number of expulsions happens in adult education and sixth grade with a total of 10 expulsions each for this year.

Figure 4. Number of students expelled by grade

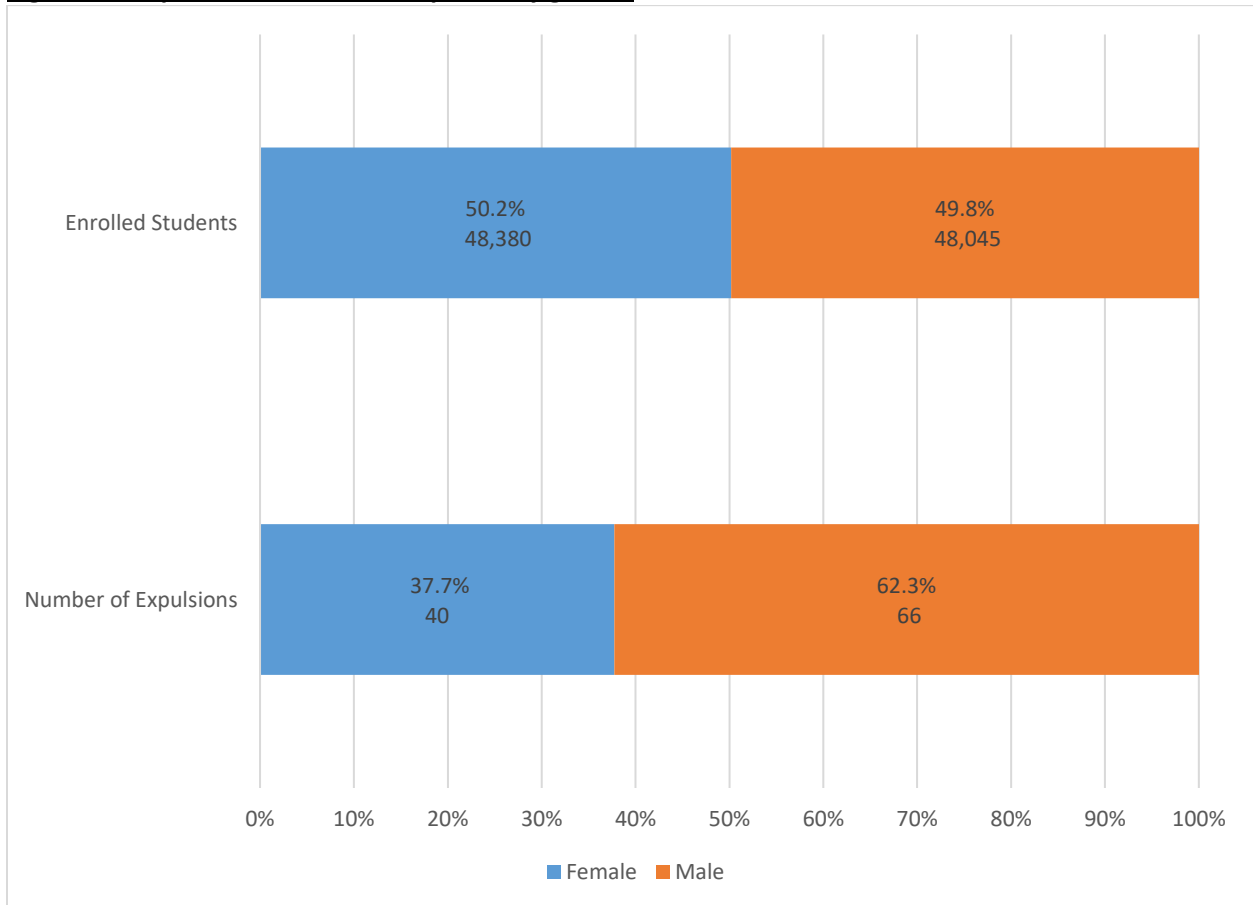


⁹ Some grades are omitted for student privacy.

Expulsions by gender

Figure 5 shows the proportion of students by gender who were expelled compared to the proportion of students who were enrolled during the 2016-17 school year.¹⁰ If all students were expelled at an equal rate, the proportion of males and females who were expelled during the school year should equal the proportion of students by gender who were enrolled during the school year. This equality of expulsions is not what the data show. While the population is split roughly between males and females in the enrolled population evenly (50.2 percent and 49.8 percent respectively), males count for a total of 66 out of 106 expulsions. The proportion of males in the expelled population is 62.3 percent compared to 50.2 percent of the enrolled population.

Figure 5. Proportion of students expelled by gender

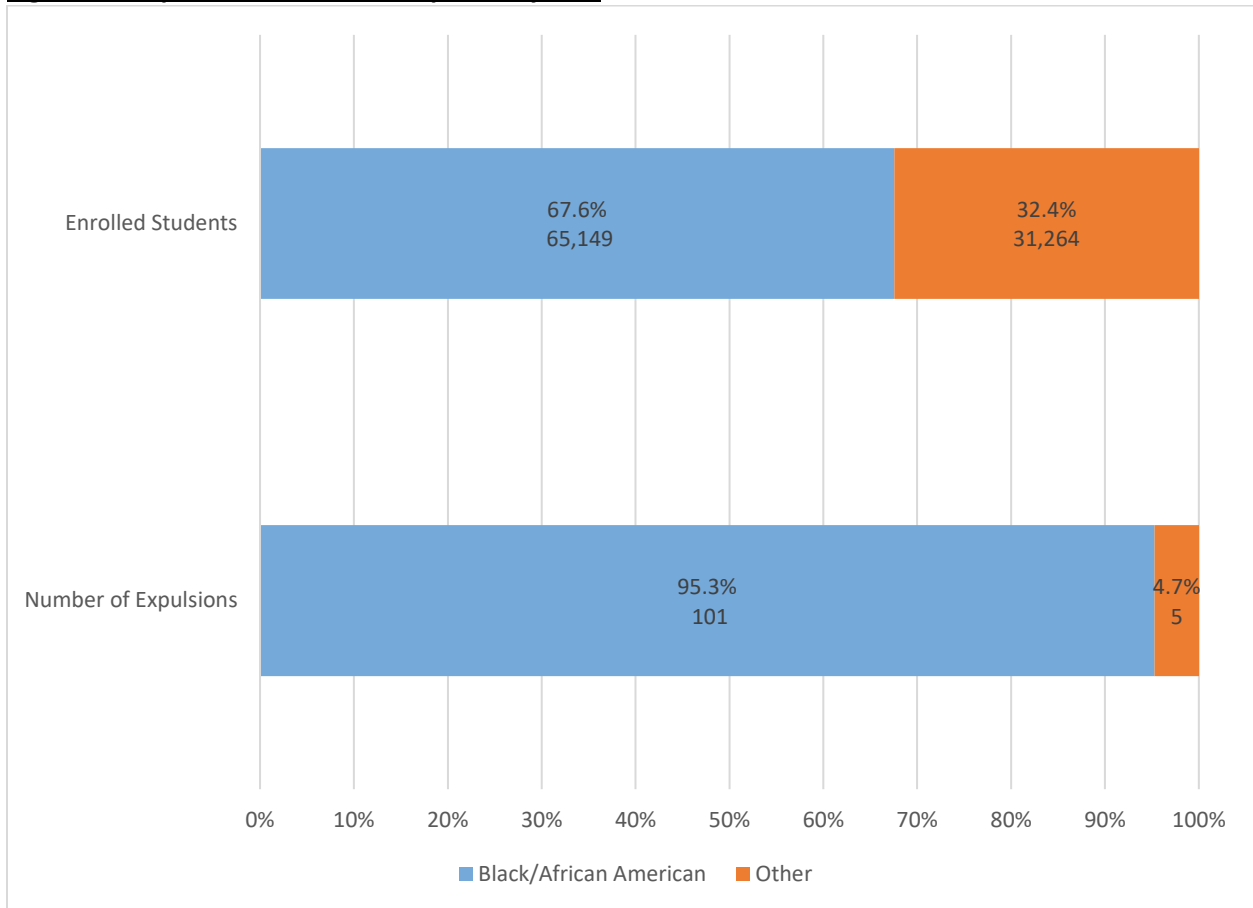


¹⁰ 6 students have unknown genders and have been excluded from this chart.

Expulsions by race

Breakdowns by race also depict disproportionate discipline rates for different racial groups for the 2016-17 school year.¹¹ Figure 6 shows that of the expelled population, Black/African American students account for 101 of 106 expulsions. Black/African American students make up 67.6 percent of the enrolled population, but constitute 95.3 percent of all students receiving expulsions. Those identifying as other races account for only 5 expulsions and the remaining 4.7 percent of the expelled population.

Figure 6. Proportion of students expelled by race

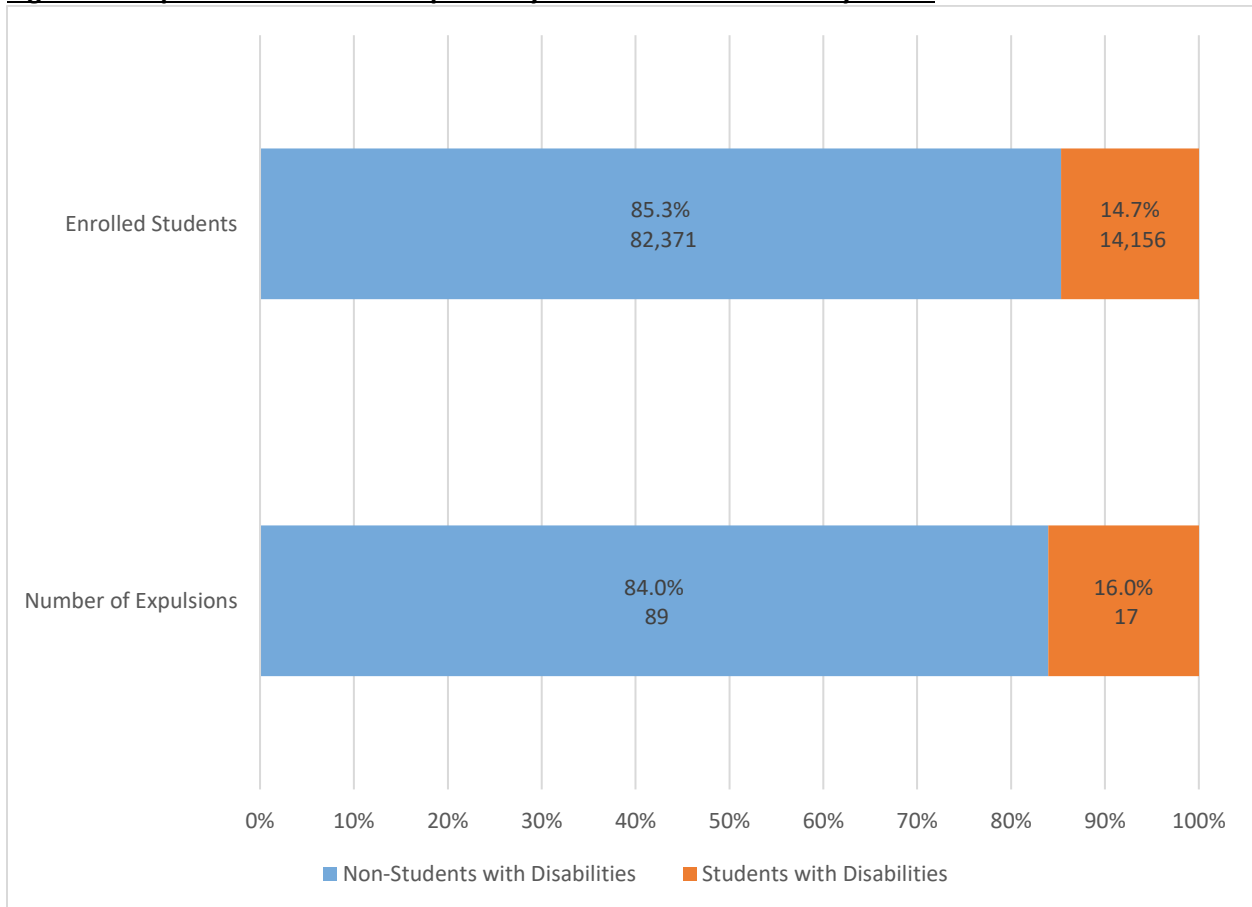


¹¹ 18 students have an unknown race and were excluded from this chart.

Expulsions by Status as a Student with Disabilities

Figure 7 shows the proportion of students by their status as a student with a disability. Students with disabilities make up 14.7 percent of the enrolled population and 16.0 percent of students who received an expulsion. Those who are not identified as a student with a disability compose of 85.3 percent of the enrolled population and 84.0 percent of the expelled student population.¹²

Figure 7. Proportion of students expelled by students with a disability status

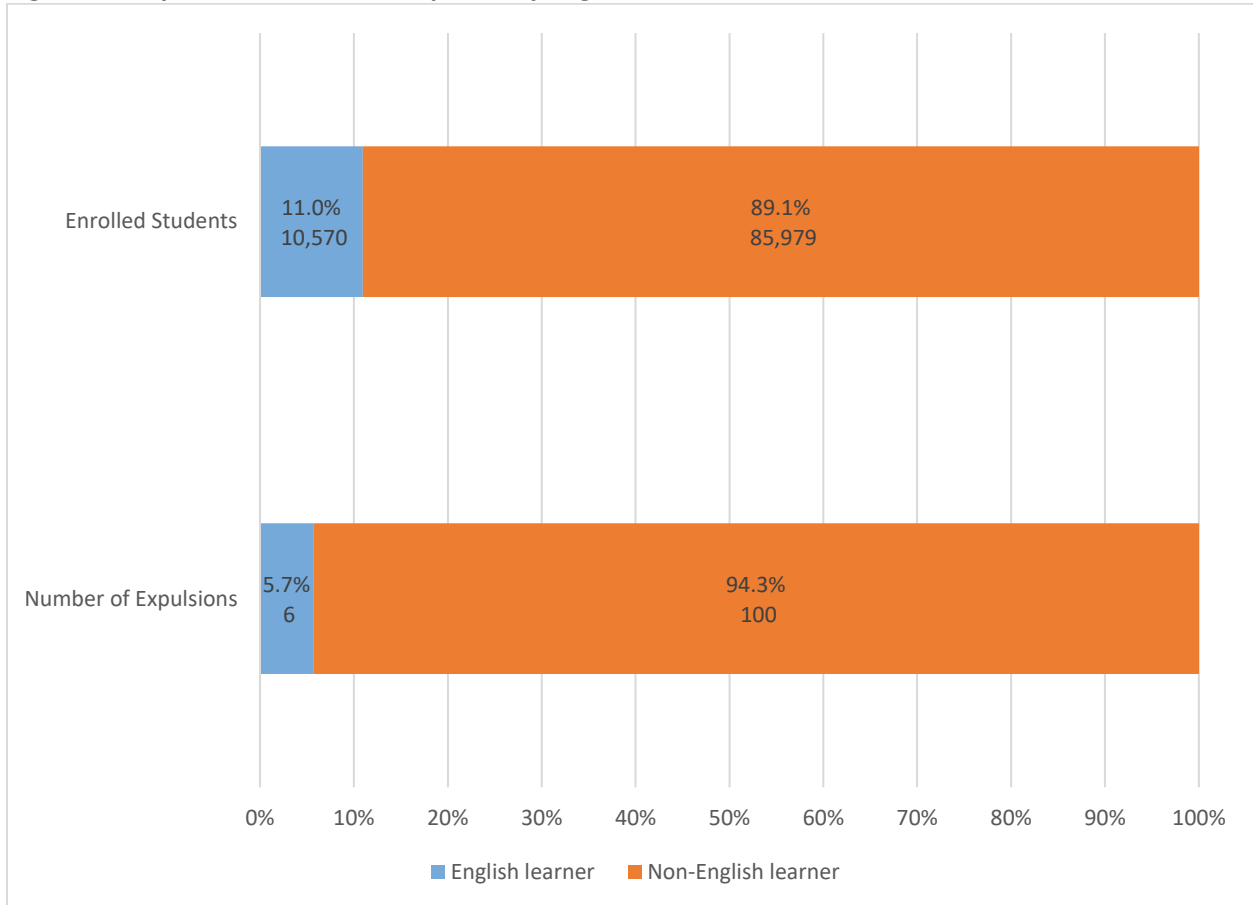


¹² The total number of students in the enrolled population here is 96,527. This is because some students are counted in both populations because their status was reported as a student with disabilities by one school, and as a non-student with disabilities by another school. Both records are kept to give an accurate proportion of the student body as the schools and LEAs believed at the time.

Expulsions by English learner status

Figure 8 shows the proportion of students by their status as an English learner. Students who are identified as English learners make up 11 percent of the enrolled population and 5.7 percent of students receiving an expulsion. Those who are not English learners compose 89.1 percent of the enrolled population and 94.3 percent of the expelled student population.¹³

Figure 8. Proportion of students expelled by English learner status



¹³ The total number of students in the enrolled population here is 96,549. This is because some students are counted in both populations because their status was reported as an English learner by one school, and as a non-English learner by another school. Both records are kept to give an accurate proportion of the student body as the schools and LEAs believed at the time.

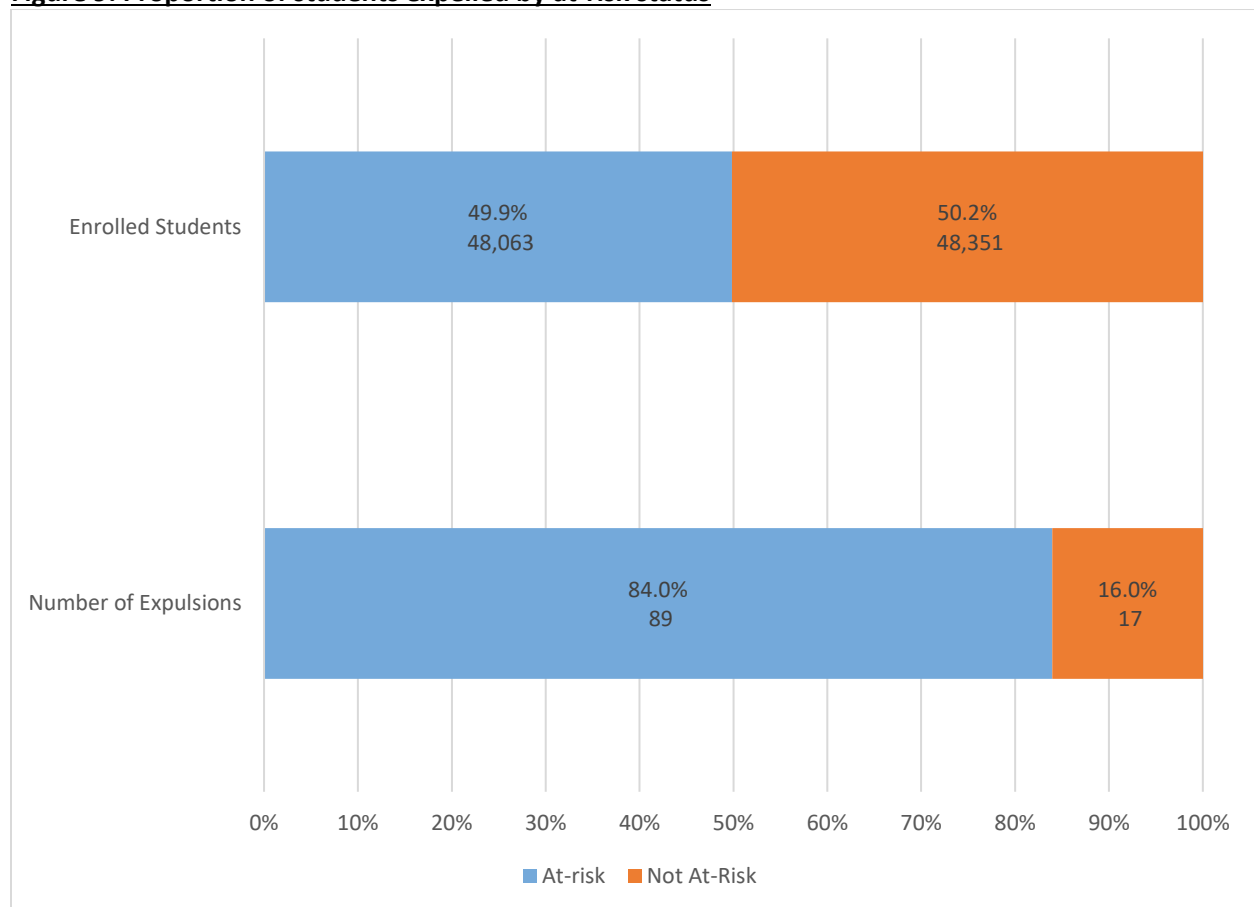
Expulsions by At-Risk Status

Figure 9 shows the proportion of expelled students by their identification as at-risk.¹⁴ In the District of Columbia, “at-risk”¹⁵ refers to a student who possesses one of the following characteristics at any point during the given school year:

- Direct Certification: Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP) enrollment
- Homeless: Identification as homeless by the student’s school or other community partners.
- CFSA: Under the care of the Child and Family Services Agency (CFSA)
- Overage (high school only): A high school student is overage if he or she is at least one year older than the expected age for their grade

Students identified as at-risk make up 49.9 percent of students in the enrolled population. Figure 9 shows that students identified as at-risk make up 84 percent of the expelled population and students who are not identified as at-risk have a total of 17 out of 106 expulsions.

Figure 9. Proportion of students expelled by at-risk status



¹⁴ 17 students had an unknown status for the at-risk indicator and were removed from this chart.

¹⁵ D.C. Code § 38-2901 (2A)

Removals to an interim alternative education setting

IDEA provides certain procedural safeguards that apply when a student with a disability (or a student who is suspected of having a disability) violates a code of student conduct and receives a suspension or expulsion that results in the student being removed from his or her current educational placement. A student with a disability who violates a code of student conduct may be removed from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days.¹⁶ If a student with a disability is removed from his or her current placement for more than 10 school days (either consecutively or cumulatively totaling 10 days), the LEA must conduct a meeting to determine if the behavior that gave rise to the violation of the school code is a manifestation of the student's disability.¹⁷ However, school personnel are permitted to remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if a student:

- 1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of OSSE or an LEA;
- 2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of OSSE or an LEA; or
- 3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of OSSE or an LEA.¹⁸

There were 31 instances when a student was removed to an interim alternative educational setting during the 2016-17 school year. Appendix C shows the number of interim removals by LEA and the number of interim removals by school.

Suspensions and Expulsions for Pre-K Students

The Pre-K Student Discipline Amendment Act of 2015 prohibits the expulsion of Pre-K age students from publicly funded community-based organizations (CBO) and public schools providing Pre-K care and education. According to the data OSSE received from LEAs, no students in grades Pre-K 3 or Pre-K 4 were expelled during the 2016-17 school year.

The Act also prohibits out-of-school suspensions for pre-K age students unless a school administrator determines that the student willfully caused or attempted to cause bodily injury, or threatened serious bodily injury to another person, except if the student acted in self-defense. Suspensions given to Pre-K age students cannot exceed three days for any individual incident. According to the data OSSE received from LEAs, six Pre-K age students received out-of-school suspensions in the 2016-17 school year. These six students accumulated a total of nine distinct out-of-school suspensions. The majority of these suspensions lasted one day. This number is an improvement over the 2015-16 school year, where nine students accumulated a total of 16 incidents. For 2016-17, some of the nine suspensions were the result of physical interactions that resulted in minor injury. The majority of out-of-school suspensions for Pre-K students, however, were caused by disruptive behavior where no injury was reported. In response to LEAs reporting disciplinary actions in violation of these prohibitions for the 2016-17 school year, OSSE is

¹⁶ 34 C.F.R. § 300.530(b).

¹⁷ 34 C.F.R. § 300.530(e).

¹⁸ 34 C.F.R. §300.530(g).

developing guidance and technical assistance to support LEAs in understanding their legal and data collection responsibilities related to discipline of Pre-K students.

Out-of-school suspensions

The following sections of this report provide further detail about out-of-school suspensions in public schools in the District during the 2016-17 school year. Out-of-school suspensions are reported at higher rates than in-school suspensions, with over eleven times as many students receiving an out-of-school suspension as received an in-school suspension; 7.5 percent of students received an out-of-school suspension compared to 0.1 percent of students who received an in-school suspension.

The following sections will examine:

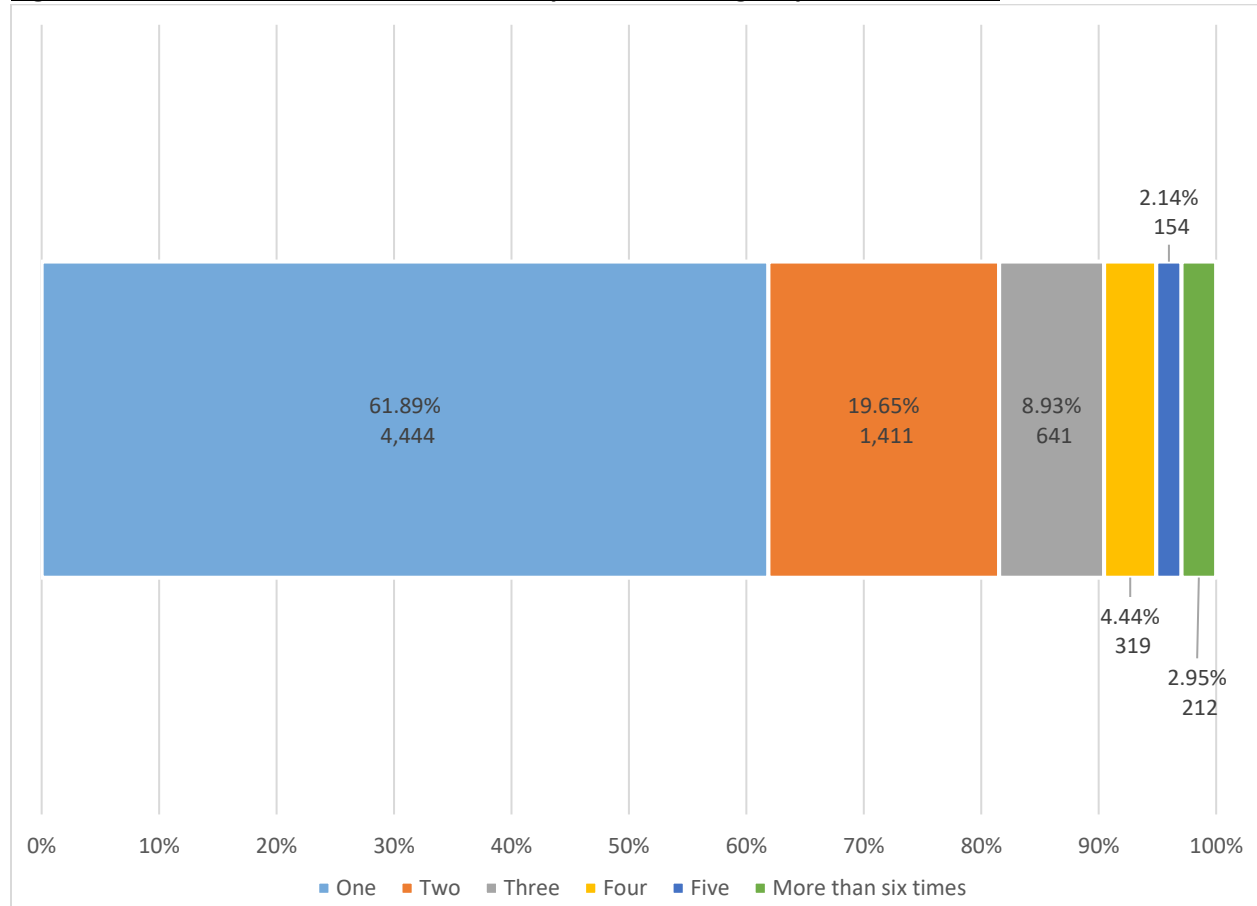
1. Overall trends in the frequency and length of out-of-school suspensions.
2. Disproportionality in rates of out-of-school suspensions.
3. Differences in out-of-school suspension rates across schools.

