State of Discipline: 2017-18 School Year

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GOVERNMENT OF THE
DISTRICT OF COLUMBIA
DC MURIEL BOWSER, MAYOR

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Executive Summary

Every student should feel safe in their school. All students should be treated with dignity, respect, and fairness. The same holds true for the school leaders, teachers, and staff who teach our students every day. The Bowser Administration, through the Office of the State Superintendent of Education (OSSE) and other partner agencies, continues to take steps to support schools in accomplishing this important goal. This support includes ensuring sound discipline policies and practices that lead to a positive experience for all. OSSE is committed to supporting schools as they work to protect the rights and safety of all students.

OSSE aims to share with the public accurate, accessible, and actionable data on school discipline. This report fulfills the reporting requirements of the Pre-K Student Discipline Act of 2015 (D.C. Law 21-12; D.C. Official Code § 38-236), which requires OSSE to publicly report on the state of suspensions and expulsions in