Frequency and length of out-of-school suspensions

Figure 10 shows the percentage of students receiving one, two, three, four, five, or six or more out-of-school suspensions among students who received at least one out-of-school suspension during the 2016-17 school year.

Of the 7,181 students with at least one out-of-school suspension, over one third (38.1 percent) received an out-of-school suspension on more than one occasion. Approximately 18.5 percent of students who were out-of-school suspended received three or more out-of-school suspensions.

Figure 10. Total number of out-of-school suspensions among suspended students



Out-of-school suspensions by grade

The following figures represent the number of suspensions by grade. In general, these figures show that middle school and lower high school grades share the most out of school suspensions. Figure 11 shows a peak in the number of suspensions between middle and high school with a steep drop off after ninth grade.

Figure 11: Total Number of out-of-school suspensions by grade

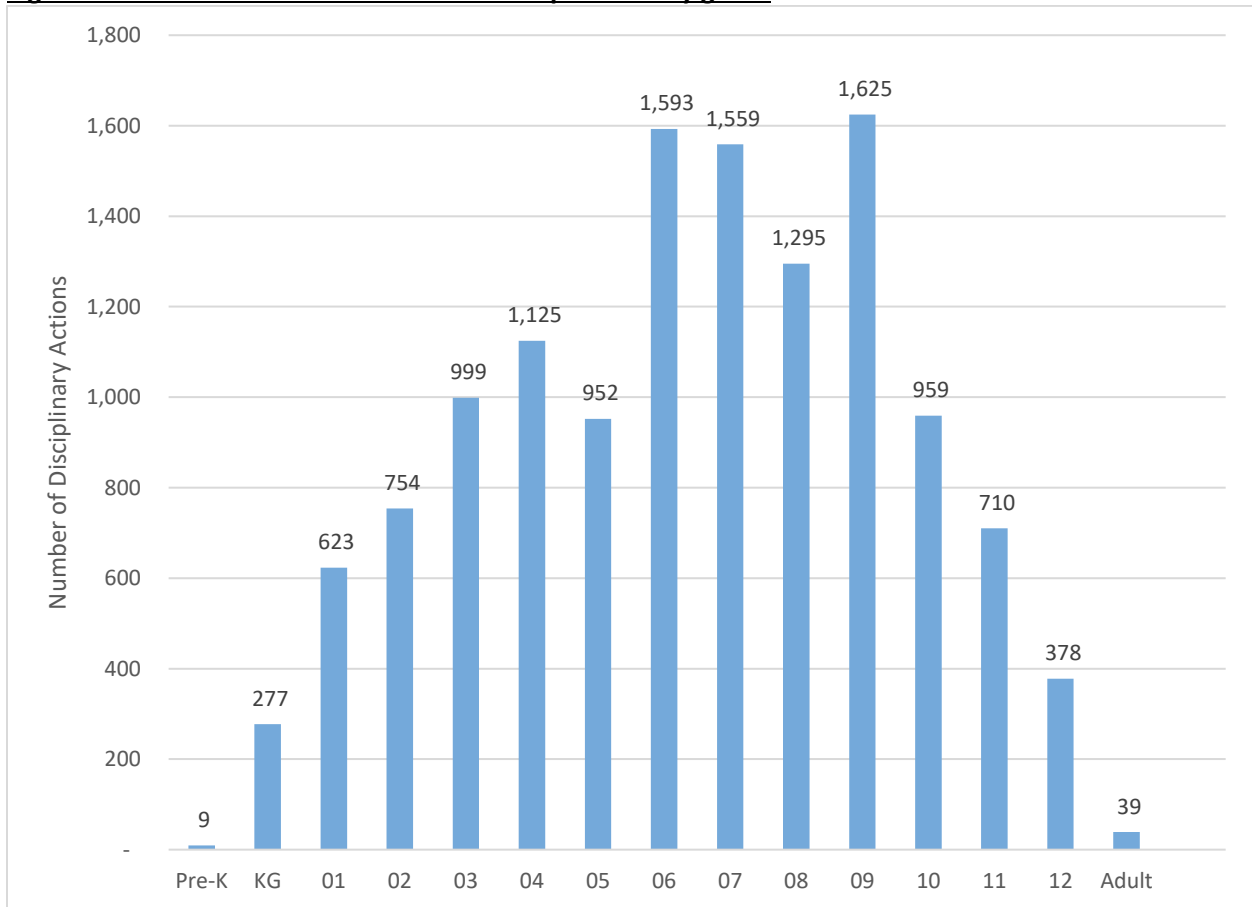


Figure 12 depicts a similar story where students with more than one suspension in the middle school grades of sixth through eighth and the traditional first high school grade, grade 9, receive the most suspensions.

Figure 12: Students with more than one suspension by grade

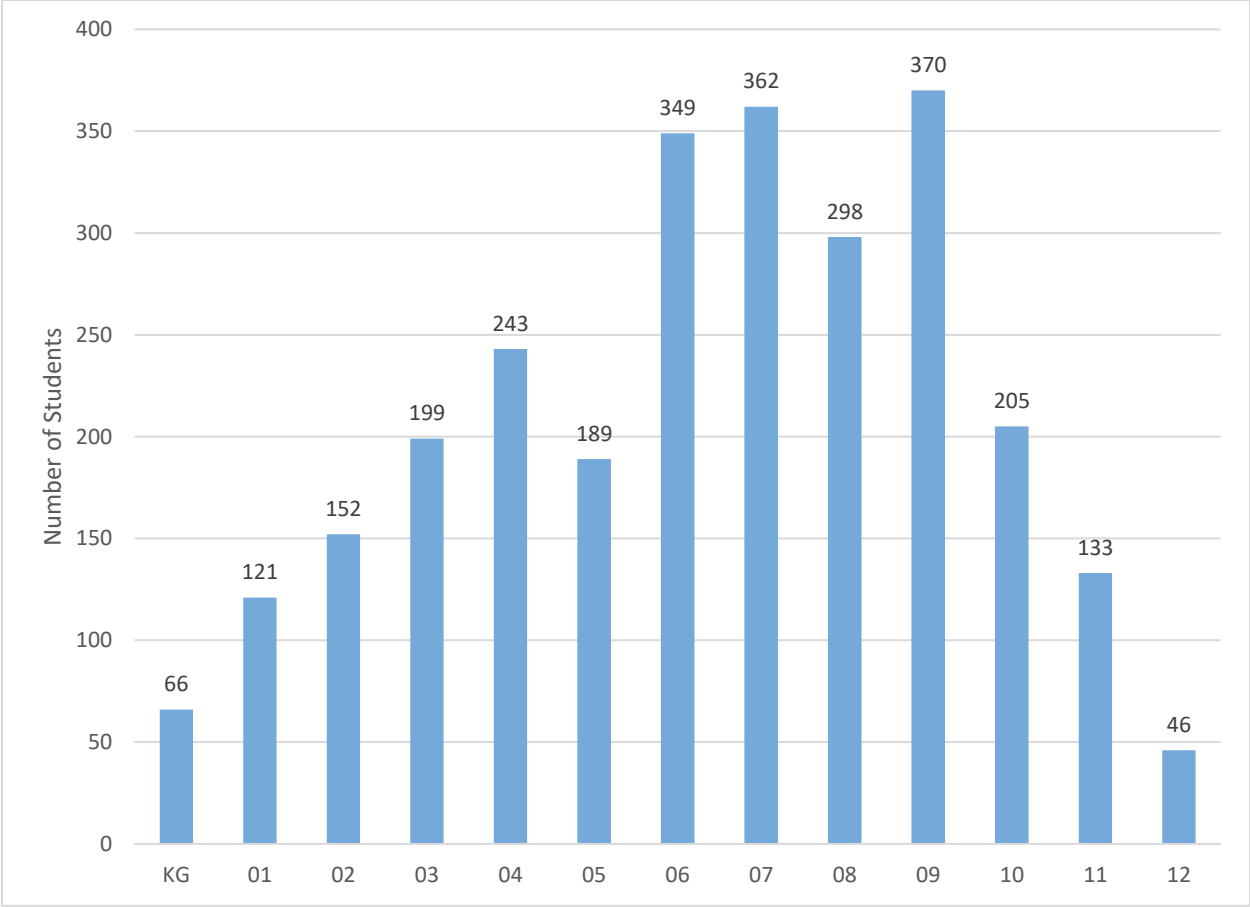
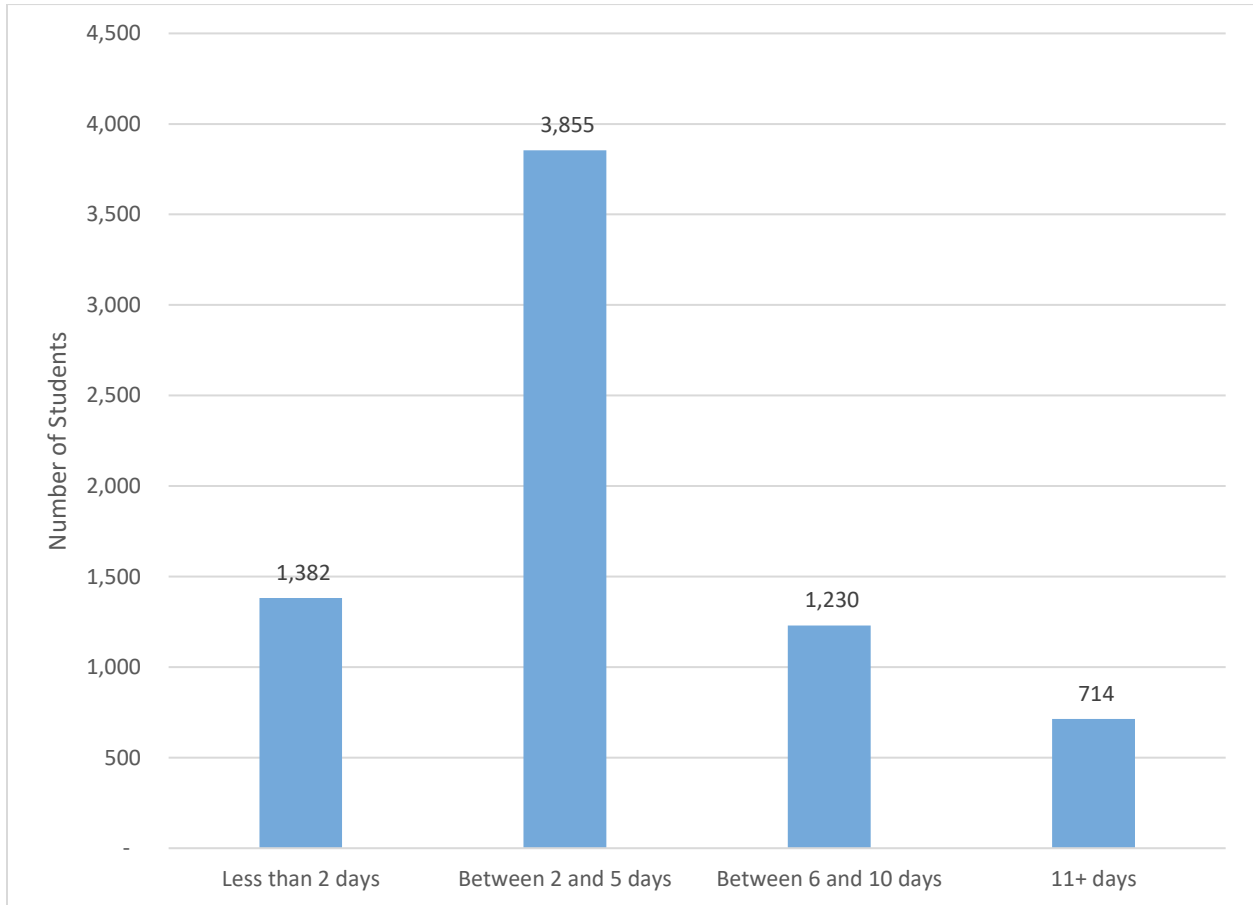


Figure 13 shows the total number of instructional days missed by students due to out-of-school suspensions during the 2016-17 school year.¹⁹ Over half of students receiving at least one out-of-school suspension (53.7 percent) missed between two and five instructional days as a result of being suspended during the school year. Less than a fifth of students missed less than two days or between six and 10 days (19.2 percent and 17.1 percent respectively). A total of 714 students, 9.9 percent of those suspended, missed 11 or more days of school.

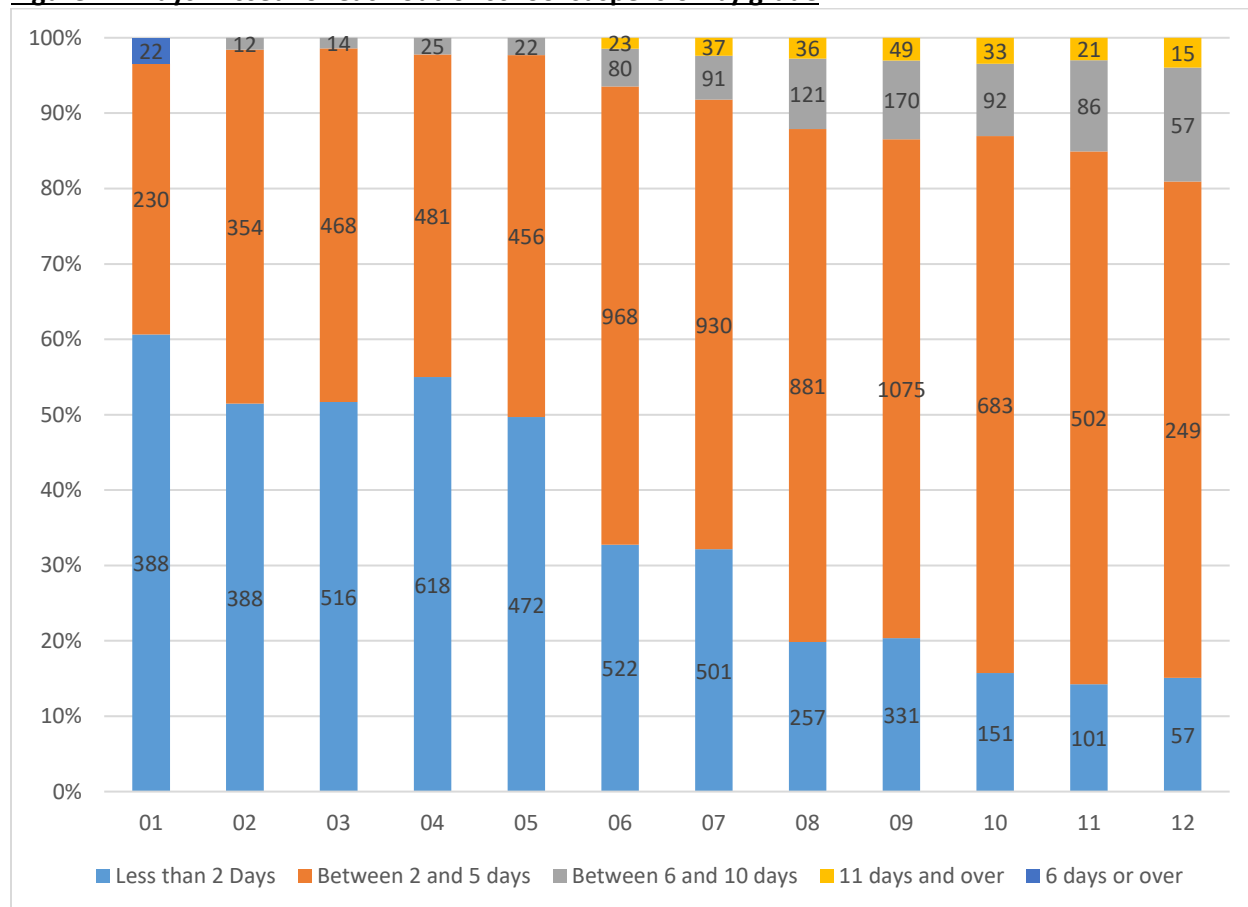
Figure 13. Total instructional days missed due to out-of-school suspensions among suspended students



¹⁹ There were some instances with half days which were rounded up to the next category. For example, a suspension recorded as lasting 5.5 days is placed in the “Between 6 and 10 days” category.

Figure 14 shows the breakdown of instructional days missed by grade.²⁰ For each increasing grade year, the suspensions lasting two days or more take a larger proportion of all suspensions. More than 50 percent of suspensions from first to fourth grade were less than two days. From fifth grade through twelfth grades, suspensions typically ranged between two and five days. Longer suspensions, in the six to ten day range, were also more common in the later grades.

Figure 14: Days missed for each out-of-school suspension by grade



Disproportionality in rates of out-of-school suspensions: Examination of specific groups of students

The following section outlines the data trends resulting from a logistic regression analysis which measures how likely the outcome (i.e., out-of-school suspension) is to occur based on a variety of other factors (e.g., grade, gender, and race).²¹

Because all data is analyzed together in one model, the results represent the independent effect of each factor. This means, for example, that Black/African-American students are 7.7 times more likely to have received at least one out-of-school suspension compared to White students irrespective of the students'

²⁰ Some grades are omitted for student privacy.

²¹ Logistic regression is a type of regression analysis that is used when the outcome variable is binary (i.e., student *received* an out-of-school suspension [1] versus student *did not receive* an out of school suspension [0]).

grade in school, sex, their English learner status, their economic disadvantaged status, their at-risk status, whether or not they have an Individualized Educational Program (IEP), or whether or not they attended more than one school during the 2016-17 school year. All likelihoods noted in text are statistically significant at the 99.9 percent confidence level ($p < .001$).

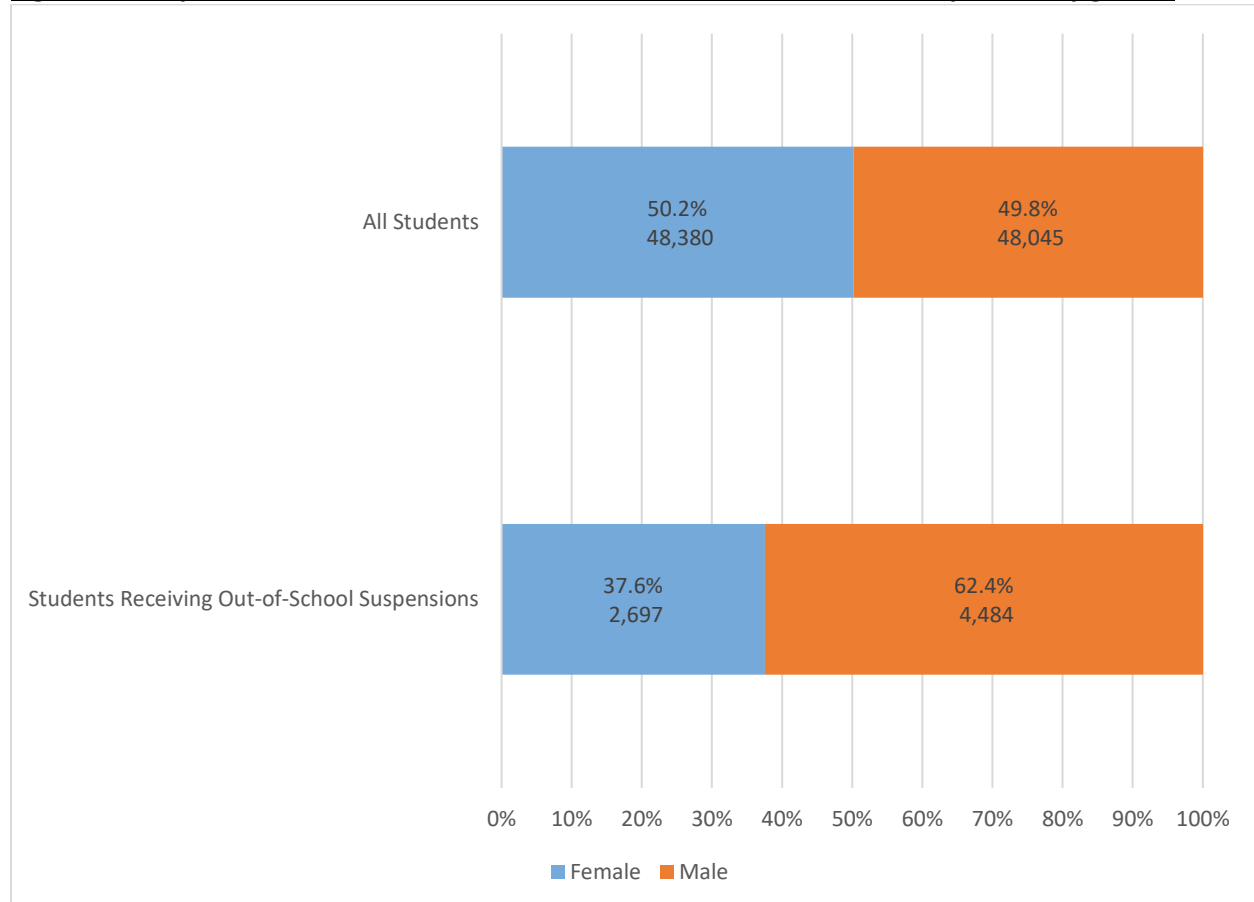
Examination of student characteristics associated with out-of-school suspensions revealed several factors which are strongly associated with a student experiencing a disciplinary action. The following student factors are most strongly associated with having received at least one out-of-school suspension: male, Black/African-American, at-risk, receiving special education services or attended more than one school.

Out-of-school suspensions by gender

In the 2016-17 school year 9.3 percent of male students and 5.6 percent of female students received at least one out-of-school suspension.²² Male students were 1.7 times *more* likely to receive at least one out-of-school suspension compared to female students.

Figure 15 shows the proportion of students enrolled during the 2016-17 school year who received at least one out-of-school suspension by gender. Of those suspended, males make up 62.4 percent of the population, but only around half of all students.

Figure 15. Proportion of students who received at least one out-of-school suspension by gender



²² Six students have unknown genders and have been excluded from this analysis of out-of-school suspensions by gender.

Figure 16 provides more detail on the suspended population by gender. Out of the 7,181 students receiving suspensions, 2,737 received more than one suspension in the 2016-17 school year. Among students who received more than one out-of-school suspension, 67.2 percent were male students compared to 32.8 percent of female students.

Figure 16: Students with more than one suspension by gender

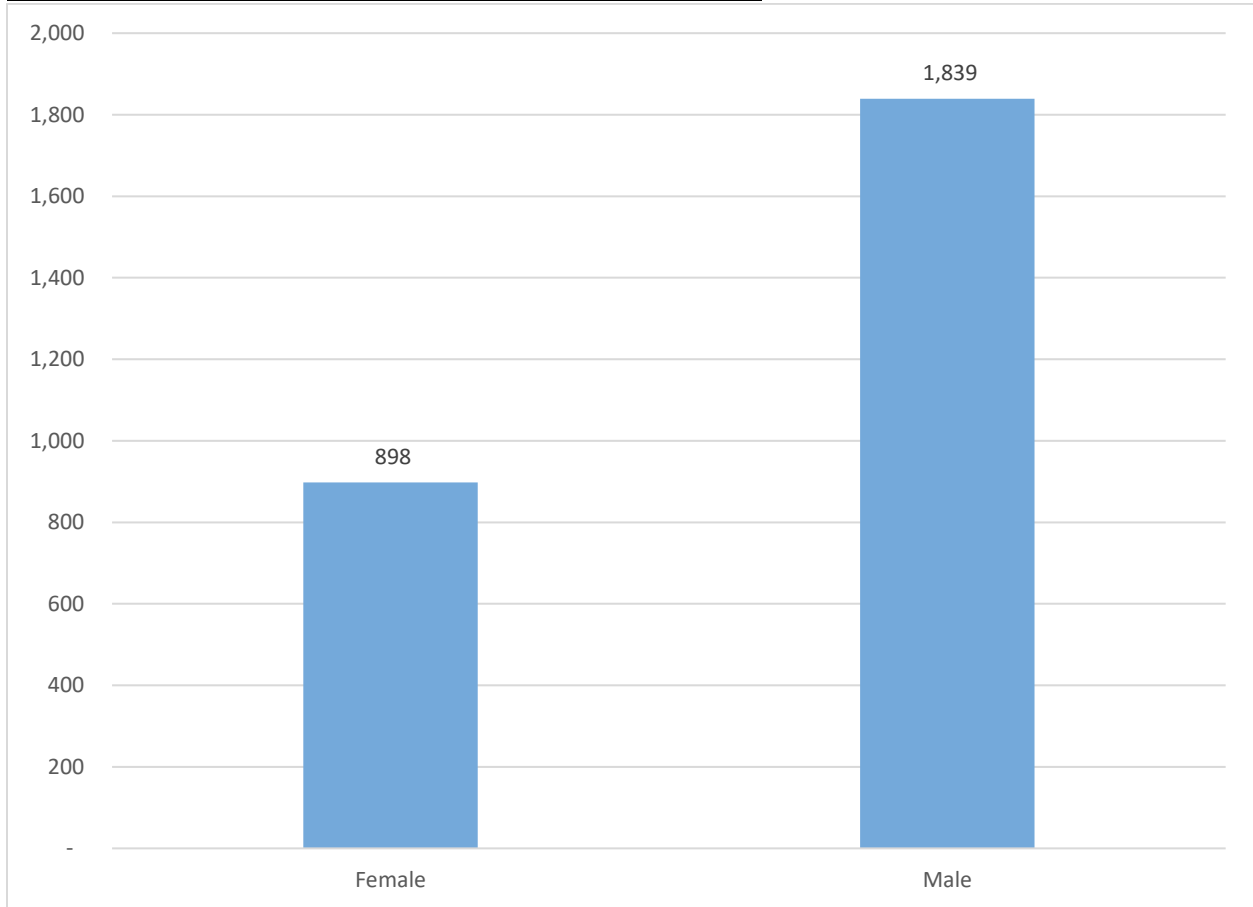
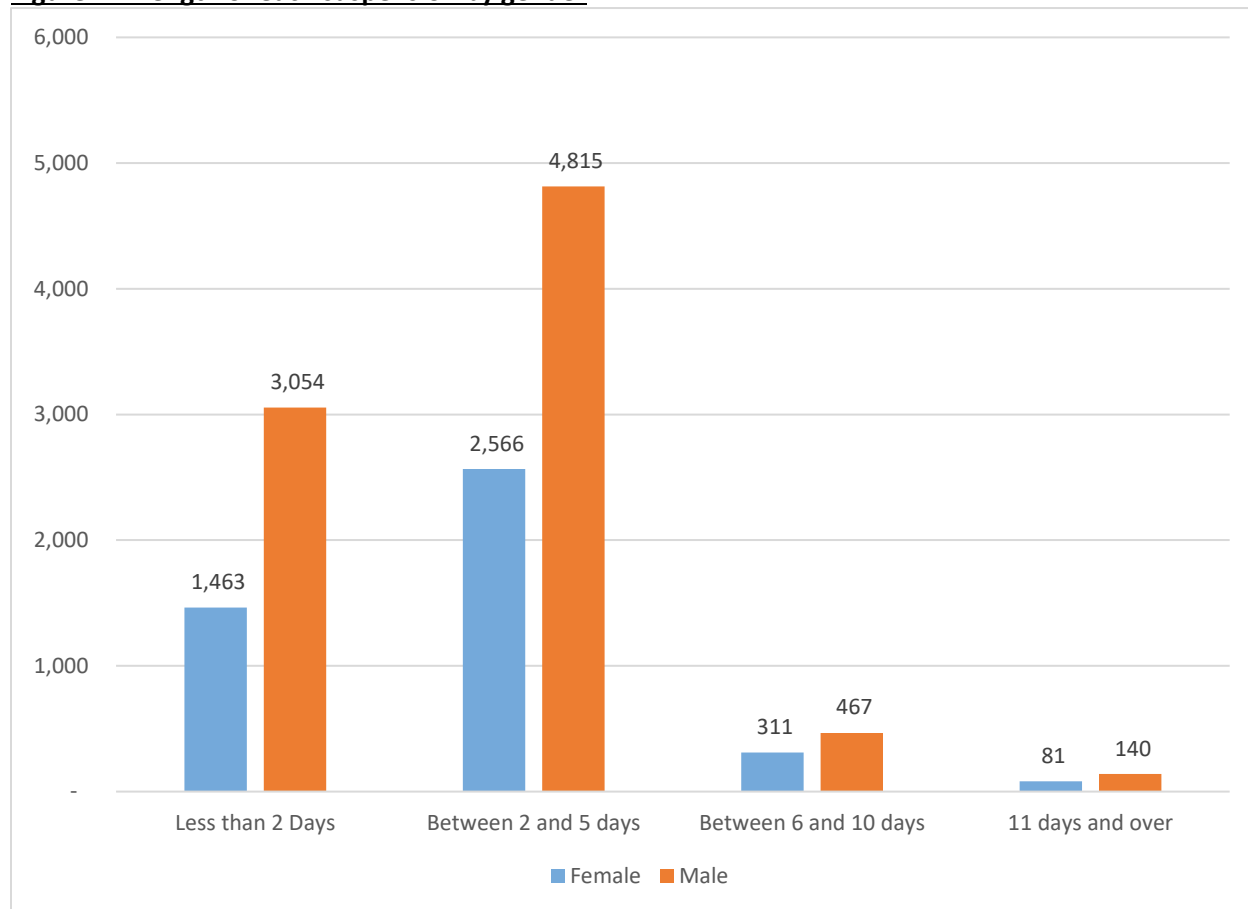


Figure 17 shows the length of each suspension for the 2016-17 school year. For both genders, most suspensions last between two and five days. Longer suspensions between six and 10 days, or over 11 days are more uncommon for both males and females.

Figure 17. Length of each suspension by gender



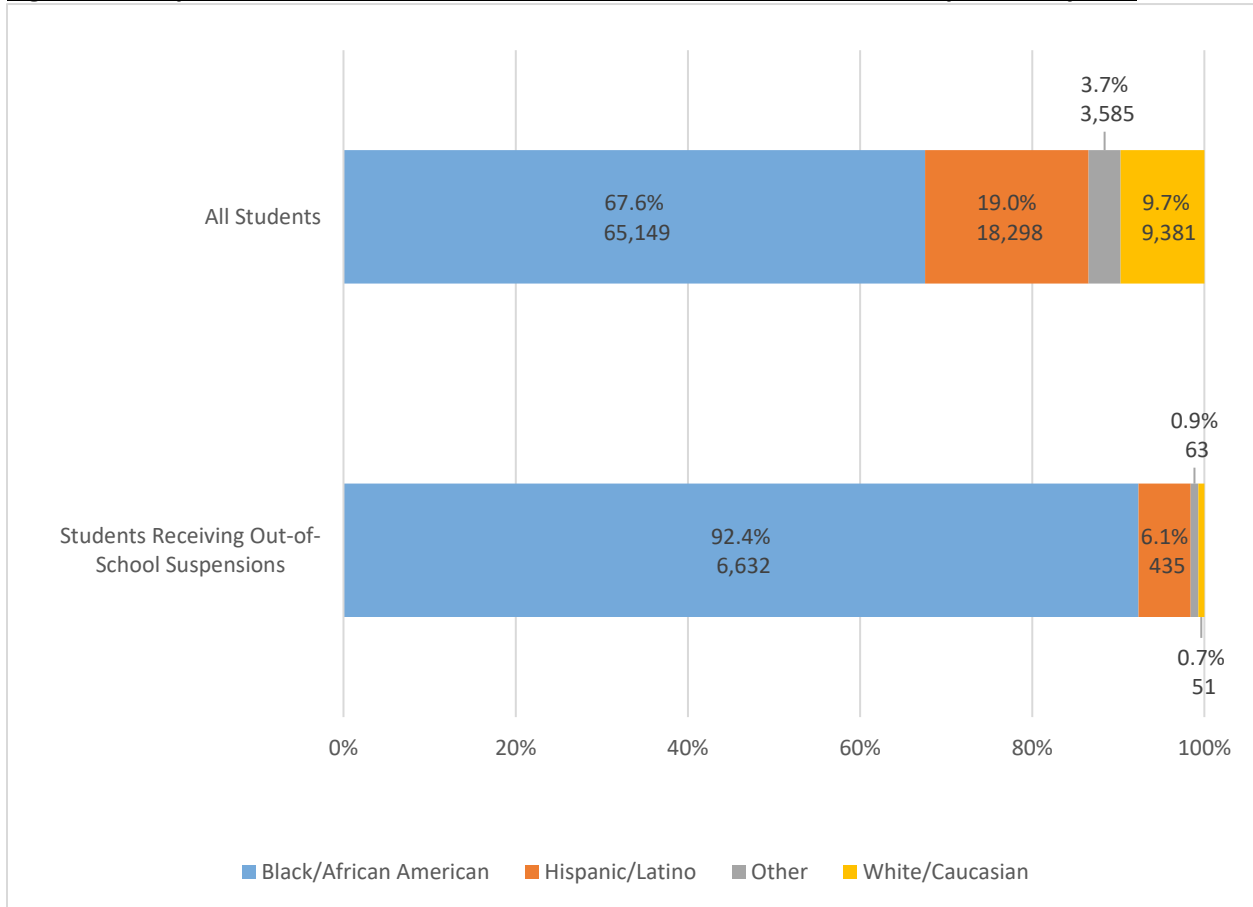
Out-of-school suspensions by race

In the 2016-17 school year 10.2 percent of Black/African-American students, 2.4 percent of Hispanic/Latino students, 0.5 percent of white students and 1.8 percent of students identifying as another racial group received at least one out-of-school suspension.²³ Black/African-American students were 7.7 times more likely to receive at least one out-of-school suspension compared to white students and 2.8 times more likely to receive at least one out of school suspension compared to Hispanic/Latino students. Hispanic/Latino students were 2.8 times more likely to receive at least one out of school suspension compared to white students.

²³ 18 students have an unknown race and were excluded from this chart.

Figure 18 shows the proportion of students enrolled during the 2016-17 school year who received at least one out-of-school suspension by race. Of those suspended, Black/African-American students make up 92.4 percent of the population, but only 67.6 percent of the entire population.

Figure 18. Proportion of students who received at least one out-of-school suspension by race



Out of the 7,181 of students receiving suspensions, 2,737 received more than one suspension in the 2016-17 school year. Figure 19 shows that among students who received more than one out-of-school suspension, 2,583 (94.4 percent) were Black/African-American.

Figure 19: Students with more than one suspension by race

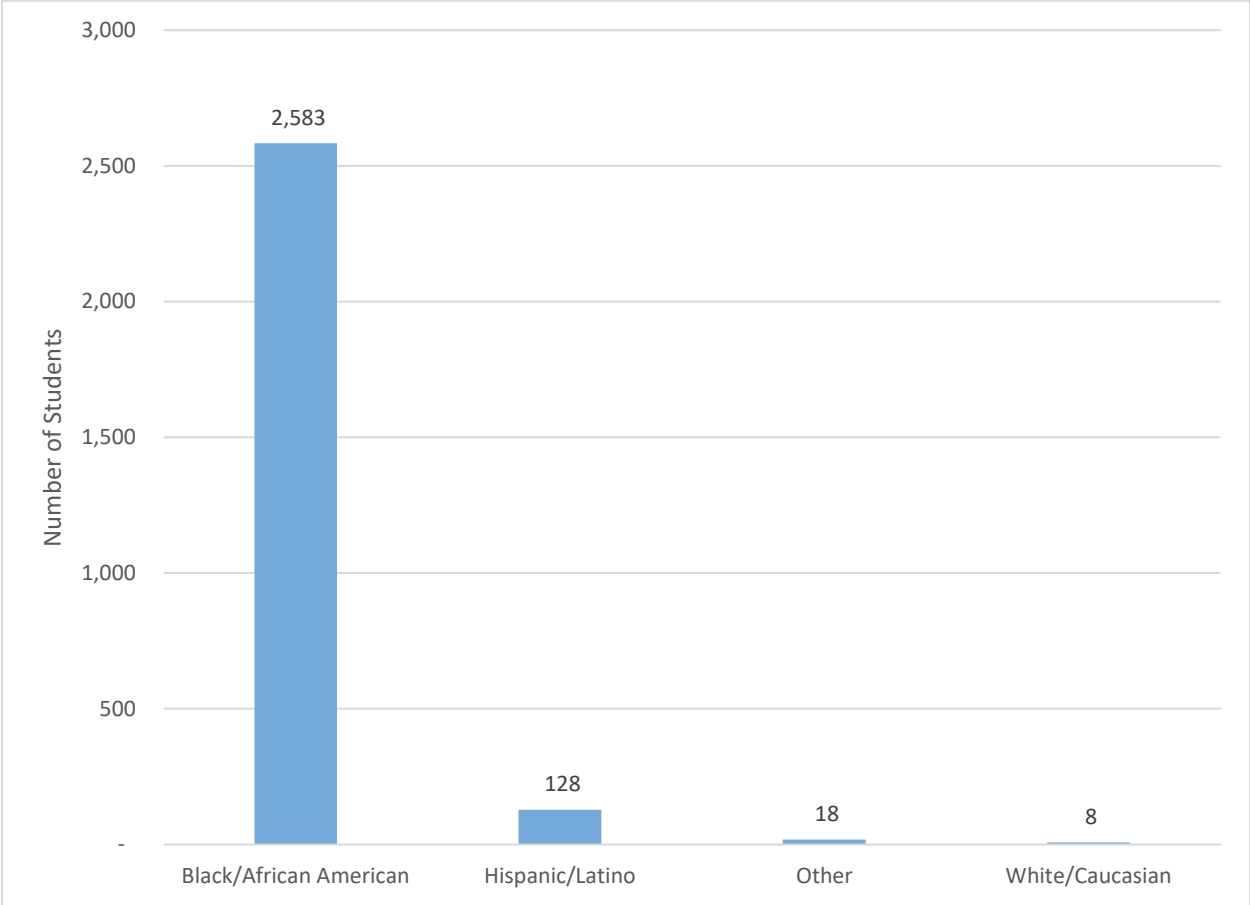


Figure 20 shows the length of each suspension for the 2016-17 school year. For Black/African-American and Hispanic/Latino students, most suspensions last between two and five days. The most common suspension length for white students and students identifying as other races is fewer than two days.

Figure 20. Length of each suspension by race

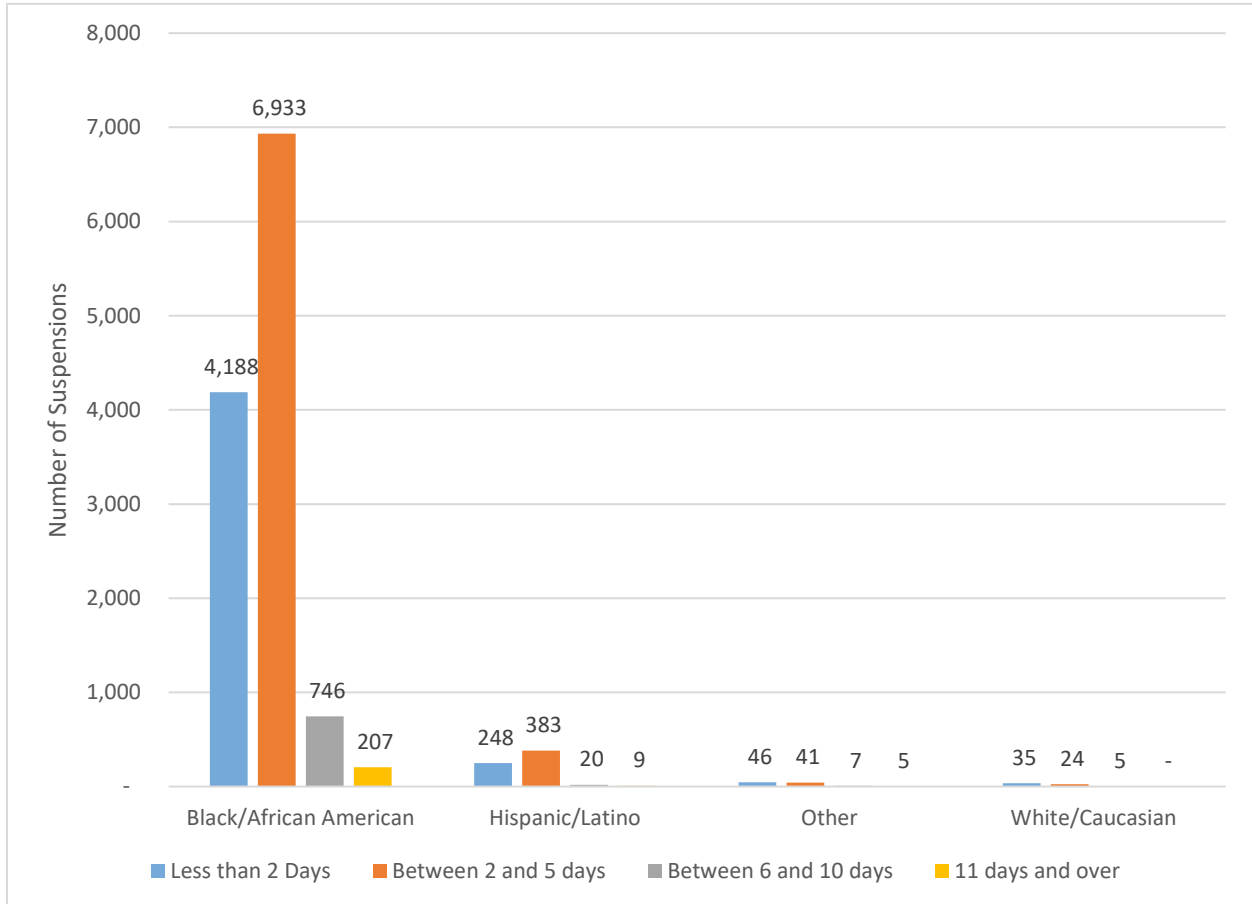
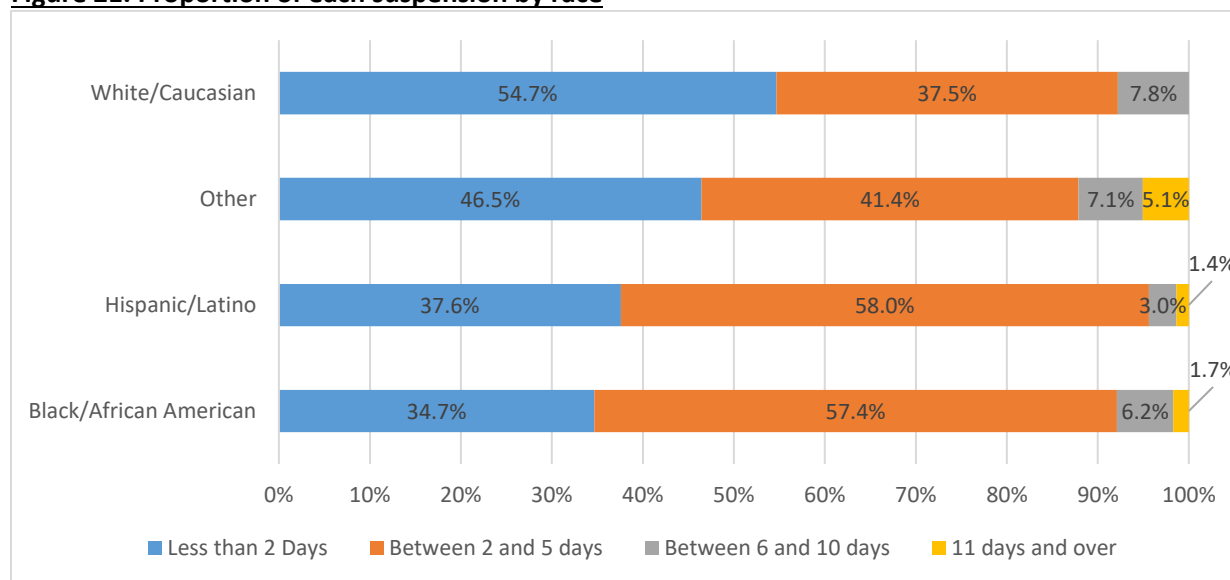


Figure 21 shows the distribution of suspensions by race. As the chart below shows, most suspensions for white students – 54.7 percent of them – last less than two days. More than half of all suspensions of Black/African American students and Hispanic/Latino students last between two and five days.

Figure 21. Proportion of each suspension by race



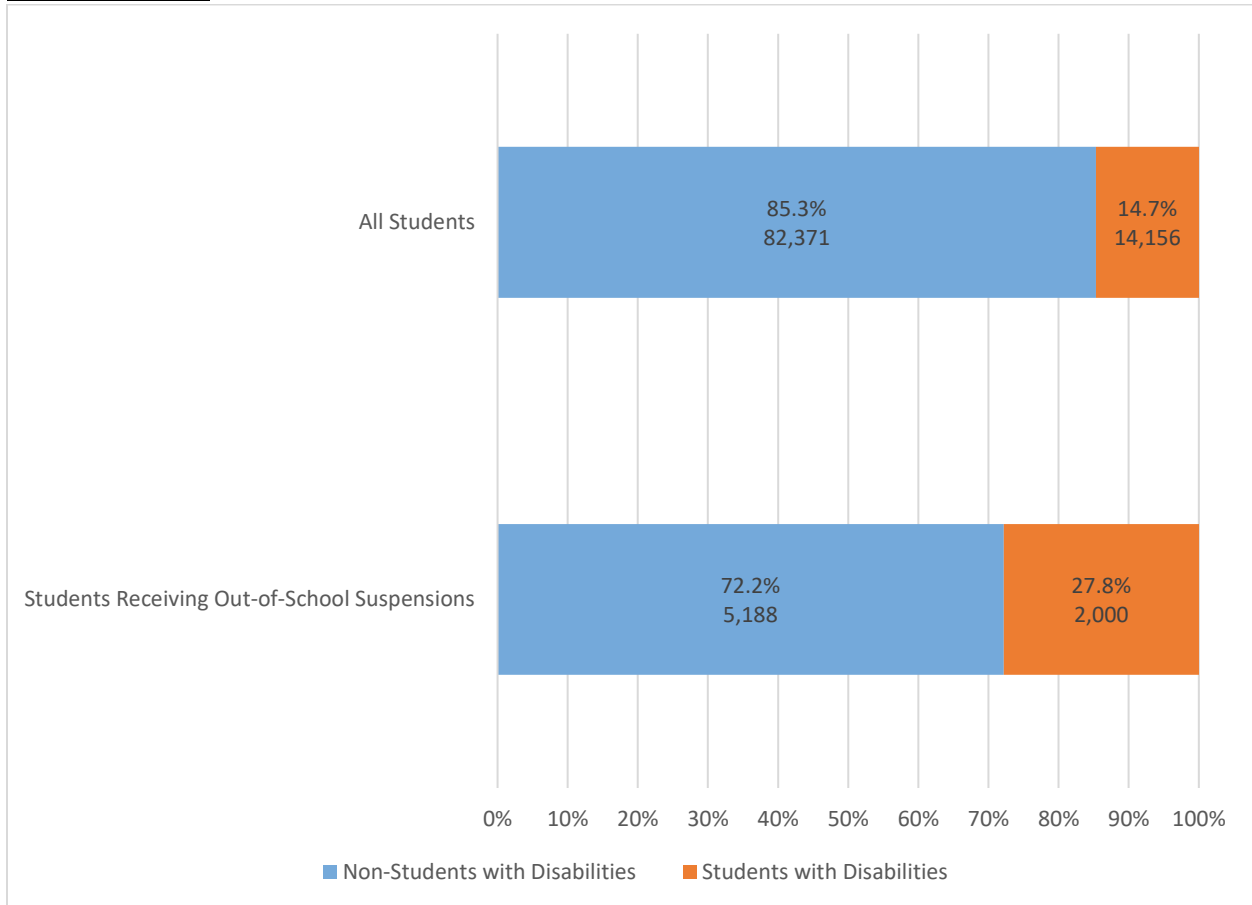
Out-of-school suspensions by status as a student with a disability

In the 2016-17 school year, 14.1 percent of students receiving special education services and 6.3 percent of students not receiving special education services had at least one out-of-school suspension. Students with disabilities were 1.6 times more likely to receive at least one out-of-school suspension compared to students not receiving special education services.²⁴

²⁴ The total number of students in this analysis is 96,527. This is because some students are counted in both populations because their status was reported as a student with disabilities by one school, and as a non-student with disabilities by another school. Both records are kept to give an accurate proportion of the student body as the schools and LEAs believed at the time.

Figure 22 shows the proportion of students enrolled during the 2016-17 school year who received at least one out-of-school suspension by their status as a student with a disability. The majority of students who received at least one suspension were not identified as having a disability. However, of those suspended, students with disabilities make up 27.8 percent of the population, but only 14.7 percent of the entire population

Figure 22. Proportion of students who received at least one out-of-school suspension by special education status



Furthermore, students with disabilities are disproportionately represented among students who were suspended more than once.

Figure 23 shows that among students who were suspended more than once, 34.9 percent (955 total) are students with disabilities. This also shows that that 47.8 percent of students with disabilities who received one suspension were suspended multiple times.

Figure 23: Students with more than one suspension by special education status

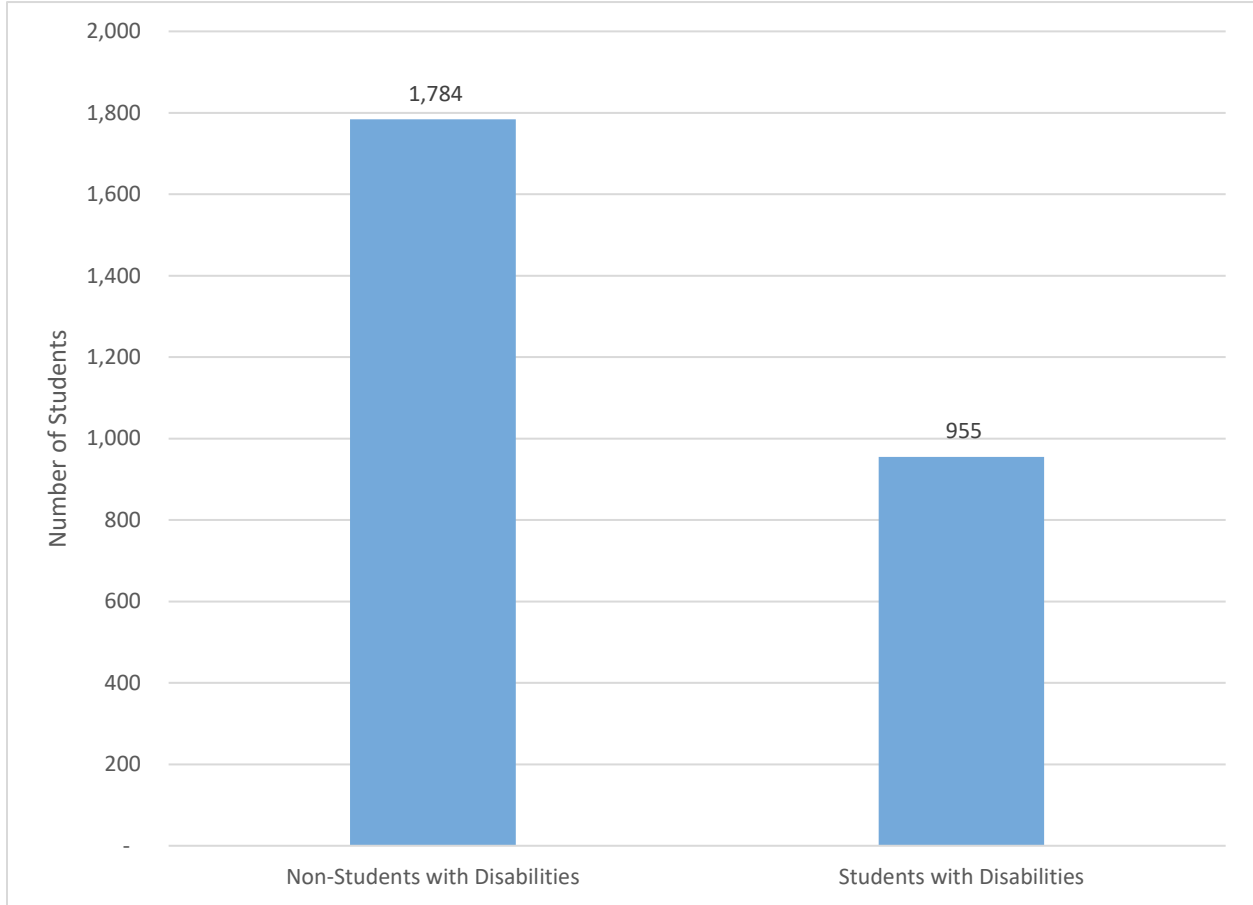
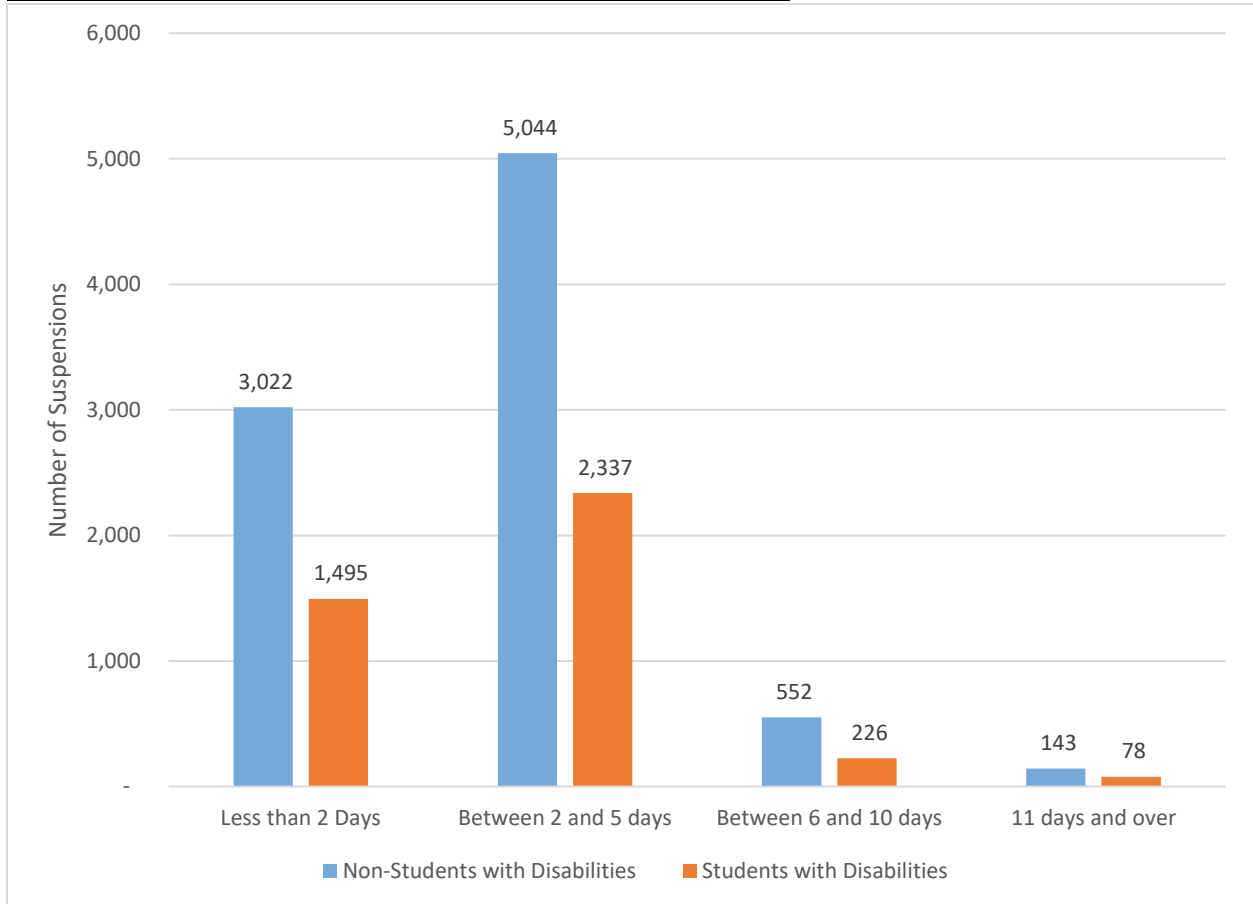


Figure 24 shows the length of each suspension for the 2016-17 school year. For all students, regardless of special education status, most suspensions last between two and five days. The next most common duration for students with disabilities and those not identified as students with disabilities is fewer than two days.

Figure 24. Length of each suspension by special education status

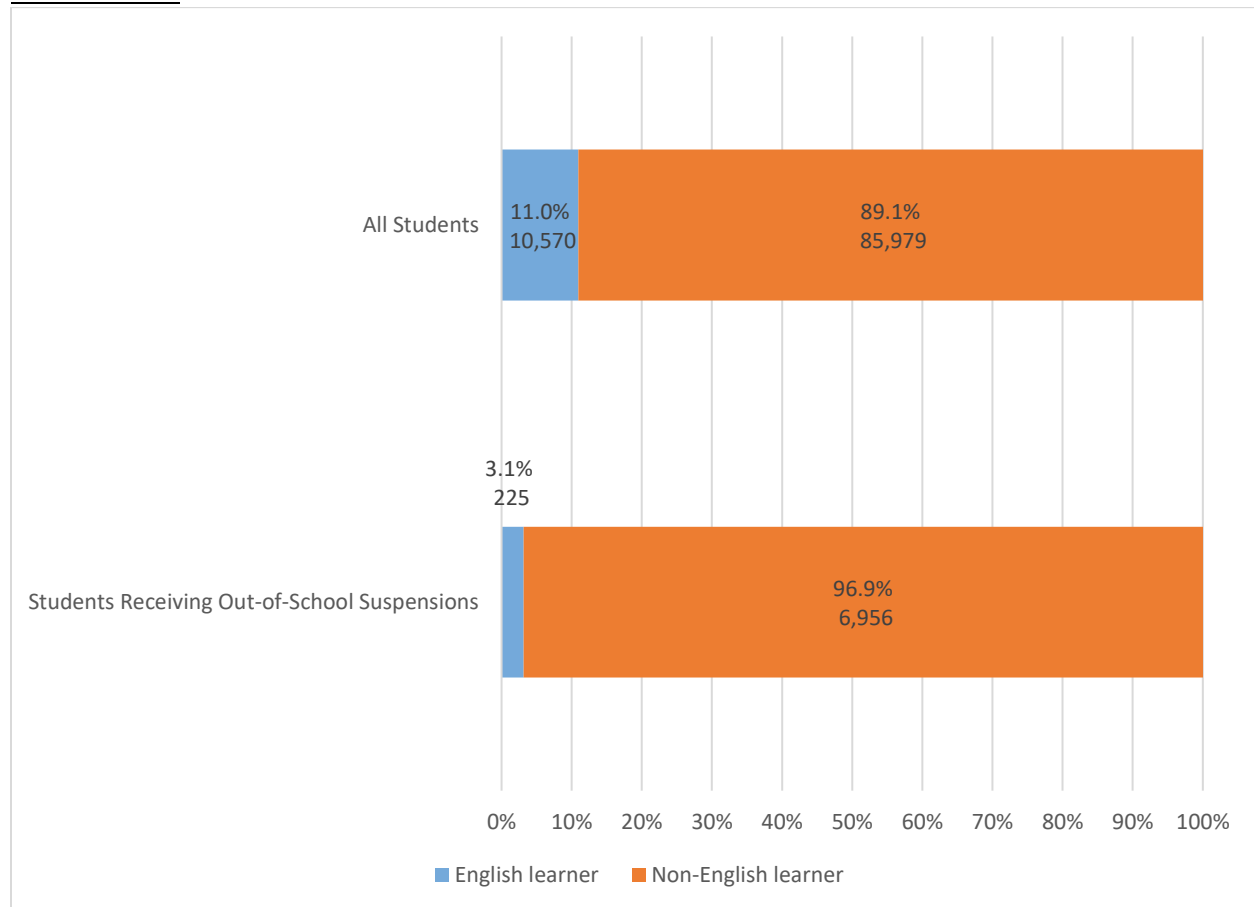


Out-of-school suspensions by English learner status

In the 2016-17 school year, 2.1 percent of students identified as English learners and 8.1 percent of non-English learners received at least one out-of-school suspension.²⁵ English learners were 0.5 times less likely to receive at least one out-of-school suspension compared to Non-English learner students.

Figure 25 shows the proportion of students enrolled during the 2016-17 school year who received at least one out-of-school suspension. English learners make up 3.1 percent of the suspended population, and 11 percent of the entire population.

Figure 25. Proportion of students who received at least one out-of-school suspension by English learner status



²⁵ The total number of students in this analysis is 96,549. This is because some students are counted in both populations because their status was reported as an English learner by one school, and as a non-English learner by another school. Both records are kept to give an accurate proportion of the student body as the schools and LEAs believed at the time.

Out of the 7,181 of students receiving suspension, 2,737 received more than one suspension in the 2016-17 school year. Figure 26 shows that among students who received more than one out-of-school suspension, only 2.4 percent were English learners.

Figure 26: Students with more than one suspension by English learner status

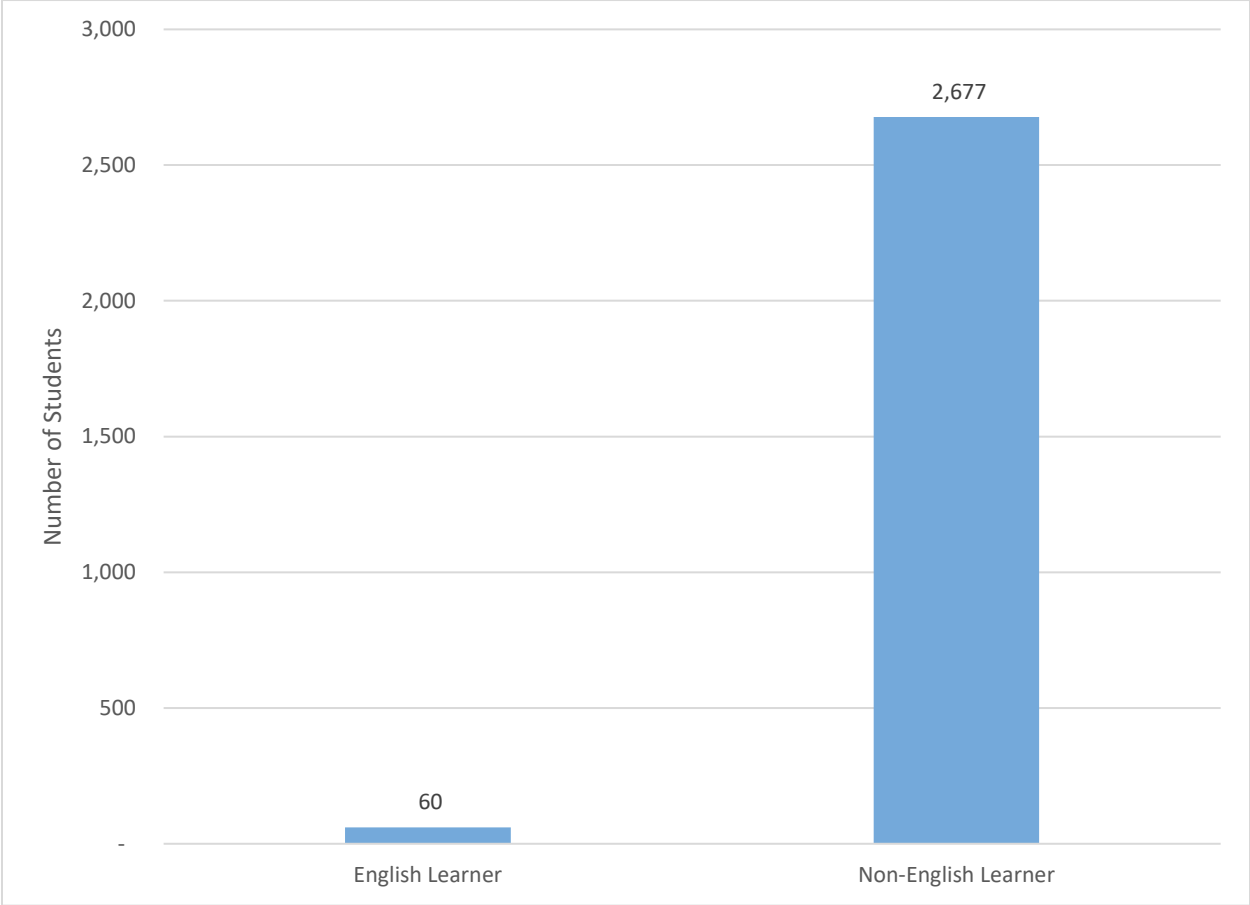
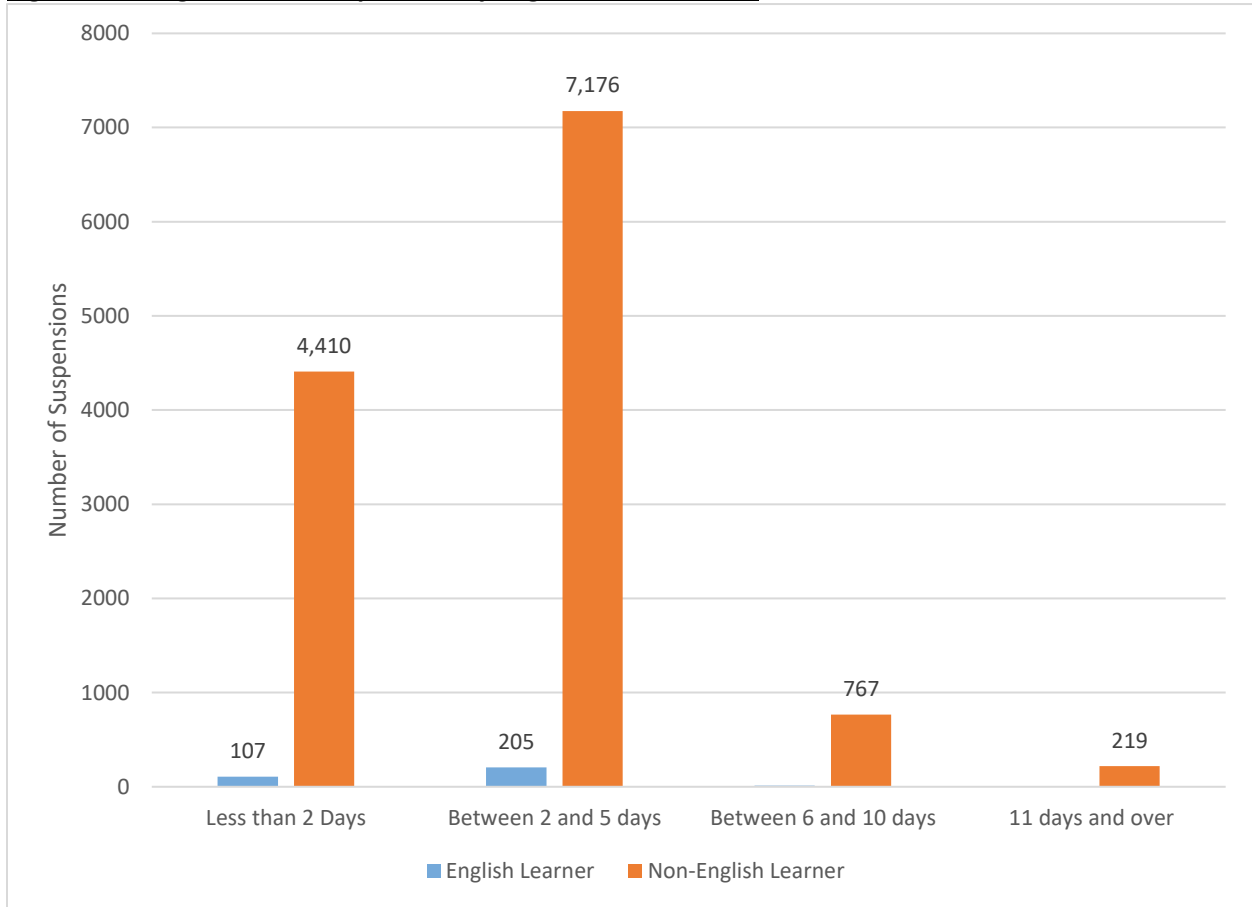


Figure 27 shows the length of each suspension for the 2016-17 school year. For all students, whether identified as an English learner or not, most suspensions last between two and five days. The next most common duration for all students is fewer than two days.²⁶

Figure 27. Length of each suspension by English learner status



Out-of-School Suspensions by At-Risk Status

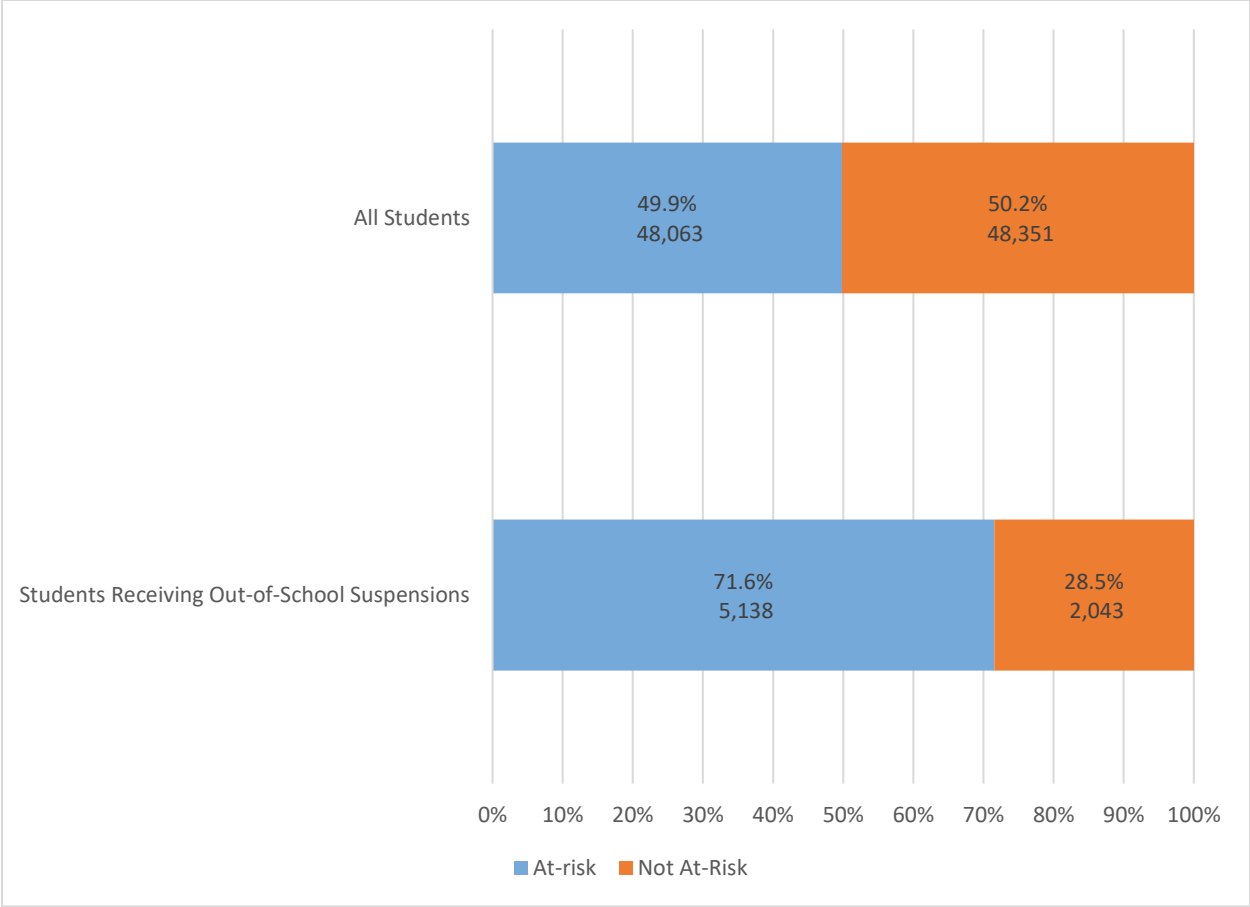
In the 2016-17 school year, 10.7 percent of students identified as at-risk and 4.2 percent of students not identified as at-risk received at least one out-of-school suspension.²⁷ At-risk students were 1.5 times more likely to receive at least one out-of-school suspension compared to those students not identified as at-risk.

²⁶ Data for actions lasting “Between 6 and 10 days” and “11 days and over” are suppressed to protect student privacy.

²⁷ 17 students have an unknown at-risk status and were excluded from this analysis of out-of-school suspensions by at-risk status.

Figure 28 shows the proportion of students enrolled during the 2016-17 school year who received at least one out-of-school suspension. Of those suspended, those identified as at-risk make up 71.6 percent of the population, but 49.9 percent of all students.

Figure 28. Proportion of students who received at least one out-of-school suspension by at-risk status



Out of the 7,181 students receiving suspension, 2,737 received more than one suspension in the 2016-17 school year.

Figure 29 shows that among students who received more than one out-of-school suspension, 2,081 (76 percent) were identified as at-risk.

Figure 29: Students with more than one suspension by at-risk status

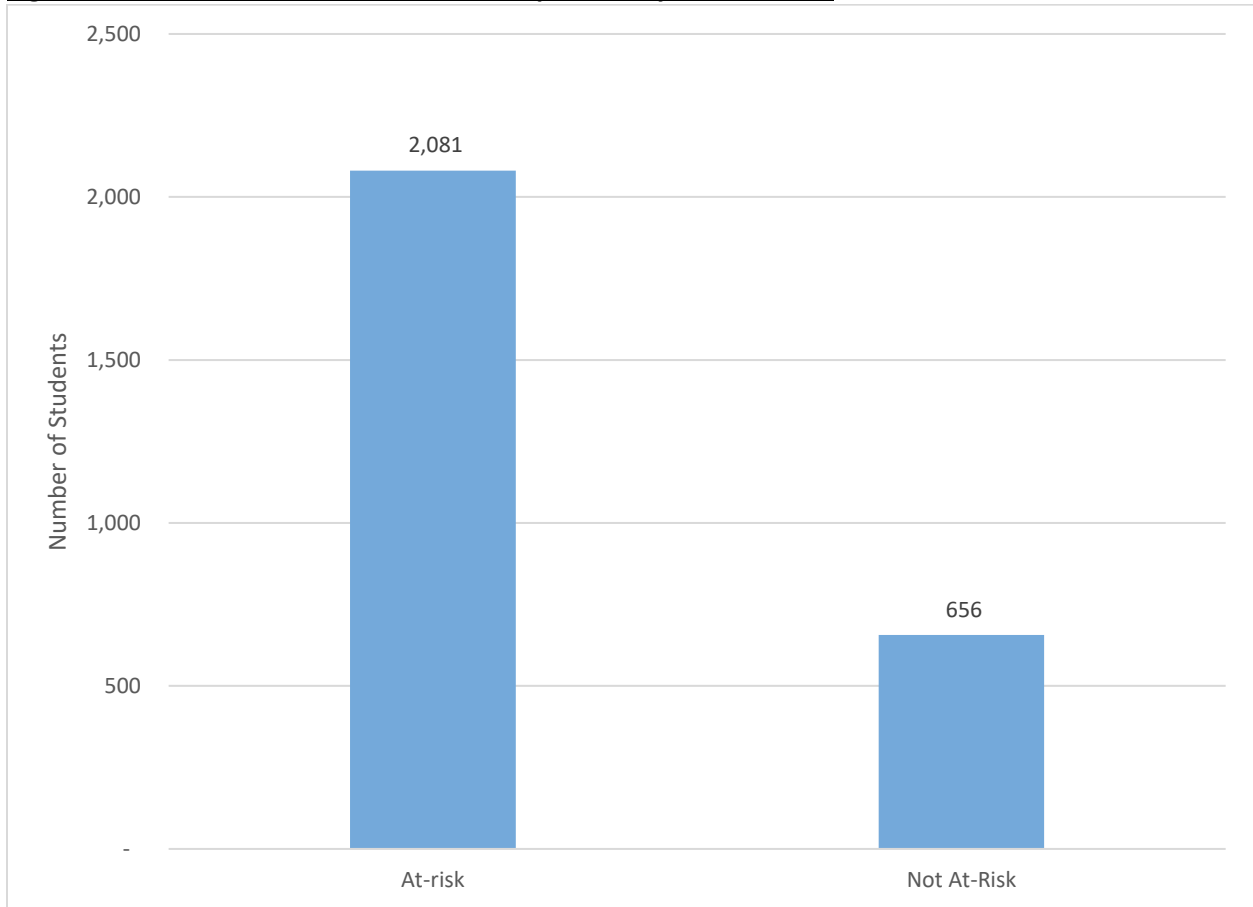
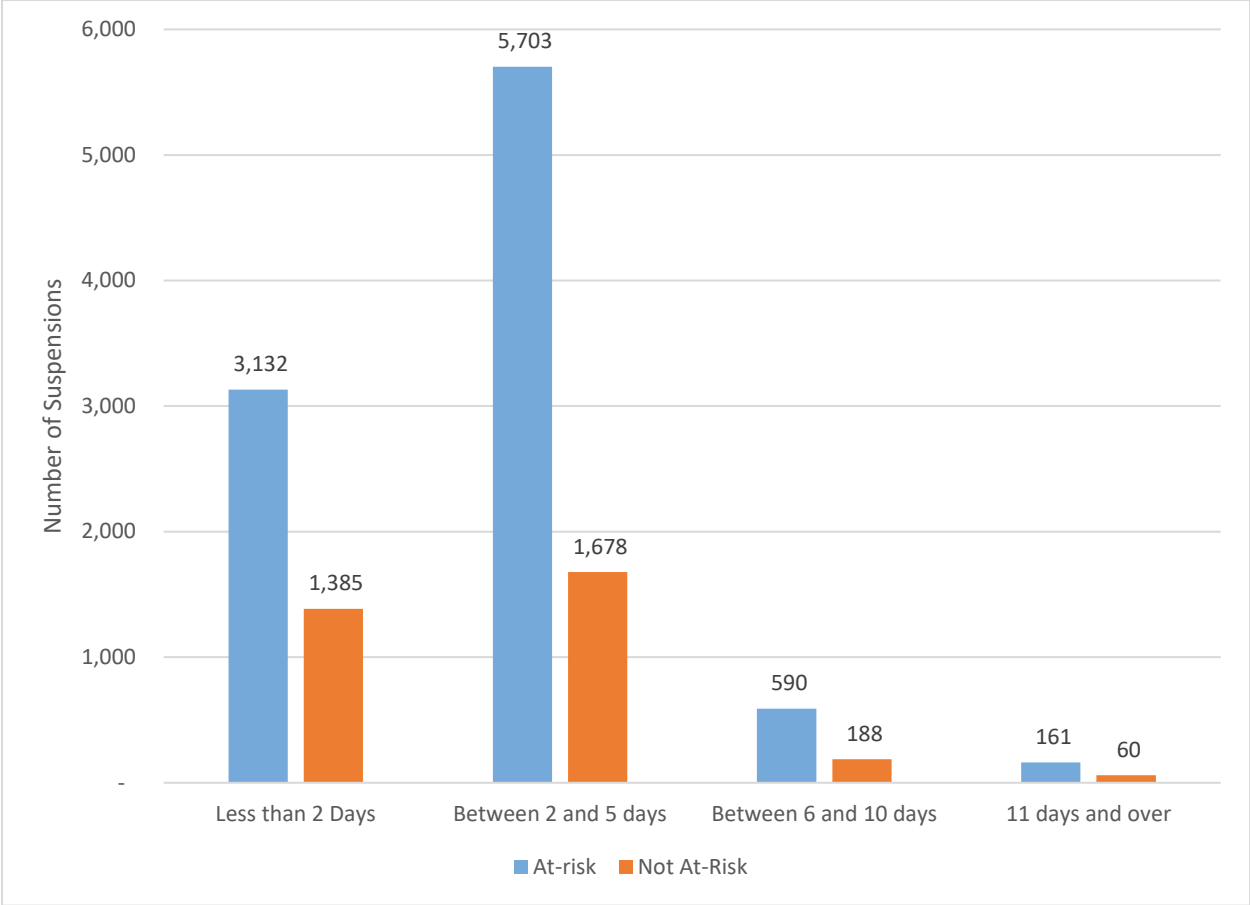


Figure 30 shows the length of each suspension for the 2016-17 school year. For all students, whether identified as at-risk or not, most suspensions last between two and five days. The next most common duration for all students, whether at-risk or not, is fewer than two days.

Figure 30. Length of each suspension by at-risk status

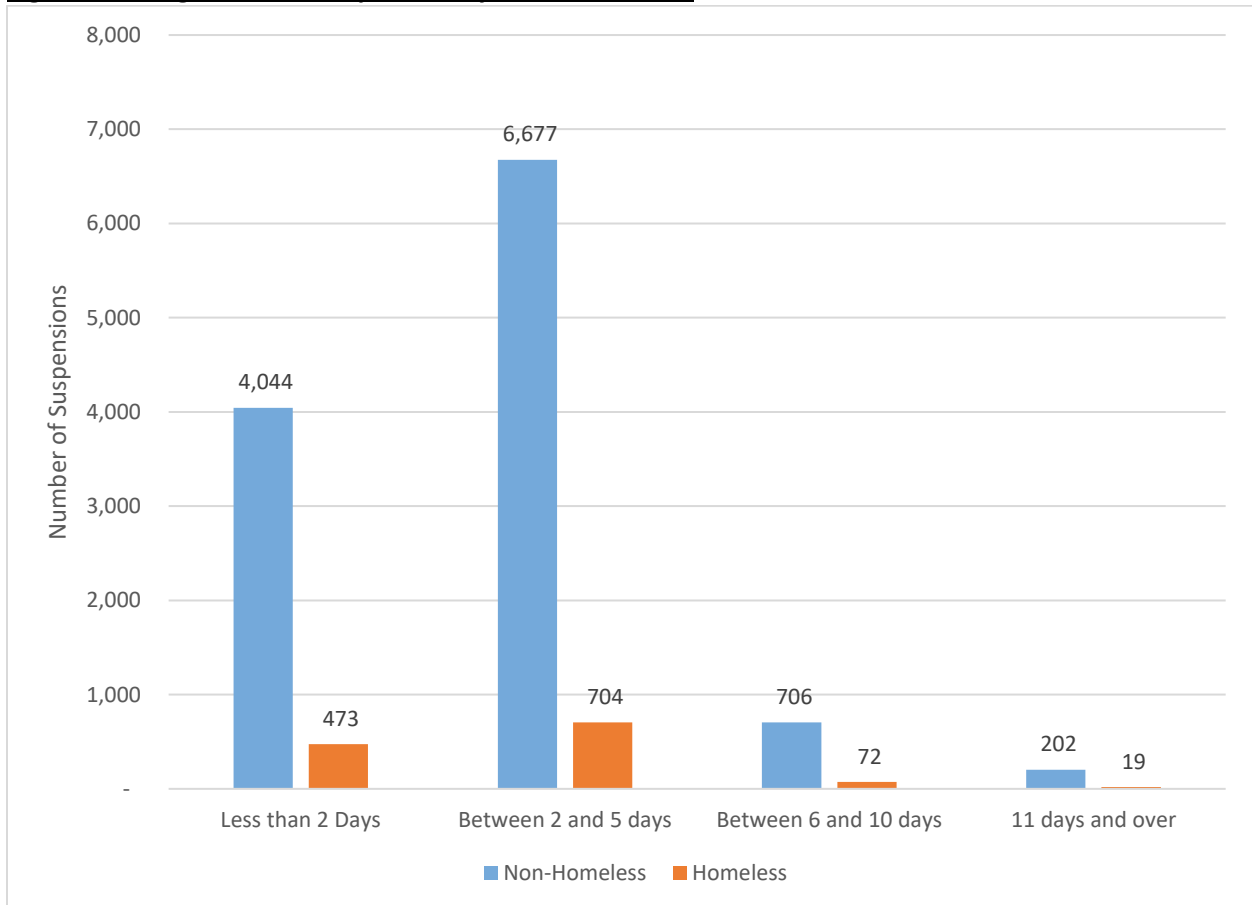


Out-of-school suspensions by homeless status

In the 2016-17 school year, 645 students who were identified as homeless received at least one out-of-school suspension, which represents 9 percent of all students receiving suspensions.²⁸

Figure 31 shows that over 700 out-of-school suspensions of a student identified as homeless was for at least two days.

Figure 31. Length of each suspension by homeless status

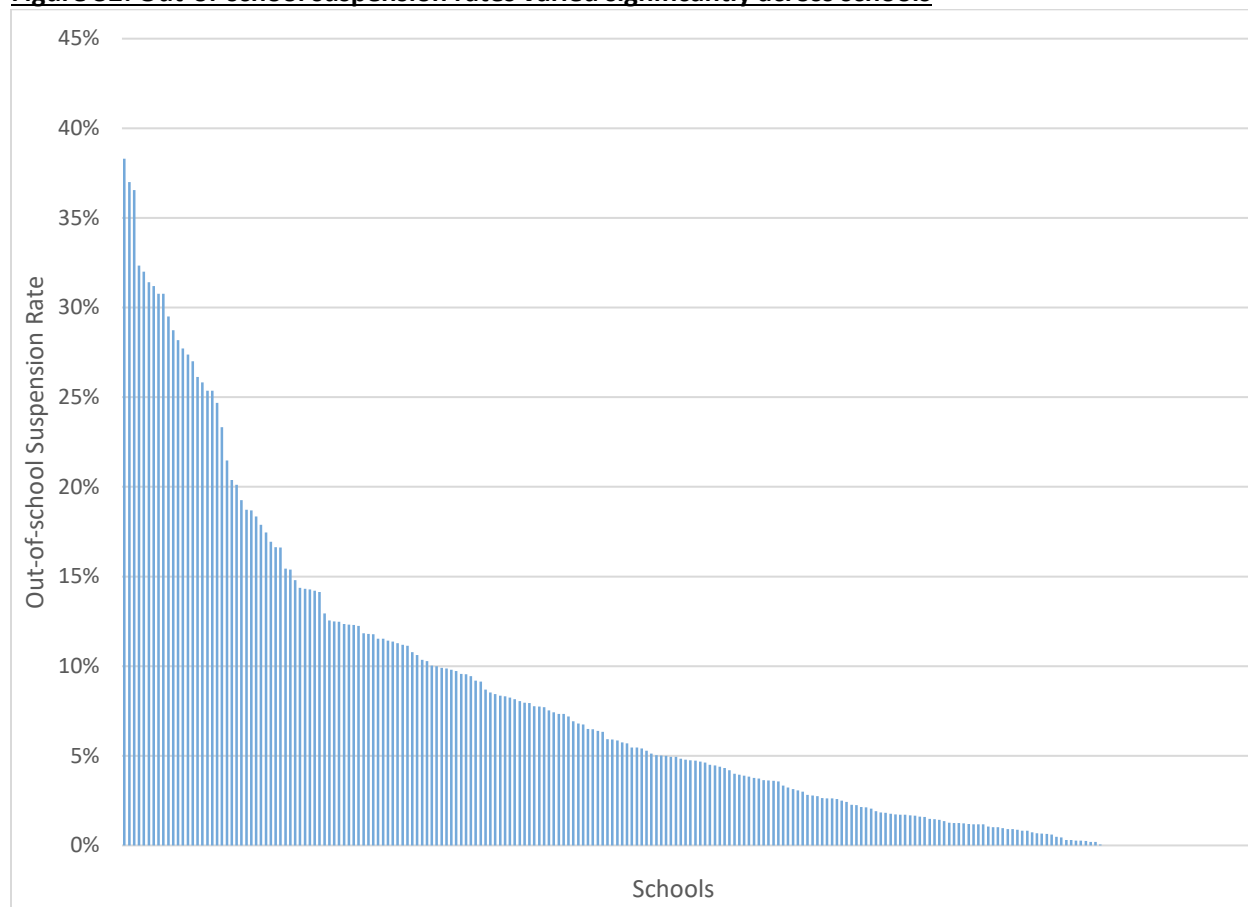


²⁸ 158 students have an unknown homeless status and were excluded from this analysis of out-of-school suspensions by homeless status.

Differences in out-of-school suspension rates across schools

Out-of-school suspension rates varied significantly across schools in the 2016-17 school year.²⁹ The median (middle) out-of-school suspension rate was 4.8 percent and the average out-of-school suspension rate was 7.7 percent. Thirty schools reported they did not give out-of-school suspensions to any students and therefore had an out-of-school suspension rate of zero percent. The highest out-of-school suspension rate was 38.3 percent. Nine schools had out-of-school suspension rates at or above 30 percent. Figure 32 shows the out-of-school suspension rate for every school included in the analysis throughout this report.

Figure 32: Out-of-school suspension rates varied significantly across schools



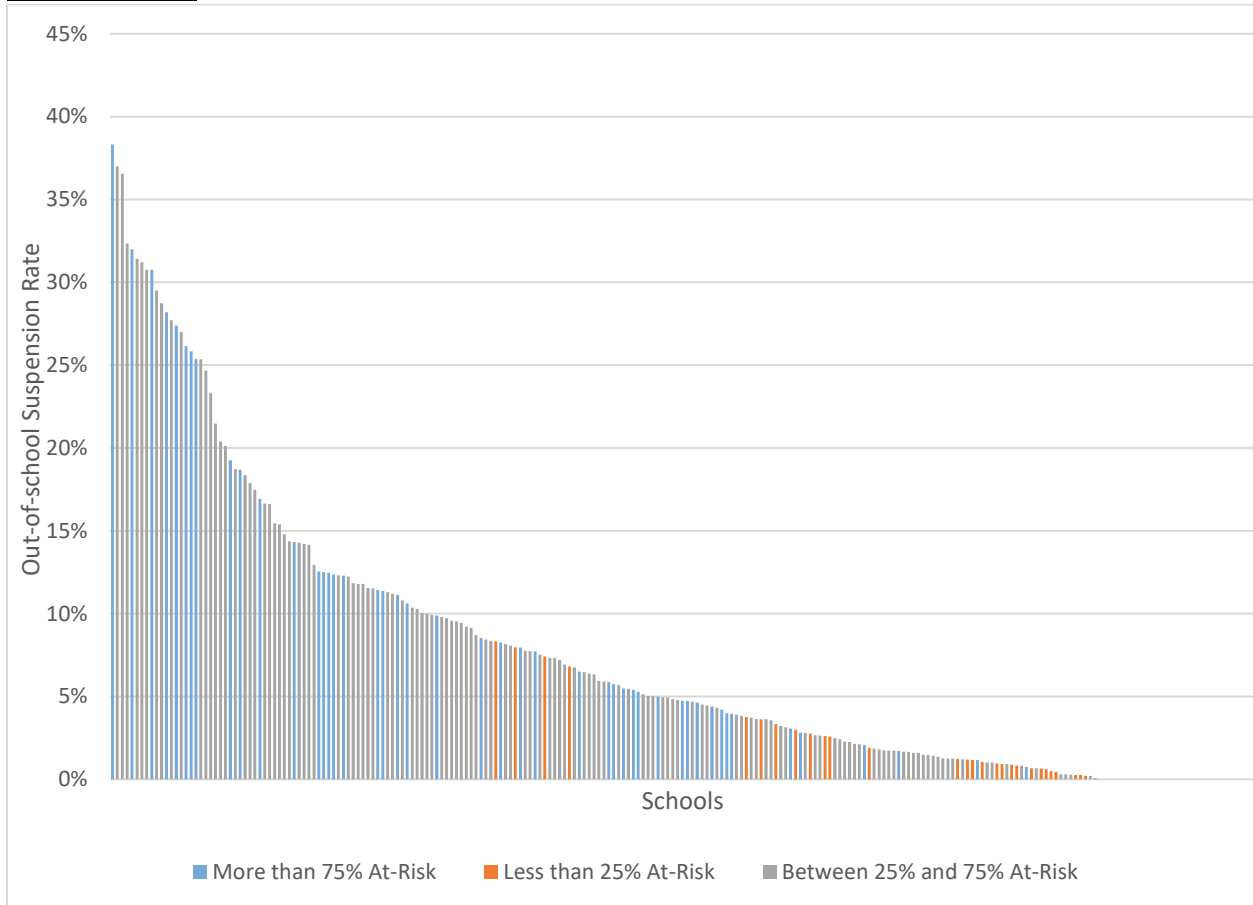
As explained in the introduction to this report, LEAs have the authority to define their own disciplinary policies. Schools also offer different grades and serve different student populations.

Figure 33 shows the same data as Figure 32, but highlights in blue the 50 schools where 75 percent or more of the student population is identified as at-risk. While the school with the highest out-of-school suspension rates educates a largely at-risk student population, there is variance in the out-of-school suspension rates amongst schools with large at-risk populations.

²⁹ The out-of-school suspensions rate is calculated by dividing the number of students suspended by the total population of the school.

Figure 33 also highlights in orange the 43 schools where less than 25 percent of the student population is identified as at-risk. The highest out-of-school suspension rate amongst these schools was 8.3 percent. The chart below shows a much more limited range of the out-of-school suspension rate for schools serving a population where less than 25 percent of the students are identified as at-risk.

Figure 33: Out-of-school suspension rates varied significantly across schools with a concentration of at-risk students

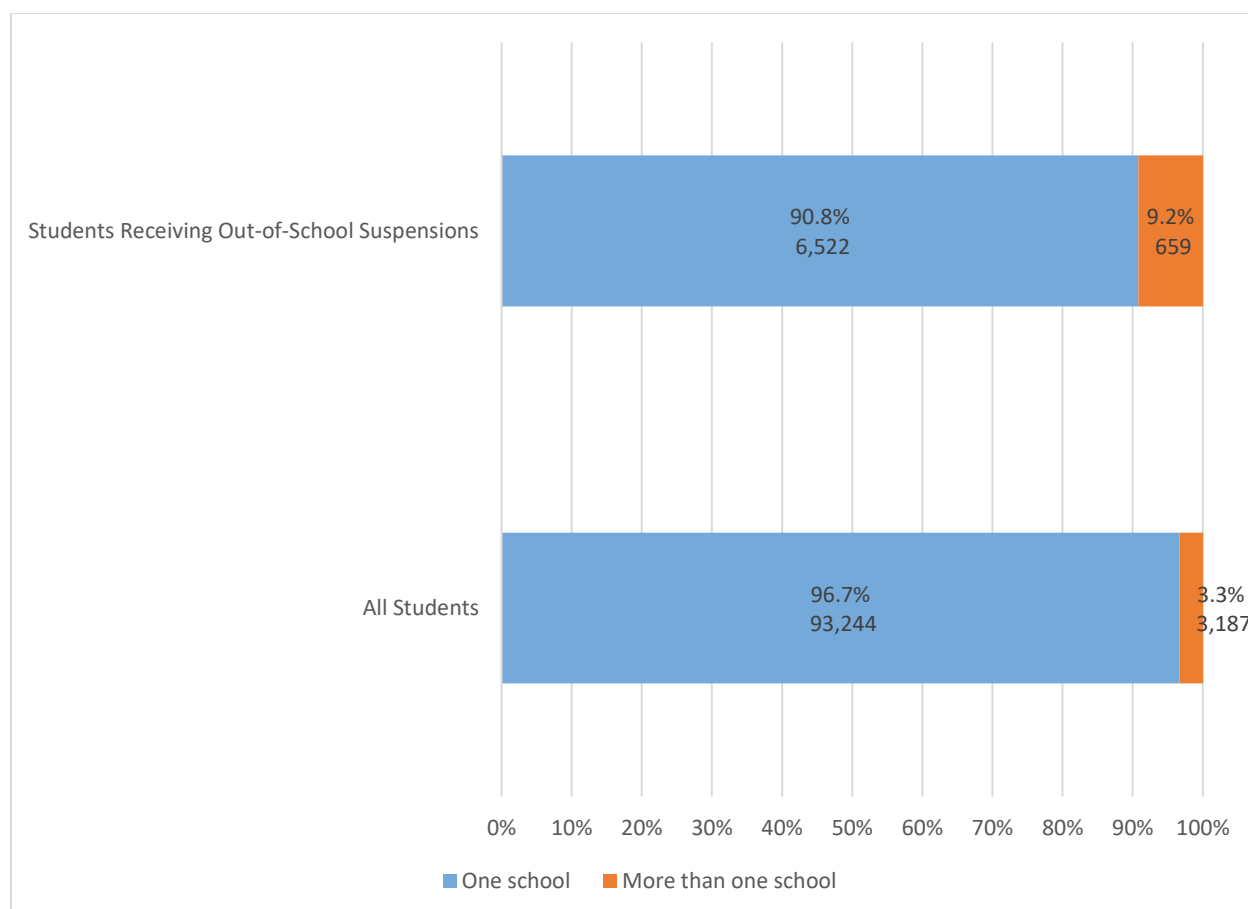


Disciplinary Action and Student Mobility

In school year 2016-17, 96.7 percent of students attended one school and 3.3 of students attended at least two schools. Figure 34 shows the out-of-school suspensions for students attending one or more than one school. Of the students that only attended one school, 7.0 percent had at least one out-of-school suspension. In comparison, 20.6 percent of students who attended more than one school had at least one out-of-school suspension and make up 9.2 percent of the suspended population.

All else held constant, students that attended more than one school are on average, 2.7 times more likely to have had at least one out-of-school suspension.

Figure 34: Students that attend more than one school are two times more likely to have had at least one out-of-school suspension

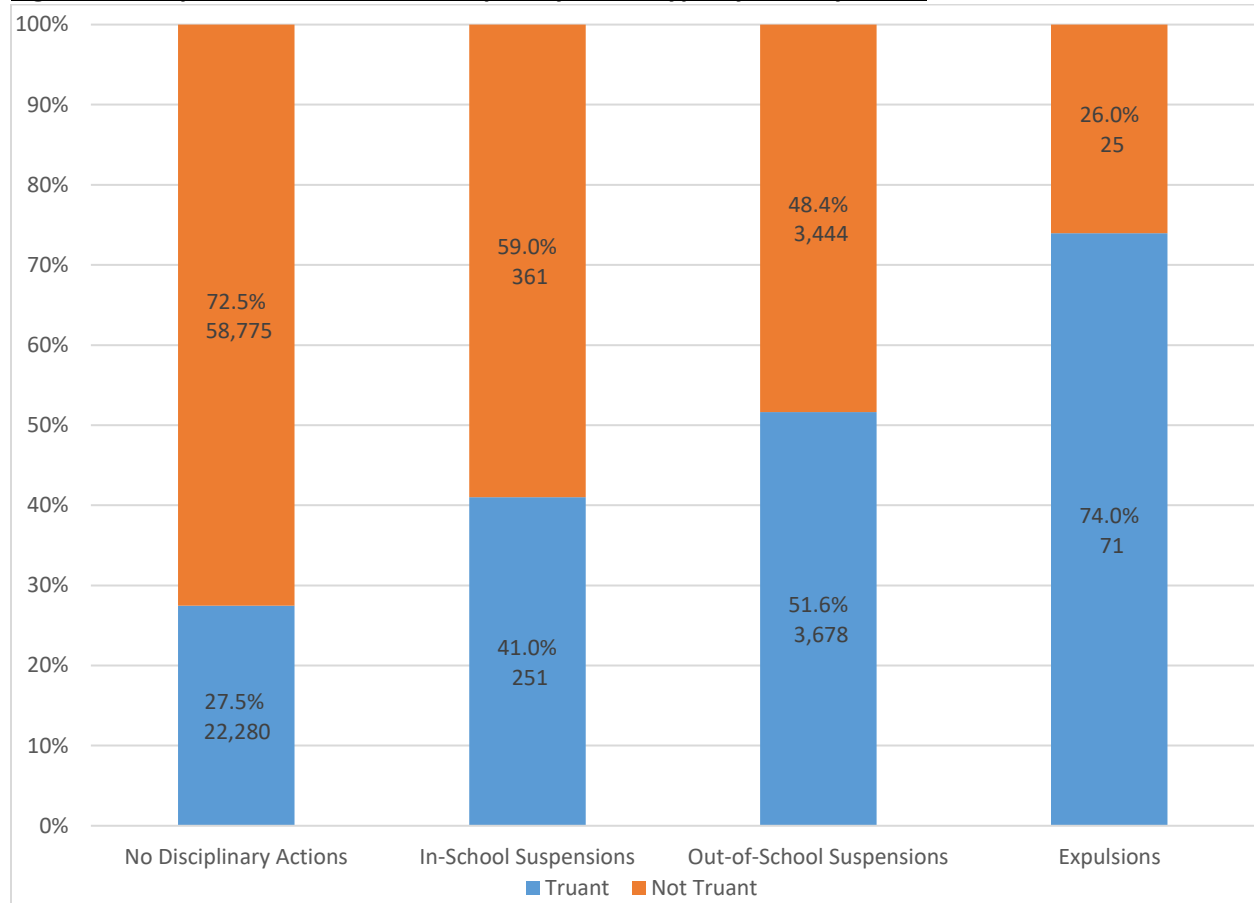


Disciplinary Action and Truancy

In the District of Columbia, truancy is defined as the accumulation of 10 or more unexcused absences across all schools attended by a student in a given year. For the purpose of this analysis, an unexcused absence counts any full or partially unexcused absence from an instructional day at school. Days missed by a student due to suspensions do not count towards a student’s truancy status.

Figure 35 shows proportion of students disciplined for each category of disciplinary action type and by students' truancy status.³⁰ Over 50 percent of students who received an out-of-school suspension or expulsion were identified as truant in the 2016-17 school year. As the third column in Figure 35 shows, out of all students who received an out-of-school suspensions, 3,678 were identified as truant. The chart also shows that the proportion of students identified as truant receive a larger proportion with the increasing severity in disciplinary actions.

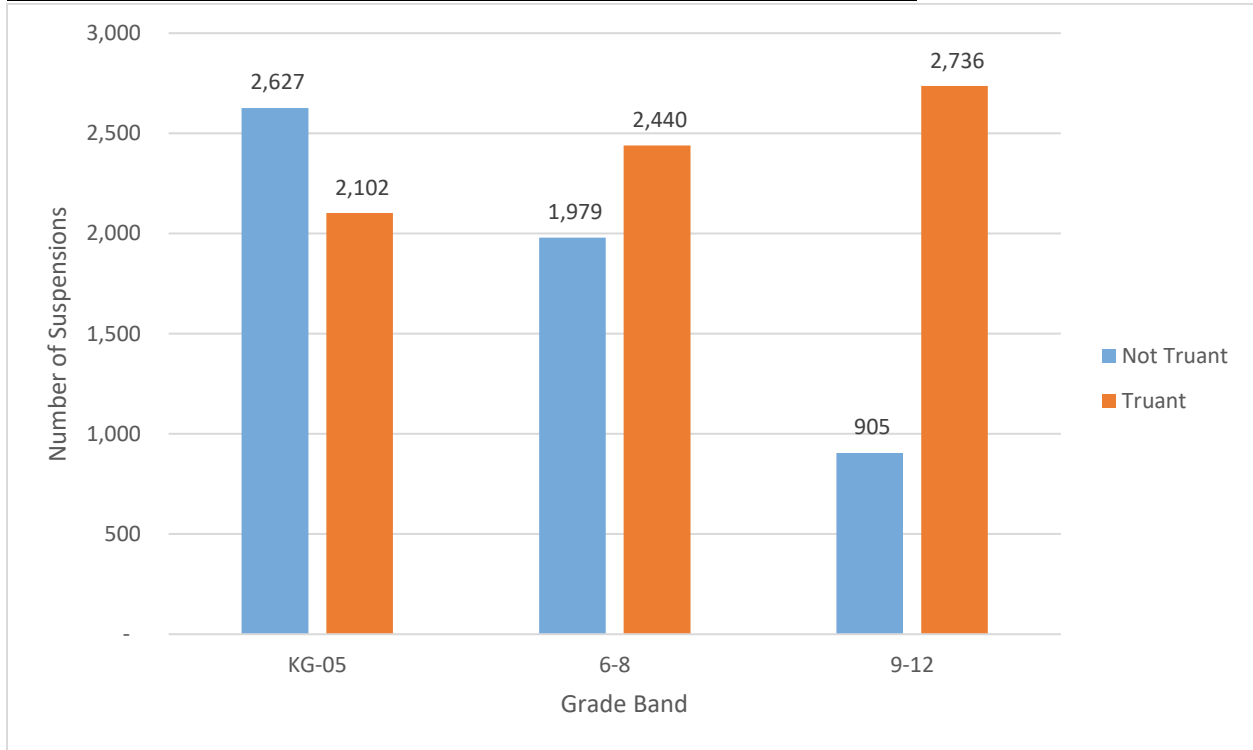
Figure 35: Proportion of students' disciplinary action type by truancy status



³⁰ This analysis is limited to students that exist in the both 1) the student population used throughout this report and 2) the attendance data files that OSSE received from the LEAs, which excludes adult students and those in non-degree granting schools/programs.

As previously reported, the rate of suspensions increases throughout middle school years into high school. Figure 36 shows the out-of-school suspension rate for three grade bands by truancy status. The majority of six through eighth and ninth through twelve grade students who received an out-of-school suspension were also identified as truant.³¹

Figure 36: Out of school suspensions for each grade band by truancy status

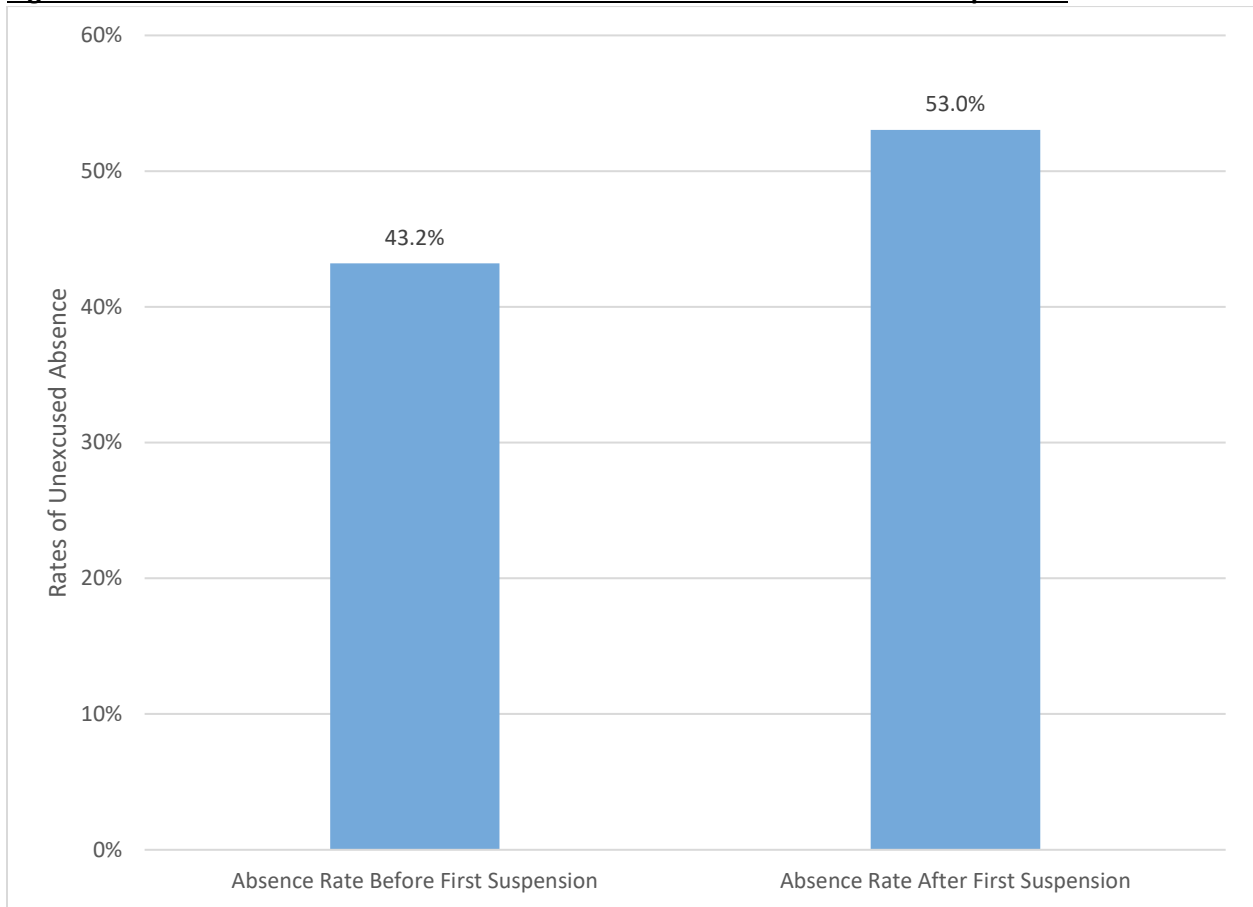


The previous analysis demonstrates that the majority of out-of-school suspensions and expulsions are given to students who are also identified as truant at some point in the school year. It is important to note that the next section on reasons for disciplinary actions identifies that 390 out-of-school suspensions were given to students pertaining to issues in their attendance.

³¹ Absences counted after a student's eighteenth birthday do not count towards the ten absences that identify a student as truant.

With attendance data it is possible to observe a student’s rate of unexcused absence before and after their first out-of-school suspension.³² Figure 37 displays the significant difference in the average change in unexcused absence rates for all students before and after their first disciplinary incident.³³ As with truancy, the days a student misses school because of a suspension should not be counted as an unexcused absence and do not count against a student. The average unexcused absence rate for students who received an out-of-school-suspension was 43.2 percent before their first incident. After the first out-of-school-suspension, the average rate of unexcused absence for these students increased to 53.1 percent.

Figure 37: Unexcused Absence rates before and after the first out-of-school-suspension



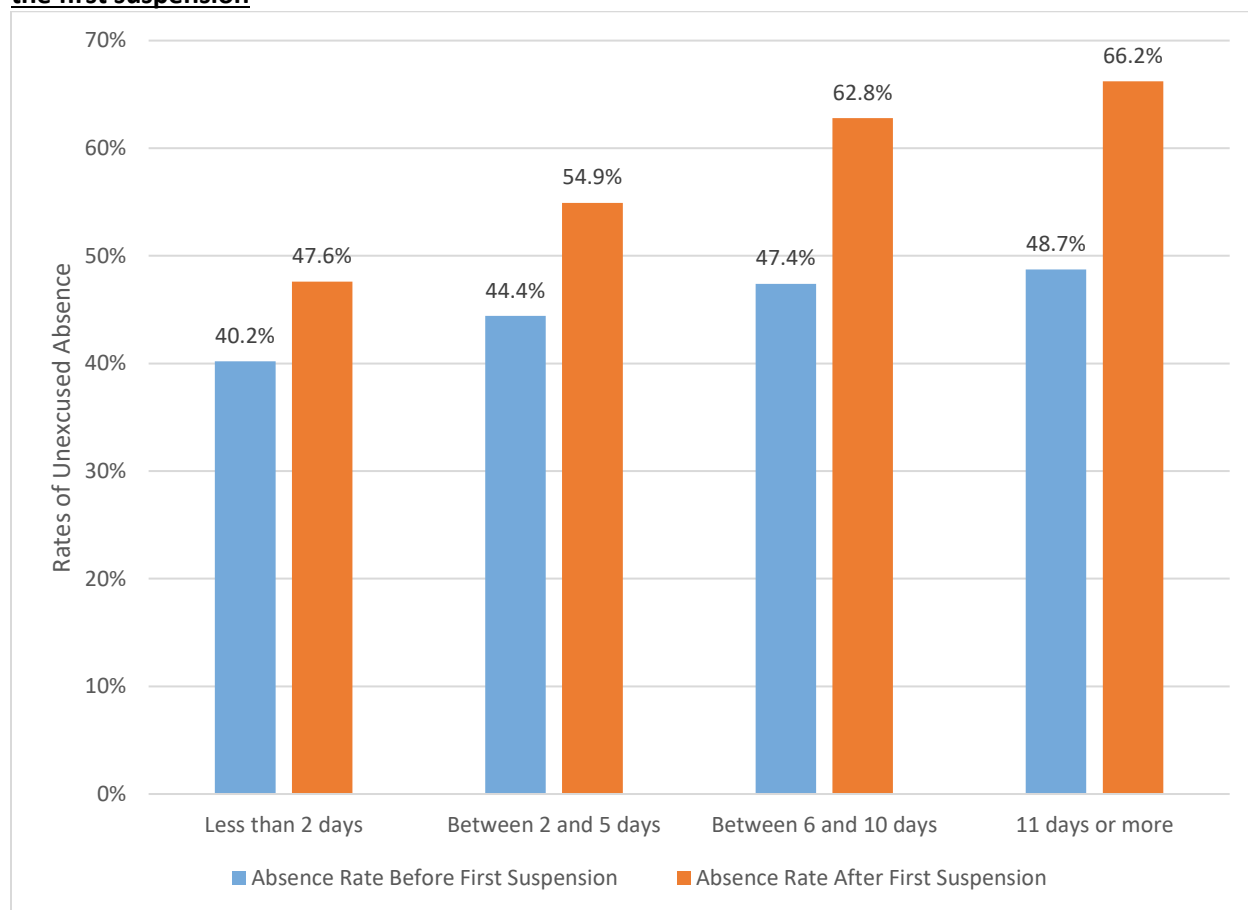
It should be noted that the average rate of unexcused absence before the first suspension is quite high for suspended students, as on average they are missing 43.2 percent of instruction. After the first suspension, this average increases and is significantly different from the unexcused absence rate before the first incident. However, this does not mean the rate changes because of the initial suspension. A pattern is evident, but more analysis is needed to determine the cause of the change in unexcused absence of suspended students.

³² The rate of unexcused absence is calculated by taking the total number of full or partial unexcused absences and dividing it by the total number of instructional days. The rate of unexcused absence is calculated before and after the students’ first incident. The day of the incident is not counted in the calculation as they are both present (to have committed an act) and absent (as they have been suspended from school that day).

³³ Significance based on a two-tailed t-test of each group mean at 99.9 percent confidence.

Before all suspensions, no matter the length, suspended students on average attend school over 50 percent of the time. Figure 38 shows that the rate of unexcused absence after the first incident increases with the length of the suspension.³⁴ The average unexcused absentee rate for students after a first suspension lasting less than two days is 47.6 percent. If a student’s first suspension is 11 days or more the average unexcused absentee rate increases to 66.2 percent.

Figure 38: Unexcused Absence rates before and after the first out-of-school-suspension by length of the first suspension



Examination of Reasons for Disciplinary Action

Due to the variety of disciplinary policies across District of Columbia LEAs, students may receive an in-school suspension, out-of-school suspension or expulsion for a number of reasons. Figure 39 shows the number of in-school suspensions, out-of-school suspensions and expulsions by disciplinary reason.^{35, 36}

³⁴ The average rate of unexcused absence before and after the first incident for each length category is statistically significant to 99.9 percent confidence based on a two-tailed t-test.

³⁵ The more generalized disciplinary reason categories shown in Figure 39 were created by OSSE to standardize the disciplinary reason values provided by the LEAs. The “Other” category includes specific disciplinary reasons that do not fit into any of the generalized values created (such as “Gambling”.) The “Unknown” category contains disciplinary reasons provided that could not be used to determine the specific reason for a given disciplinary action (such as “Documented pattern of persistent Tier 2 behavior.”)

As shown in Figure 39, the most common disciplinary reason for out-of-school suspensions and expulsions is “Attacks, threats and fighting” with 5,020 total suspensions. The most common disciplinary reason for in-school suspensions is “Disrespect, insubordination, disruption” with a total of 242 incidents.

Figure 39: Total number of disciplinary actions by reason

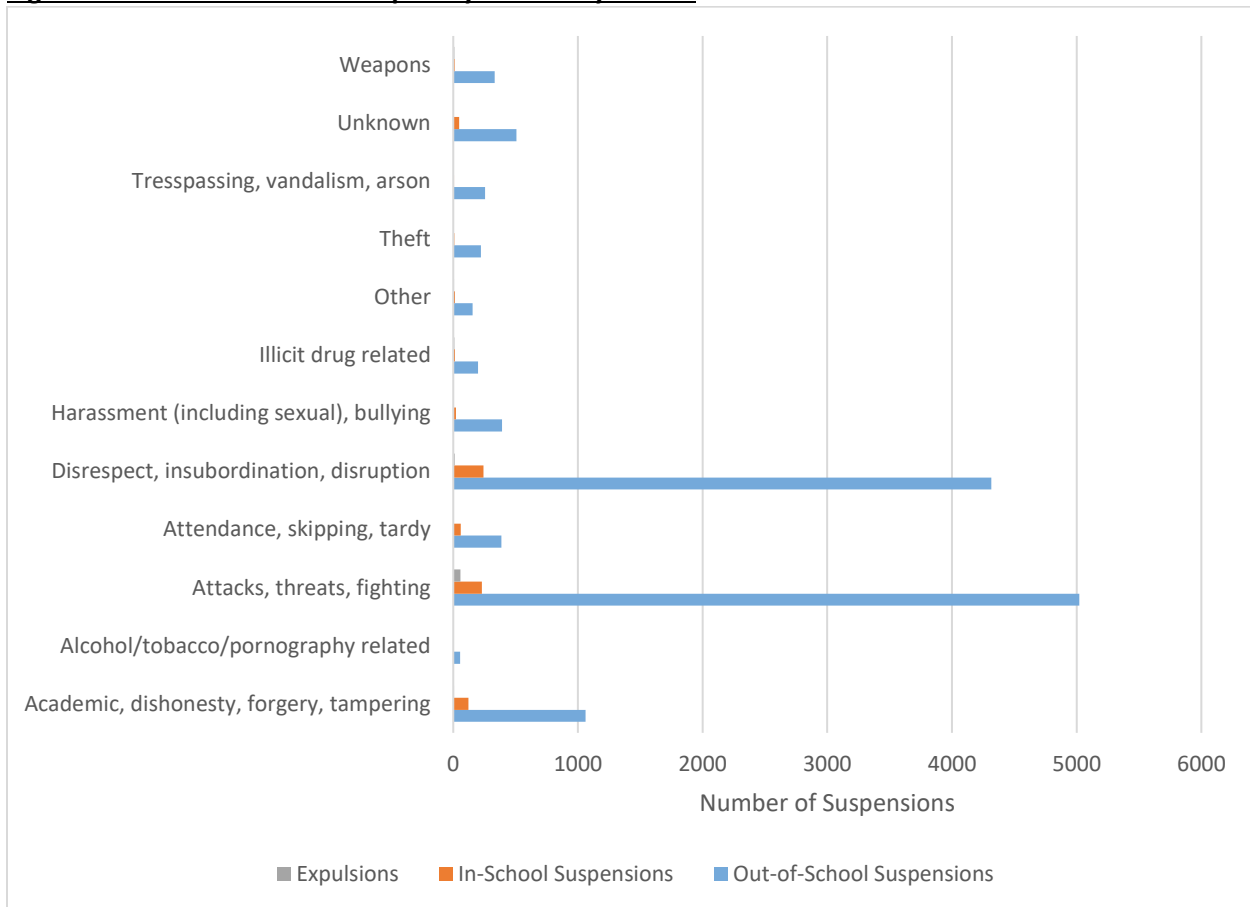
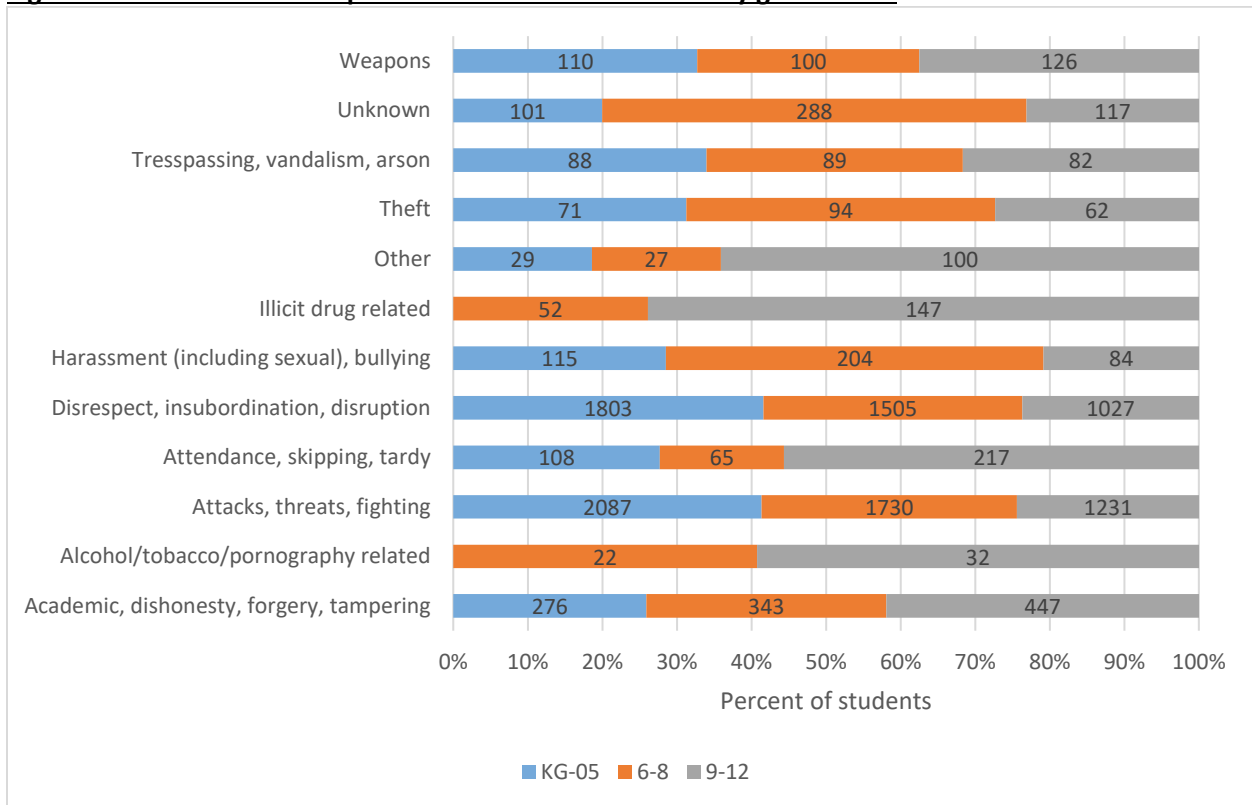


Figure 40 shows the proportion of incidents by reason broken out by grade band.³⁷ The high school grades share the majority of out-of-school suspensions are “Alcohol/tobacco/pornography related” (59.3 percent), due to “Attendance, skipping, tardy” (56.2 percent) and “Illicit drug related” (75.4 percent), with the middle and elementary school grades sharing a smaller proportion of these incidents. The 49.6 percent of out-of-school suspensions that occur due to the reason of “Harassment (including sexual), bullying” occur in middle school grades of sixth through eighth. The grades of kindergarten through to fifth share the plurality of incidents that occur due to reasons of “Attacks, threats, fighting” (41.2 percent) and “Disrespect, insubordination, disruption” (41.5 percent).

³⁶ Some data is suppressed for student privacy.

³⁷ Some grades and reasons are omitted for student privacy.

Figure 40: Out-of-school suspension reasons broken down by grade-band



Restorative Justice

The following section observes five schools that have participated in the Restorative Justice program for the past two school years. Table 1 shows the make-up of the student body for each school.

Table 1

Student Group	Ballou HS	Columbia Heights Education Campus	Hart MS	Luke C. Moore	Maya Angelou PCS
Female	44.6%	48.9%	47.9%	48.6%	52.4%
Male	55.4%	51.1%	52.1%	51.4%	47.6%
Black/African American	97.9%	30.2%	98.5%	95.1%	98.0%
Hispanic/Latino	1.7%	67.2%	1.2%	4.9%	2.0%
Other Race/Ethnicity	n<5	2.6%	n<5	n<5	n<5
At-risk	82.5%	54.5%	84.4%	94.6%	89.5%
English Learners	0.6%	37.4%	n<5	n<5	n<5
Students with disabilities	25.0%	9.8%	26.7%	13.6%	37.9%

Table 2 shows the number of discipline actions by each school for the school years 2015-16 and 2016-17. There has been an increase in actions for Ballou HS, Columbia Heights Education Campus and Maya Angelou PCS. The total number of expulsions and in-school suspensions has decreased across all schools from 2015-16 to 2016-17. The number of out-of-school suspensions increased across three of the five schools.

Table 2

School	Out-of-School Suspensions		In-School Suspension		Expulsions	
	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Ballou HS	429	450	44	38	0	0
Columbia Heights Education Campus	81	93	n<5	0	0	0
Hart MS	233	224	n<5	n<5	0	0
Luke C. Moore	25	14	n<5	0	0	0
Maya Angelou PCS	53	61	0	0	n<5	n<5

Table 3 shows the average length of out-of-school suspensions for each school across the past two school years. Across four out of five schools, the average length of suspensions has decreased. One school increased in the average length of suspensions.

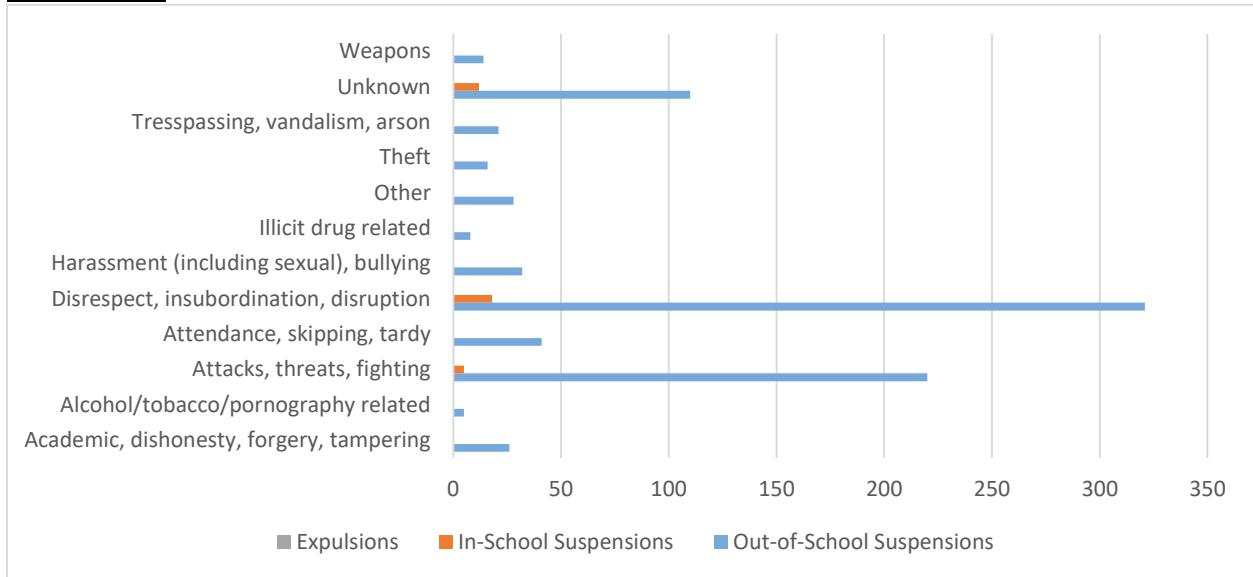
Table 3

School Name	Average Length of Suspension (Days)	
	2015-2016	2016-2017
Ballou HS	4.27	4.70
Columbia Heights Education Campus	7.05	6.97
Hart MS	5.50	4.85
Luke C. Moore	7.36	6.21
Maya Angelou PCS	4.36	3.92

Figure 41 shows the total number of disciplinary actions by the reason for the action for the past school year.³⁸ The two most common reasons for an out-of-school suspension are “Disrespect, insubordination, disruption” and “Attacks, threats, fighting.” These are the two most common reasons for the rest of the District schools, but where “Attacks, threats, fighting” is the primary reason for disciplinary actions throughout the District, “Disrespect, insubordination, and disruption” is the most common reason given at schools participating in the Restorative Justice program.

³⁸ Some reasons were omitted for student privacy.

Figure 41: Total number of disciplinary actions by reason for Restorative Justice Schools for school year 2016-17



Appendix A: Data Methodology

Definitions

In-school suspension: Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.

Out-of-school suspension: Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IEP.

Expulsion: An action taken by the LEA removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with LEA policy.

Disciplinary action: An in-school suspension, out-of-school suspension or expulsion

Removal to an interim alternative educational setting: An appropriate setting determined by the child's IEP team or a hearing officer in which the child is placed for no more than 45 school days. This setting enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.

Data sources

For both DCPS and public charter schools, the student universe and subgroup identification is based on the Demographic Certification file that schools certified at the end of the 2016-17 school year.

Disciplinary action data are based on data provided by LEAs and PCSB. The data files provided by LEAs and PCSB contained different field names and allowable values. OSSE mapped these datasets to one consistent format that allowed for state-level reporting. OSSE will engage LEAs over the next year to help them understand the data collection requirements and definitions to more accurately fulfill federal and local reporting requirements. Receiving consistent data from LEAs that complies with OSSE's data collection template and definitions would allow for more robust analysis at the disciplinary action level that could inform data-based decision making.

Data cleaning and limitations

Some students in the student population from this report had missing or invalid demographic values for one or more desired subgroup breakdowns. These students are included in state, LEA and school level totals but are not included in analyses by subgroup.

Some schools included in the demographic and enrollment data file were excluded from the analyses in this report. OSSE does not receive disciplinary incidents from non-public schools, so students only enrolled in non-public schools were excluded from the analyses throughout this report. Students only enrolled in the following schools were also excluded:

- Youth Services Center
- C.H.O.I.C.E. Academy
- Incarcerated Youth Program
- Residential programs
- New Beginnings Youth Development Center
- Online programs

Business Rules

Counts of disciplinary actions

Counts of in-school suspensions, out-of-school suspensions, expulsions, removals to an interim alternative educational setting, and disciplinary actions are derived from the discipline data collected by OSSE from the LEAs. Each unique student disciplinary action date and disciplinary action type is counted once.

Student-level analyses

Throughout this report there are various different types of student-level analyses. Student-level analyses include:

- Number of students with at least one out-of-school suspension (out-of-school suspension rate)
- Number of out of school suspensions per student
- Cumulative duration of out of school suspensions per student
- Number of students with at least one in-school suspension (in-school suspension rate)
- Number of students with at least one expulsion (expulsion rate)
- Logistic regression analysis

At the state level, each student is counted once. At the LEA and school level students are counted once at each LEA or school where they were verified as enrolled during the 2016-17 school year.

Analysis by disciplinary reason

In the data OSEE received from PCSB and LEAs disciplinary reason values were not used consistently. OSSE reviewed all of the unique disciplinary reason values provided by the LEAs and mapped these values to the broader disciplinary reason categories included in this report. Some of the disciplinary reasons provided (e.g. "Any other Tier 3 behavior") could not be mapped to any one category and were therefore mapped to "Unknown."

Appendix B: Tables by LEA/School

Counts of Disciplinary Actions by LEA

LEA	Out-of-School Suspensions	In-School Suspensions	Expulsions
District of Columbia Public Schools	5477	392	n<5
Bridges PCS	11	53	0
Capital City PCS	117	19	n<5
Cesar Chavez PCS for Public Policy	285	0	n<5
DC Bilingual PCS	13	0	0
DC Prep PCS	696	0	n<5
E.L. Haynes PCS	205	0	0
Eagle Academy PCS	16	0	0
Early Childhood Academy PCS	21	0	0
Friendship PCS	634	42	22
Hope Community PCS	20	0	0
Howard University Middle School of Mathematics and Science PCS	61	0	0
Perry Street Preparatory PCS	58	0	0
IDEA PCS	55	0	n<5
Ideal Academy PCS	65	0	0
KIPP DC PCS	1862	0	18
Mary McLeod Bethune Day Academy PCS	27	0	n<5
Maya Angelou PCS	77	0	n<5
Meridian PCS	119	0	0
Paul PCS	325	0	n<5
SEED PCS of Washington, DC	199	0	8
St. Coletta Special Education PCS	0	n<5	0
Thurgood Marshall Academy PCS	140	0	n<5
Two Rivers PCS	47	0	n<5
Washington Latin PCS	70	122	0
Washington Mathematics Science Technology PCHS	28	0	n<5
City Arts & Prep PCS	44	0	0
Achievement Preparatory Academy PCS	184	0	n<5
Center City PCS	135	47	6
Excel Academy PCS	151	0	n<5
Washington Yu Ying PCS	11	0	0
Carlos Rosario International PCS	n<5	0	n<5
National Collegiate Preparatory PCHS	130	0	8
Inspired Teaching Demonstration PCS	32	37	0
Shining Stars Montessori Academy PCS	n<5	0	0

Richard Wright PCS for Journalism and Media Arts	68	0	0
BASIS DC PCS	38	0	0
Creative Minds International PCS	6	0	0
DC Scholars PCS	65	0	0
LAYC Career Academy PCS	9	0	7
Ingenuity Prep PCS	233	0	0
Sela PCS	7	0	0
Somerset Preparatory Academy PCS	54	0	6
Lee Montessori PCS	n<5	0	0
Academy of Hope Adult PCS	9	0	0
Democracy Prep Congress Heights PCS	782	47	0
Harmony DC PCS	22	0	0
District of Columbia International School	52	15	n<5
Monument Academy PCS	47	0	0
Washington Global PCS	33	0	0
The Children's Guild DC PCS	73	0	0
Goodwill Excel Center PCS	12	0	n<5
Rocketship DC PCS	45	0	0
Washington Leadership Academy PCS	19	0	0

In-School and Out-of-School Suspension Rates by LEA

LEA	Percent of Students with Out-of-School Suspensions	Percent of Students with In-School Suspensions
Academy of Hope Adult PCS	1.46%	0.00%
Achievement Preparatory Academy PCS	12.05%	0.00%
AppleTree Early Learning PCS	0.00%	0.00%
Basis DC PCS	3.62%	0.00%
Breakthrough Montessori PCS	0.00%	0.00%
Bridges PCS	1.76%	4.99%
Briya PCS	0.00%	0.00%
Capital City PCS	7.88%	1.60%
Carlos Rosario International PCS	n<5	0.00%
Cedar Tree Academy PCS	0.00%	0.00%
Center City PCS	6.75%	2.77%
Cesar Chavez PCS for Public Policy	14.37%	0.00%
City Arts & Prep PCS	5.44%	0.00%
Community College Preparatory Academy PCS	0.00%	0.00%
Creative Minds International PCS	n<5	0.00%
DC Bilingual PCS	2.64%	0.00%

DC Prep PCS	14.42%	0.00%
DC Scholars PCS	9.11%	0.00%
Democracy Prep Congress Heights PCS	30.40%	5.66%
District of Columbia International School	6.78%	2.26%
District of Columbia Public Schools	6.27%	0.64%
E.L. Haynes PCS	10.24%	0.00%
Eagle Academy PCS	1.76%	0.00%
Early Childhood Academy PCS	5.75%	0.00%
Elsie Whitlow Stokes Community Freedom PCS	0.00%	0.00%
Excel Academy PCS	11.80%	0.00%
Friendship PCS	10.41%	0.95%
Goodwill Excel Center PCS	1.71%	0.00%
Harmony DC PCS	9.80%	0.00%
Hope Community PCS	1.37%	0.00%
Howard University Middle School of Mathematics and Science PCS	15.44%	0.00%
IDEA PCS	14.38%	0.00%
Ideal Academy PCS	8.36%	0.00%
Ingenuity Prep PCS	14.32%	0.00%
Inspired Teaching Demonstration PCS	3.74%	5.37%
KIPP DC PCS	15.78%	0.00%
Kingsman Academy PCS	0.00%	0.00%
LAYC Career Academy PCS	2.14%	0.00%
Latin American Montessori Bilingual PCS	0.00%	0.00%
Lee Montessori PCS	n<5	0.00%
Mary McLeod Bethune Day Academy PCS	5.01%	0.00%
Maya Angelou PCS	10.85%	0.00%
Meridian PCS	9.50%	0.00%
Monument Academy PCS	25.27%	0.00%
Mundo Verde Bilingual PCS	0.00%	0.00%
National Collegiate Preparatory PCHS	30.77%	0.00%
Paul PCS	22.67%	0.00%
Perry Street Preparatory PCS	7.58%	0.00%
Richard Wright PCS for Journalism and Media Arts	17.88%	0.00%
Rocketship DC PCS	5.00%	0.00%
Roots PCS	0.00%	0.00%
SEED PCS of Washington, DC	31.66%	0.00%
Sela PCS	2.75%	0.00%
Shining Stars Montessori Academy PCS	n<5	0.00%
Somerset Preparatory Academy PCS	11.66%	0.00%
St. Coletta Special Education PCS	0.00%	n<5
The Children's Guild DC PCS	12.50%	0.00%

The Next Step/El Proximo Paso PCS	0.00%	0.00%
Thurgood Marshall Academy PCS	21.36%	0.00%
Two Rivers PCS	4.28%	0.00%
Washington Global PCS	14.13%	0.00%
Washington Latin PCS	7.67%	12.07%
Washington Leadership Academy PCS	9.73%	0.00%
Washington Mathematics Science Technology PCHS	7.00%	0.00%
Washington Yu Ying PCS	1.05%	0.00%
Youthbuild PCS	0.00%	0.00%

Duration of Out-of-School Suspensions by LEA

LEA	Less than 2 Days	Between 2 and 5 days	Between 6 and 10 days	11 days and over
Academy of Hope Adult PCS	6	n<5	0	0
Achievement Preparatory Academy PCS	39	143	n<5	0
Basis DC PCS	26	12	0	0
Bridges PCS	10	n<5	0	0
Capital City PCS	45	70	n<5	n<5
Carlos Rosario International PCS	0	n<5	0	n<5
Center City PCS	76	59	0	0
Cesar Chavez PCS for Public Policy	23	238	24	0
City Arts & Prep PCS	11	30	n<5	0
Creative Minds International PCS	n<5	n<5	0	0
DC Bilingual PCS	12	n<5	0	0
DC Prep PCS	668	28	0	0
DC Scholars PCS	39	24	n<5	0
Democracy Prep Congress Heights PCS	438	333	7	n<5
District of Columbia International School	23	28	n<5	0
District of Columbia Public Schools	901	3905	514	157
E.L. Haynes PCS	102	101	n<5	n<5
Eagle Academy PCS	8	8	0	0
Early Childhood Academy PCS	11	10	0	0
Excel Academy PCS	103	44	n<5	n<5
Friendship PCS	108	455	70	n<5
Goodwill Excel Center PCS	n<5	8	0	n<5
Harmony DC PCS	9	13	0	0
Hope Community PCS	n<5	15	0	0
Howard University Middle School of Mathematics and Science PCS	n<5	49	7	0
IDEA PCS	n<5	44	6	0
Ideal Academy PCS	31	34	0	0

Ingenuity Prep PCS	196	35	n<5	n<5
Inspired Teaching Demonstration PCS	14	17	n<5	0
KIPP DC PCS	1151	646	38	27
LAYC Career Academy PCS	0	9	0	0
Lee Montessori PCS	n<5	n<5	0	0
Mary McLeod Bethune Day Academy PCS	13	14	0	0
Maya Angelou PCS	6	55	12	n<5
Meridian PCS	29	85	n<5	0
Monument Academy PCS	22	23	n<5	0
National Collegiate Preparatory PCHS	14	100	8	8
Paul PCS	145	151	27	n<5
Perry Street Preparatory PCS	23	32	n<5	0
Richard Wright PCS for Journalism and Media Arts	0	60	8	0
Rocketship DC PCS	36	9	0	0
SEED PCS of Washington, DC	46	149	n<5	0
Sela PCS	n<5	n<5	0	0
Shining Stars Montessori Academy PCS	n<5	0	0	0
Somerset Preparatory Academy PCS	0	38	8	8
St. Coletta Special Education PCS	0	0	0	0
The Children's Guild DC PCS	10	61	n<5	0
Thurgood Marshall Academy PCS	9	126	n<5	n<5
Two Rivers PCS	32	14	n<5	0
Washington Global PCS	n<5	29	n<5	0
Washington Latin PCS	33	34	n<5	0
Washington Leadership Academy PCS	8	11	0	0
Washington Mathematics Science Technology PCHS	n<5	16	9	0
Washington Yu Ying PCS	7	n<5	0	0

Counts of Disciplinary Actions by School

School	Out-of-School Suspensions	In-School Suspensions	Expulsions
Academy of Hope Adult PCS	9	0	0
Achievement Preparatory Academy PCS Wahler Place Elementary School	53	0	0
Achievement Preparatory Academy PCS Wahler Place Middle School	131	0	n<5
Aiton ES	16	0	0
Amidon Bowen ES	59	0	0
Anacostia HS	263	n<5	0
AppleTree Early Learning Center PCS Columbia Heights	0	0	0
AppleTree Early Learning Center PCS Lincoln Park	0	0	0

AppleTree Early Learning Center PCS Oklahoma Avenue	0	0	0
AppleTree Early Learning Center PCS Southeast	0	0	0
AppleTree Early Learning Center PCS Southwest	0	0	0
BASIS DC PCS	38	0	0
Ballou HS	450	38	0
Ballou STAY	36	n<5	0
Bancroft ES at Sharpe	21	0	0
Barnard ES	33	n<5	0
Beers ES	0	0	0
Benjamin Banneker HS	n<5	n<5	0
Breakthrough Montessori PCS	0	0	0
Brent ES	7	n<5	0
Bridges PCS	11	53	0
Brightwood EC	102	n<5	0
Briya PCS	0	0	0
Brookland MS	134	n<5	0
Browne EC	6	0	0
Bruce Monroe ES at Park View	n<5	0	0
Bunker Hill ES	12	12	0
Burroughs ES	6	n<5	0
Burrville ES	14	n<5	0
C W Harris ES	62	9	0
Capital City PCS High School	64	15	n<5
Capital City PCS Lower School	n<5	0	0
Capital City PCS Middle School	49	n<5	0
Capitol Hill Montessori School at Logan	n<5	n<5	0
Cardozo EC	141	n<5	0
Carlos Rosario International PCS	n<5	0	n<5
Cedar Tree Academy PCS	0	0	0
Center City PCS Brightwood	16	20	0
Center City PCS Capitol Hill	42	n<5	n<5
Center City PCS Congress Heights	13	0	n<5
Center City PCS Petworth	32	19	0
Center City PCS Shaw	18	n<5	0
Center City PCS Trinidad	14	0	n<5
Cesar Chavez PCS for Public Policy Capitol Hill	97	0	n<5
Cesar Chavez PCS for Public Policy Chavez Prep	39	0	0
Cesar Chavez PCS for Public Policy Parkside High School	70	0	0
Cesar Chavez PCS for Public Policy Parkside Middle School	79	0	0
City Arts & Prep PCS	44	0	0
Cleveland ES	55	n<5	0

Columbia Heights EC	93	0	0
Community College Preparatory Academy PCS	0	0	0
Coolidge HS	36	0	0
Creative Minds International PCS	6	0	0
DC Bilingual PCS	13	0	0
DC Preparatory Academy PCS Anacostia Elementary School	52	0	0
DC Preparatory Academy PCS Benning Elementary School	78	0	0
DC Preparatory Academy PCS Benning Middle School	203	0	0
DC Preparatory Academy PCS Edgewood Elementary School	82	0	0
DC Preparatory Academy PCS Edgewood Middle School	281	0	n<5
DC Scholars PCS	65	0	0
Deal MS	69	39	0
Democracy Prep Congress Heights PCS	782	47	0
District of Columbia International School	52	15	n<5
Dorothy I Height ES	n<5	0	0
Drew ES	n<5	0	0
Duke Ellington School of the Arts	17	0	0
Dunbar HS	141	0	0
EL Haynes PCS Elementary School	30	0	0
EL Haynes PCS High School	116	0	0
EL Haynes PCS Middle School	59	0	0
Eagle Academy PCS Capitol Riverfront	0	0	0
Eagle Academy PCS Congress Heights	16	0	0
Early Childhood Academy PCS	21	0	0
Eastern HS	152	14	n<5
Eaton ES	n<5	0	0
Eliot Hine MS	74	7	0
Elsie Whitlow Stokes Community Freedom PCS	0	0	0
Excel Academy PCS	151	0	n<5
Friendship PCS Armstrong	58	14	0
Friendship PCS Blow Pierce Elementary School	68	17	0
Friendship PCS Blow Pierce Middle School	93	7	n<5
Friendship PCS Chamberlain Elementary School	n<5	0	0
Friendship PCS Chamberlain Middle School	15	0	n<5
Friendship PCS Collegiate Academy	236	n<5	12
Friendship PCS Southeast Academy	83	n<5	0
Friendship PCS Technology Preparatory Academy High School	15	0	n<5
Friendship PCS Technology Preparatory Academy Middle	18	0	n<5
Friendship PCS Woodridge Elementary School	n<5	0	0
Friendship PCS Woodridge Middle School	38	0	n<5
Garfield ES	n<5	0	0

Garrison ES	0	0	0
General Education Residential Schools	0	0	0
Goodwill Excel Center PCS	12	0	n<5
H D Cooke ES	14	0	0
Hardy MS	62	24	n<5
Harmony DC PCS School of Excellence	22	0	0
Hart MS	224	n<5	0
Hearst ES	n<5	0	0
Hendley ES	79	n<5	0
Hope Community PCS Lamond	n<5	0	0
Hope Community PCS Tolson	16	0	0
Houston ES	25	0	0
Howard University Middle School of Mathematics and Science PCS	61	0	0
Hyde Addison ES	n<5	n<5	0
IDEA PCS	55	0	n<5
Ideal Academy PCS	65	0	0
Ingenuity Prep PCS	233	0	0
Inspired Teaching Demonstration PCS	32	37	0
J O Wilson ES	38	0	0
Janney ES	n<5	0	0
Jefferson Middle School Academy	177	0	0
Johnson John Hayden MS	179	13	0
KIPP DC AIM Academy PCS	196	0	n<5
KIPP DC Arts and Technology Academy PCS	8	0	0
KIPP DC College Preparatory Academy PCS	496	0	8
KIPP DC Connect Academy PCS	n<5	0	0
KIPP DC Discover Academy PCS	18	0	0
KIPP DC Grow Academy PCS	6	0	0
KIPP DC Heights Academy PCS	96	0	0
KIPP DC KEY Academy PCS	284	0	n<5
KIPP DC LEAP Academy PCS	0	0	0
KIPP DC Lead Academy PCS	77	0	0
KIPP DC Northeast Academy PCS	66	0	0
KIPP DC PCS Promise Academy	139	0	0
KIPP DC Quest Academy PCS	145	0	n<5
KIPP DC Spring Academy PCS	70	0	0
KIPP DC Valor Academy PCS	110	0	n<5
KIPP DC WILL Academy PCS	150	0	n<5
Kelly Miller MS	344	0	0
Ketcham ES	71	0	0
Key ES	8	0	0

Kimball ES	54	0	0
King M L ES	88	0	0
Kingsman Academy PCS	0	0	0
Kramer MS	196	76	0
LAYC Career Academy PCS	9	0	7
LaSalle Backus EC	45	0	0
Lafayette ES	n<5	0	0
Langdon ES	14	0	0
Langley ES	81	n<5	0
Latin American Montessori Bilingual PCS	0	0	0
Leckie ES	20	0	0
Lee Montessori PCS	n<5	0	0
Ludlow Taylor ES	n<5	n<5	0
Luke Moore Alternative HS	14	0	0
MacFarland MS	n<5	12	0
Malcolm X ES at Green	15	0	0
Mann ES	0	0	0
Marie Reed ES at MacFarland	7	0	0
Mary McLeod Bethune Day Academy PCS	27	0	n<5
Maury ES	0	0	0
Maya Angelou PCS - High School	61	0	n<5
Maya Angelou PCS Young Adult Learning Center	16	0	n<5
McKinley MS	44	24	0
McKinley Technology HS	57	21	0
Meridian PCS	119	0	0
Miner ES	75	0	0
Monument Academy PCS	47	0	0
Moten ES	40	n<5	0
Mundo Verde Bilingual PCS	0	0	0
Murch ES	n<5	n<5	0
Nalle ES	38	16	0
National Collegiate Preparatory PCHS	130	0	8
New Beginnings Vocational Program DC	0	0	0
Noyes ES	25	n<5	0
Orr ES	9	0	0
Oyster Adams Bilingual School	0	n<5	0
Patterson ES	73	n<5	0
Paul PCS International High School	206	0	n<5
Paul PCS Middle School	119	0	0
Payne ES	19	0	0
Peabody ES Capitol Hill Cluster	0	0	0

Perry Street Preparatory PCS	58	0	0
Phelps Architecture Construction and Engineering HS	21	0	0
Plummer ES	31	0	0
Powell ES	12	0	0
Randle Highlands ES	30	0	0
Raymond EC	12	0	0
Richard Wright PCS for Journalism and Media Arts	68	0	0
River Terrace EC	n<5	0	0
Rocketship DC PCS	45	0	0
Ron Brown College Preparatory High School	7	0	0
Roosevelt HS	123	7	0
Roosevelt STAY	18	n<5	0
Roots PCS	0	0	0
Ross ES	0	0	0
SEED PCS of Washington DC	199	0	8
Savoy ES	42	n<5	0
School Without Walls HS	n<5	0	0
School Without Walls at Francis Stevens	18	0	0
School-Within-School @ Goding	7	n<5	0
Seaton ES	n<5	0	0
Sela PCS	7	0	0
Shepherd ES	0	0	0
Shining Stars Montessori Academy PCS	n<5	0	0
Simon ES	17	0	0
Smothers ES	79	n<5	0
Somerset Preparatory Academy PCS	54	0	6
Sousa MS	98	n<5	0
St. Coletta Special Education PCS	0	n<5	0
Stanton ES	58	0	0
Stoddert ES	n<5	0	0
Stuart Hobson MS Capitol Hill Cluster	75	0	0
Takoma EC	46	0	0
The Children's Guild PCS	73	0	0
The Next Step El Proximo Paso PCS	0	0	0
Thomas ES	39	0	0
Thomson ES	n<5	0	0
Thurgood Marshall Academy PCS	140	0	n<5
Truesdell EC	6	0	0
Tubman ES	55	0	0
Turner ES	46	0	0
Two Rivers PCS 4th St	36	0	n<5

Two Rivers PCS Young	11	0	0
Tyler ES	12	0	0
Van Ness ES	0	0	0
Walker Jones EC	118	14	0
Washington Global PCS	33	0	0
Washington Latin PCS Middle School	38	61	0
Washington Latin PCS Upper School	32	61	0
Washington Leadership Academy PCS	19	0	0
Washington Mathematics Science Technology PCHS	28	0	n<5
Washington Metropolitan HS	28	0	0
Washington Yu Ying PCS	11	0	0
Watkins ES Capitol Hill Cluster	21	12	0
West EC	11	0	0
Wheatley EC	30	n<5	0
Whittier EC	n<5	0	0
Wilson HS	72	n<5	0
Woodson H D HS	148	n<5	n<5
Youthbuild PCS	0	0	0

In-School and Out-of-School Suspension Rates by School

School	Percent of Students with Out-of-School Suspensions	Percent of Students with In-School Suspensions
Academy of Hope Adult PCS	1.46%	0.00%
Achievement Preparatory Academy PCS Wahler Place Elementary School	5.93%	0.00%
Achievement Preparatory Academy PCS Wahler Place Middle School	18.35%	0.00%
Aiton ES	4.73%	0.00%
Amidon Bowen ES	8.16%	0.00%
Anacostia HS	25.83%	n<5
AppleTree Early Learning Center PCS Columbia Heights	0.00%	0.00%
AppleTree Early Learning Center PCS Lincoln Park	0.00%	0.00%
AppleTree Early Learning Center PCS Oklahoma Avenue	0.00%	0.00%
AppleTree Early Learning Center PCS Southeast	0.00%	0.00%
AppleTree Early Learning Center PCS Southwest	0.00%	0.00%
BASIS DC PCS	3.63%	0.00%
Ballou HS	25.37%	3.40%
Ballou STAY	4.20%	n<5
Bancroft ES at Sharpe	2.49%	0.00%
Barnard ES	3.64%	0.73%

Beers ES	0.00%	0.00%
Benjamin Banneker HS	n<5	n<5
Breakthrough Montessori PCS	0.00%	0.00%
Brent ES	1.18%	n<5
Bridges PCS	1.76%	4.99%
Brightwood EC	6.75%	n<5
Briya PCS	0.00%	0.00%
Brookland MS	25.36%	n<5
Browne EC	1.36%	0.00%
Bruce Monroe ES at Park View	n<5	0.00%
Bunker Hill ES	2.27%	3.64%
Burroughs ES	n<5	n<5
Burrville ES	2.25%	n<5
C W Harris ES	11.38%	2.40%
Capital City PCS High School	12.32%	3.52%
Capital City PCS Lower School	n<5	0.00%
Capital City PCS Middle School	10.03%	n<5
Capitol Hill Montessori School at Logan	n<5	n<5
Cardozo EC	10.36%	n<5
Carlos Rosario International PCS	n<5	0.00%
Cedar Tree Academy PCS	0.00%	0.00%
Center City PCS Brightwood	4.32%	5.76%
Center City PCS Capitol Hill	11.52%	n<5
Center City PCS Congress Heights	3.83%	0.00%
Center City PCS Petworth	9.54%	6.87%
Center City PCS Shaw	5.91%	n<5
Center City PCS Trinidad	5.70%	0.00%
Cesar Chavez PCS for Public Policy Capitol Hill	17.46%	0.00%
Cesar Chavez PCS for Public Policy Chavez Prep	7.34%	0.00%
Cesar Chavez PCS for Public Policy Parkside High School	14.36%	0.00%
Cesar Chavez PCS for Public Policy Parkside Middle School	18.69%	0.00%
City Arts & Prep PCS	5.45%	0.00%
Cleveland ES	8.70%	n<5
Columbia Heights EC	4.46%	0.00%
Community College Preparatory Academy PCS	0.00%	0.00%
Coolidge HS	7.53%	0.00%
Creative Minds International PCS	n<5	0.00%
DC Bilingual PCS	2.65%	0.00%
DC Preparatory Academy PCS Anacostia Elementary School	8.06%	0.00%
DC Preparatory Academy PCS Benning Elementary School	6.33%	0.00%
DC Preparatory Academy PCS Benning Middle School	23.32%	0.00%

DC Preparatory Academy PCS Edgewood Elementary School	7.76%	0.00%
DC Preparatory Academy PCS Edgewood Middle School	31.42%	0.00%
DC Scholars PCS	9.14%	0.00%
Deal MS	2.58%	2.32%
Democracy Prep Congress Heights PCS	30.77%	5.73%
District of Columbia International School	6.81%	2.27%
Dorothy I Height ES	0.91%	0.00%
Drew ES	n<5	0.00%
Duke Ellington School of the Arts	3.14%	0.00%
Dunbar HS	14.14%	0.00%
EL Haynes PCS Elementary School	3.72%	0.00%
EL Haynes PCS High School	15.38%	0.00%
EL Haynes PCS Middle School	10.29%	0.00%
Eagle Academy PCS Capitol Riverfront	0.00%	0.00%
Eagle Academy PCS Congress Heights	2.12%	0.00%
Early Childhood Academy PCS	5.75%	0.00%
Eastern HS	12.94%	1.35%
Eaton ES	n<5	0.00%
Eliot Hine MS	18.72%	2.98%
Elsie Whitlow Stokes Community Freedom PCS	0.00%	0.00%
Excel Academy PCS	11.83%	0.00%
Friendship PCS Armstrong	7.33%	2.89%
Friendship PCS Blow Pierce Elementary School	10.62%	3.95%
Friendship PCS Blow Pierce Middle School	24.68%	2.98%
Friendship PCS Chamberlain Elementary School	n<5	0.00%
Friendship PCS Chamberlain Middle School	3.89%	0.00%
Friendship PCS Collegiate Academy	20.39%	n<5
Friendship PCS Southeast Academy	11.43%	n<5
Friendship PCS Technology Preparatory Academy High School	5.86%	0.00%
Friendship PCS Technology Preparatory Academy Middle	6.39%	0.00%
Friendship PCS Woodridge Elementary School	1.59%	0.00%
Friendship PCS Woodridge Middle School	14.29%	0.00%
Garfield ES	n<5	0.00%
Garrison ES	0.00%	0.00%
General Education Residential Schools	0.00%	0.00%
Goodwill Excel Center PCS	1.71%	0.00%
H D Cooke ES	1.67%	0.00%
Hardy MS	8.31%	5.62%
Harmony DC PCS School of Excellence	9.80%	0.00%
Hart MS	27.38%	n<5
Hearst ES	n<5	0.00%

Hendley ES	8.53%	n<5
Hope Community PCS Lamond	n<5	0.00%
Hope Community PCS Tolson	1.72%	0.00%
Houston ES	4.75%	0.00%
Howard University Middle School of Mathematics and Science PCS	15.44%	0.00%
Hyde Addison ES	n<5	n<5
IDEA PCS	14.79%	0.00%
Ideal Academy PCS	8.36%	0.00%
Ingenuity Prep PCS	14.32%	0.00%
Inspired Teaching Demonstration PCS	3.76%	5.41%
J O Wilson ES	4.84%	0.00%
Janney ES	n<5	0.00%
Jefferson Middle School Academy	30.77%	0.00%
Johnson John Hayden MS	28.19%	3.69%
KIPP DC AIM Academy PCS	29.50%	0.00%
KIPP DC Arts and Technology Academy PCS	n<5	0.00%
KIPP DC College Preparatory Academy PCS	36.55%	0.00%
KIPP DC Connect Academy PCS	n<5	0.00%
KIPP DC Discover Academy PCS	2.79%	0.00%
KIPP DC Grow Academy PCS	1.48%	0.00%
KIPP DC Heights Academy PCS	11.54%	0.00%
KIPP DC KEY Academy PCS	36.99%	0.00%
KIPP DC LEAP Academy PCS	0.00%	0.00%
KIPP DC Lead Academy PCS	9.20%	0.00%
KIPP DC Northeast Academy PCS	12.24%	0.00%
KIPP DC PCS Promise Academy	9.44%	0.00%
KIPP DC Quest Academy PCS	16.62%	0.00%
KIPP DC Spring Academy PCS	10.00%	0.00%
KIPP DC Valor Academy PCS	27.00%	0.00%
KIPP DC WILL Academy PCS	28.73%	0.00%
Kelly Miller MS	32.00%	0.00%
Ketcham ES	12.36%	0.00%
Key ES	1.24%	0.00%
Kimball ES	9.88%	0.00%
King M L ES	11.14%	0.00%
Kingsman Academy PCS	0.00%	0.00%
Kramer MS	38.31%	21.77%
LAYC Career Academy PCS	2.14%	0.00%
LaSalle Backus EC	6.92%	0.00%
Lafayette ES	n<5	0.00%
Langdon ES	3.56%	0.00%

Langley ES	9.92%	n<5
Latin American Montessori Bilingual PCS	0.00%	0.00%
Leckie ES	2.43%	0.00%
Lee Montessori PCS	n<5	0.00%
Ludlow Taylor ES	1.25%	n<5
Luke Moore Alternative HS	3.07%	0.00%
MacFarland MS	n<5	7.89%
Malcolm X ES at Green	4.00%	0.00%
Mann ES	0.00%	0.00%
Marie Reed ES at MacFarland	1.65%	0.00%
Mary McLeod Bethune Day Academy PCS	5.02%	0.00%
Maury ES	0.00%	0.00%
Maya Angelou PCS - High School	16.94%	0.00%
Maya Angelou PCS Young Adult Learning Center	5.41%	0.00%
McKinley MS	11.79%	9.13%
McKinley Technology HS	8.44%	3.18%
Meridian PCS	9.56%	0.00%
Miner ES	11.19%	0.00%
Monument Academy PCS	26.14%	0.00%
Moten ES	5.47%	n<5
Mundo Verde Bilingual PCS	0.00%	0.00%
Murch ES	n<5	n<5
Nalle ES	4.68%	3.04%
National Collegiate Preparatory PCHS	31.21%	0.00%
New Beginnings Vocational Program DC	0.00%	0.00%
Noyes ES	7.95%	n<5
Orr ES	2.05%	0.00%
Oyster Adams Bilingual School	0.00%	n<5
Patterson ES	8.25%	n<5
Paul PCS International High School	20.12%	0.00%
Paul PCS Middle School	27.71%	0.00%
Payne ES	3.61%	0.00%
Peabody ES Capitol Hill Cluster	0.00%	0.00%
Perry Street Preparatory PCS	7.74%	0.00%
Phelps Architecture Construction and Engineering HS	5.03%	0.00%
Plummer ES	3.94%	0.00%
Powell ES	1.60%	0.00%
Randle Highlands ES	4.95%	0.00%
Raymond EC	1.27%	0.00%
Richard Wright PCS for Journalism and Media Arts	17.88%	0.00%
River Terrace EC	n<5	0.00%

Rocketship DC PCS	5.00%	0.00%
Ron Brown College Preparatory High School	4.50%	0.00%
Roosevelt HS	10.78%	0.87%
Roosevelt STAY	1.74%	n<5
Roots PCS	0.00%	0.00%
Ross ES	0.00%	0.00%
SEED PCS of Washington DC	32.35%	0.00%
Savoy ES	7.72%	n<5
School Without Walls HS	n<5	0.00%
School Without Walls at Francis Stevens	2.62%	0.00%
School-Within-School @ Goding	n<5	n<5
Seaton ES	n<5	0.00%
Sela PCS	2.75%	0.00%
Shepherd ES	0.00%	0.00%
Shining Stars Montessori Academy PCS	n<5	0.00%
Simon ES	5.13%	0.00%
Smothers ES	12.54%	n<5
Somerset Preparatory Academy PCS	11.80%	0.00%
Sousa MS	19.26%	n<5
St. Coletta Special Education PCS	0.00%	n<5
Stanton ES	6.50%	0.00%
Stoddert ES	n<5	0.00%
Stuart Hobson MS Capitol Hill Cluster	11.28%	0.00%
Takoma EC	6.47%	0.00%
The Children's Guild PCS	12.50%	0.00%
The Next Step El Proximo Paso PCS	0.00%	0.00%
Thomas ES	5.29%	0.00%
Thomson ES	n<5	0.00%
Thurgood Marshall Academy PCS	21.46%	0.00%
Truesdell EC	0.66%	0.00%
Tubman ES	4.79%	0.00%
Turner ES	4.63%	0.00%
Two Rivers PCS 4th St	4.94%	0.00%
Two Rivers PCS Young	2.99%	0.00%
Tyler ES	1.84%	0.00%
Van Ness ES	0.00%	0.00%
Walker Jones EC	12.47%	2.62%
Washington Global PCS	14.21%	0.00%
Washington Latin PCS Middle School	7.42%	12.36%
Washington Latin PCS Upper School	7.96%	11.80%
Washington Leadership Academy PCS	9.73%	0.00%

Washington Mathematics Science Technology PCHS	7.19%	0.00%
Washington Metropolitan HS	12.30%	0.00%
Washington Yu Ying PCS	1.05%	0.00%
Watkins ES Capitol Hill Cluster	3.33%	2.00%
West EC	1.81%	0.00%
Wheatley EC	4.39%	n<5
Whittier EC	n<5	0.00%
Wilson HS	3.23%	n<5
Woodson H D HS	16.64%	0.72%
Youthbuild PCS	0.00%	0.00%

Duration of Out-of-School Suspensions by School

School	Less than 2 Days	Between 2 and 5 days	Between 6 and 10 days	11 days and over
Academy of Hope Adult PCS	6	n<5	0	0
Achievement Preparatory Academy PCS Wahler Place Elementary School	8	44	n<5	0
Achievement Preparatory Academy PCS Wahler Place Middle School	31	99	n<5	0
Aiton ES	n<5	12	n<5	0
Amidon Bowen ES	27	31	n<5	0
Anacostia HS	13	198	49	n<5
AppleTree Early Learning Center PCS Columbia Heights	0	0	0	0
AppleTree Early Learning Center PCS Lincoln Park	0	0	0	0
AppleTree Early Learning Center PCS Oklahoma Avenue	0	0	0	0
AppleTree Early Learning Center PCS Southeast	0	0	0	0
AppleTree Early Learning Center PCS Southwest	0	0	0	0
BASIS DC PCS	26	12	0	0
Ballou HS	23	376	38	13
Ballou STAY	6	25	n<5	0
Bancroft ES at Sharpe	16	n<5	0	0
Barnard ES	26	7	0	0
Beers ES	0	0	0	0
Benjamin Banneker HS	0	n<5	n<5	0
Breakthrough Montessori PCS	0	0	0	0
Brent ES	n<5	n<5	0	0
Bridges PCS	10	n<5	0	0
Brightwood EC	22	75	n<5	0
Briya PCS	0	0	0	0

Brookland MS	25	96	n<5	8
Browne EC	0	n<5	n<5	0
Bruce Monroe ES at Park View	0	n<5	0	0
Bunker Hill ES	7	n<5	0	0
Burroughs ES	n<5	n<5	0	0
Burrville ES	7	n<5	n<5	0
C W Harris ES	18	40	n<5	0
Capital City PCS High School	28	34	n<5	n<5
Capital City PCS Lower School	n<5	n<5	0	0
Capital City PCS Middle School	14	35	0	0
Capitol Hill Montessori School at Logan	n<5	n<5	0	0
Cardozo EC	n<5	122	11	n<5
Carlos Rosario International PCS	0	n<5	0	n<5
Cedar Tree Academy PCS	0	0	0	0
Center City PCS Brightwood	7	9	0	0
Center City PCS Capitol Hill	25	17	0	0
Center City PCS Congress Heights	n<5	11	0	0
Center City PCS Petworth	27	n<5	0	0
Center City PCS Shaw	10	8	0	0
Center City PCS Trinidad	n<5	9	0	0
Cesar Chavez PCS for Public Policy Capitol Hill	11	76	10	0
Cesar Chavez PCS for Public Policy Chavez Prep	n<5	34	0	0
Cesar Chavez PCS for Public Policy Parkside High School	n<5	61	8	0
Cesar Chavez PCS for Public Policy Parkside Middle School	6	67	6	0
City Arts & Prep PCS	11	30	n<5	0
Cleveland ES	28	24	n<5	0
Columbia Heights EC	n<5	67	10	11
Community College Preparatory Academy PCS	0	0	0	0
Coolidge HS	0	27	7	n<5
Creative Minds International PCS	n<5	n<5	0	0
DC Bilingual PCS	12	n<5	0	0
DC Preparatory Academy PCS Anacostia Elementary School	51	n<5	0	0
DC Preparatory Academy PCS Benning Elementary School	77	n<5	0	0
DC Preparatory Academy PCS Benning Middle School	198	n<5	0	0
DC Preparatory Academy PCS Edgewood Elementary School	78	n<5	0	0
DC Preparatory Academy PCS Edgewood Middle School	264	17	0	0
DC Scholars PCS	39	24	n<5	0
Deal MS	16	42	n<5	7
Democracy Prep Congress Heights PCS	438	333	7	n<5
District of Columbia International School	23	28	n<5	0
Dorothy I Height ES	n<5	n<5	0	0

Drew ES	0	n<5	0	0
Duke Ellington School of the Arts	0	12	n<5	n<5
Dunbar HS	12	94	29	6
EL Haynes PCS Elementary School	26	n<5	0	0
EL Haynes PCS High School	48	67	0	n<5
EL Haynes PCS Middle School	28	30	n<5	0
Eagle Academy PCS Capitol Riverfront	0	0	0	0
Eagle Academy PCS Congress Heights	8	8	0	0
Early Childhood Academy PCS	11	10	0	0
Eastern HS	n<5	109	19	19
Eaton ES	n<5	0	0	0
Eliot Hine MS	n<5	61	7	n<5
Elsie Whitlow Stokes Community Freedom PCS	0	0	0	0
Excel Academy PCS	103	44	n<5	n<5
Friendship PCS Armstrong	15	42	n<5	0
Friendship PCS Blow Pierce Elementary School	21	47	0	0
Friendship PCS Blow Pierce Middle School	22	71	0	0
Friendship PCS Chamberlain Elementary School	0	n<5	0	0
Friendship PCS Chamberlain Middle School	0	8	7	0
Friendship PCS Collegiate Academy	10	184	42	0
Friendship PCS Southeast Academy	13	59	11	0
Friendship PCS Technology Preparatory Academy High School	0	12	n<5	n<5
Friendship PCS Technology Preparatory Academy Middle	0	13	n<5	0
Friendship PCS Woodridge Elementary School	n<5	n<5	0	0
Friendship PCS Woodridge Middle School	23	13	n<5	0
Garfield ES	0	n<5	0	0
Garrison ES	0	0	0	0
General Education Residential Schools	0	0	0	0
Goodwill Excel Center PCS	n<5	8	0	n<5
H D Cooke ES	n<5	12	0	0
Hardy MS	14	40	7	n<5
Harmony DC PCS School of Excellence	9	13	0	0
Hart MS	n<5	189	21	9
Hearst ES	n<5	0	0	0
Hendley ES	11	67	n<5	0
Hope Community PCS Lamond	0	n<5	0	0
Hope Community PCS Tolson	n<5	11	0	0
Houston ES	15	10	0	0
Howard University Middle School of Mathematics and Science PCS	n<5	49	7	0
Hyde Addison ES	n<5	n<5	0	0

IDEA PCS	n<5	44	6	0
Ideal Academy PCS	31	34	0	0
Ingenuity Prep PCS	196	35	n<5	n<5
Inspired Teaching Demonstration PCS	14	17	n<5	0
J O Wilson ES	23	15	0	0
Janney ES	n<5	0	0	0
Jefferson Middle School Academy	16	138	19	n<5
Johnson John Hayden MS	27	139	7	6
KIPP DC AIM Academy PCS	118	76	n<5	n<5
KIPP DC Arts and Technology Academy PCS	n<5	n<5	0	0
KIPP DC College Preparatory Academy PCS	261	191	23	21
KIPP DC Connect Academy PCS	0	n<5	0	0
KIPP DC Discover Academy PCS	12	6	0	0
KIPP DC Grow Academy PCS	n<5	n<5	0	0
KIPP DC Heights Academy PCS	80	16	0	0
KIPP DC KEY Academy PCS	204	71	9	0
KIPP DC LEAP Academy PCS	0	0	0	0
KIPP DC Lead Academy PCS	51	26	0	0
KIPP DC Northeast Academy PCS	9	56	n<5	0
KIPP DC PCS Promise Academy	114	23	n<5	0
KIPP DC Quest Academy PCS	109	35	n<5	0
KIPP DC Spring Academy PCS	45	25	0	0
KIPP DC Valor Academy PCS	70	40	0	0
KIPP DC WILL Academy PCS	69	75	n<5	n<5
Kelly Miller MS	6	264	56	18
Ketcham ES	29	40	n<5	0
Key ES	n<5	n<5	n<5	0
Kimball ES	31	20	n<5	0
King M L ES	7	81	0	0
Kingsman Academy PCS	0	0	0	0
Kramer MS	7	120	60	9
LAYC Career Academy PCS	0	9	0	0
LaSalle Backus EC	12	31	n<5	n<5
Lafayette ES	0	n<5	0	0
Langdon ES	6	8	0	0
Langley ES	19	62	0	0
Latin American Montessori Bilingual PCS	0	0	0	0
Leckie ES	6	13	n<5	0
Lee Montessori PCS	n<5	n<5	0	0
Ludlow Taylor ES	n<5	n<5	0	0
Luke Moore Alternative HS	n<5	10	n<5	n<5

MacFarland MS	0	n<5	0	0
Malcolm X ES at Green	n<5	11	0	0
Mann ES	0	0	0	0
Marie Reed ES at MacFarland	n<5	n<5	n<5	0
Mary McLeod Bethune Day Academy PCS	13	14	0	0
Maury ES	0	0	0	0
Maya Angelou PCS - High School	n<5	44	9	n<5
Maya Angelou PCS Young Adult Learning Center	n<5	11	n<5	n<5
McKinley MS	7	33	n<5	0
McKinley Technology HS	15	37	n<5	n<5
Meridian PCS	29	85	n<5	0
Miner ES	16	56	n<5	0
Monument Academy PCS	22	23	n<5	0
Moten ES	28	12	0	0
Mundo Verde Bilingual PCS	0	0	0	0
Murch ES	n<5	n<5	0	0
Nalle ES	16	22	0	0
National Collegiate Preparatory PCHS	14	100	8	8
New Beginnings Vocational Program DC	0	0	0	0
Noyes ES	7	15	n<5	0
Orr ES	0	9	0	0
Oyster Adams Bilingual School	0	0	0	0
Patterson ES	26	47	0	0
Paul PCS International High School	103	76	25	n<5
Paul PCS Middle School	42	75	n<5	0
Payne ES	n<5	13	n<5	0
Peabody ES Capitol Hill Cluster	0	0	0	0
Perry Street Preparatory PCS	23	32	n<5	0
Phelps Architecture Construction and Engineering HS	0	15	n<5	n<5
Plummer ES	22	9	0	0
Powell ES	n<5	7	0	0
Randle Highlands ES	9	20	n<5	0
Raymond EC	n<5	7	n<5	n<5
Richard Wright PCS for Journalism and Media Arts	0	60	8	0
River Terrace EC	0	n<5	n<5	0
Rocketship DC PCS	36	9	0	0
Ron Brown College Preparatory High School	0	n<5	n<5	n<5
Roosevelt HS	n<5	72	44	n<5
Roosevelt STAY	n<5	14	n<5	n<5
Roots PCS	0	0	0	0
Ross ES	0	0	0	0

SEED PCS of Washington DC	46	149	n<5	0
Savoy ES	n<5	37	0	0
School Without Walls HS	0	n<5	n<5	0
School Without Walls at Francis Stevens	0	15	n<5	0
School-Within-School @ Goding	6	n<5	0	0
Seaton ES	0	n<5	0	0
Sela PCS	n<5	n<5	0	0
Shepherd ES	0	0	0	0
Shining Stars Montessori Academy PCS	n<5	0	0	0
Simon ES	7	10	0	0
Smothers ES	37	42	0	0
Somerset Preparatory Academy PCS	0	38	8	8
Sousa MS	12	77	n<5	n<5
St. Coletta Special Education PCS	0	0	0	0
Stanton ES	39	18	n<5	0
Stoddert ES	n<5	0	0	0
Stuart Hobson MS Capitol Hill Cluster	0	68	n<5	n<5
Takoma EC	10	35	n<5	0
The Children's Guild PCS	10	61	n<5	0
The Next Step El Proximo Paso PCS	0	0	0	0
Thomas ES	n<5	37	0	0
Thomson ES	n<5	n<5	0	0
Thurgood Marshall Academy PCS	9	126	n<5	n<5
Truesdell EC	n<5	n<5	n<5	n<5
Tubman ES	18	37	0	0
Turner ES	7	39	0	0
Two Rivers PCS 4th St	23	12	n<5	0
Two Rivers PCS Young	9	n<5	0	0
Tyler ES	n<5	9	0	0
Van Ness ES	0	0	0	0
Walker Jones EC	6	99	12	n<5
Washington Global PCS	n<5	29	n<5	0
Washington Latin PCS Middle School	23	15	0	0
Washington Latin PCS Upper School	10	19	n<5	0
Washington Leadership Academy PCS	8	11	0	0
Washington Mathematics Science Technology PCHS	n<5	16	9	0
Washington Metropolitan HS	0	23	n<5	n<5
Washington Yu Ying PCS	7	n<5	0	0
Watkins ES Capitol Hill Cluster	14	7	0	0
West EC	n<5	10	0	0
Wheatley EC	n<5	23	n<5	n<5

Whittier EC	0	n<5	0	0
Wilson HS	9	48	10	n<5
Woodson H D HS	10	131	n<5	n<5
Youthbuild PCS	0	0	0	0

Appendix C: Interim Removals

Interim Removals by LEA

LEA Name	Removal to Interim Alternative Education Setting
District of Columbia Public Schools	25
Ingenuity Prep PCS	n<5
KIPP DC PCS	n<5
SEED PCS of Washington, DC	n<5
Somerset Preparatory Academy PCS	n<5
Two Rivers PCS	n<5

Interim Removals by School

School Name	Removal to Interim Alternative Education Setting
Anacostia HS	n<5
Ballou HS	n<5
Cardozo EC	n<5
Columbia Heights EC	6
Coolidge HS	n<5
Deal MS	n<5
Eastern HS	n<5
Hart MS	n<5
Ingenuity Prep PCS	n<5
KIPP DC WILL Academy PCS	n<5
Kelly Miller MS	n<5
Kramer MS	n<5
Roosevelt HS	n<5
SEED PCS of Washington DC	n<5
Somerset Preparatory Academy PCS	n<5
Sousa MS	n<5
Two Rivers PCS 4th St	n<5
Wheatley EC	n<5
Woodson H D HS	n<5

Appendix D: In-School Suspensions and Attendance

Discrepancies between School-Reported Attendance Data and Discipline Data³⁹

School Name	In-school-suspensions from discipline data	In-school-suspensions from attendance data
Ideal Academy PCS	0	n<5
KIPP DC WILL Academy PCS	0	86
KIPP DC Heights Academy PCS	0	n<5
KIPP DC Valor Academy PCS	0	32
KIPP DC Lead Academy PCS	0	5
KIPP DC PCS Promise Academy	0	n<5
KIPP DC AIM Academy PCS	0	300
KIPP DC Spring Academy PCS	0	5
KIPP DC KEY Academy PCS	0	124
KIPP DC Northeast Academy PCS	0	6
KIPP DC Quest Academy PCS	0	12
KIPP DC College Preparatory Academy PCS	0	16
Two Rivers PCS 4th St	0	n<5
Washington Latin PCS Upper School	61	25
Washington Latin PCS Middle School	61	14
City Arts & Prep PCS	0	n<5
Center City PCS Petworth	19	10
Center City PCS Brightwood	20	8
Center City PCS Capitol Hill	5	n<5
Ingenuity Prep PCS	0	n<5
Somerset Preparatory Academy PCS	0	5
Democracy Prep Congress Heights PCS	47	41

³⁹ In-school suspensions were counted from the attendance data as separate suspensions where the attendance code indicated an in-school suspension and the incident was 5 or more weekdays apart from another coded instance of an in-school suspension. This is a conservative estimate of how many in-school suspensions there were for each school.

Appendix E: Verified and Unverified LEAs Reporting Zero Actions

Unverified: LEAs Reporting Zero Actions

LEA Name	In-School Suspensions	Out-of-School Suspensions	Expulsions
DC Scholars PCS	0	65	0
Early Childhood Academy PCS	0	21	0
IDEA PCS	0	57	n<5
Ideal Academy PCS	0	65	0
Meridian PCS	0	119	0
Monument Academy PCS	0	47	0
Paul PCS	0	325	n<5
Richard Wright PCS for Journalism and Media Arts	0	68	0
Sela PCS	0	7	0
Shining Stars Montessori PCS	0	n<5	0

Verified: LEAs Reporting Zero Actions

LEA Name
Academy of Hope Adult PCS
Achievement Preparatory Academy PCS
AppleTree Early Learning Center PCS
Basis DC PCS
Carlos Rosario International PCS
Cesar Chavez PCS
City Arts & Prep PCS
Creative Minds International PCS
DC Bilingual PCS
DC Preparatory Academy PCS
Eagle Academy PCS
EL Haynes PCS
Elsie Whitlow Stokes Community Freedom PCS
Excel Academy PCS
Goodwill Excel Center PCS
Harmony DC Public Charter School
Hope Community Academy PCS

Howard University Middle School of Math and Science
Ingenuity Prep PCS
Kingsman Academy PCS
KIPP DC PCS
Latin American Montessori Bilingual LAMB PCS
Latin American Youth Center LAYC Career Academy
Lee Montessori PCS
Mary McLeod Bethune PCS
Maya Angelou PCS
Mundo Verde Bilingual PCS
National Collegiate Preparatory PCS
Perry Street Prep PCS
Rocketship DC PCS
SEED PCS of Washington DC
Somerset PCS
St Coletta Special Education PCS
The Childrens Guild PCS
The Next Step PCS
Thurgood Marshall Academy PCS
Two Rivers PCS
Washington Global PCS
Washington Leadership Academy PCS
Washington Mathematics Science Technology PCHS
Washington Yu Ying PCS
Youthbuild PCS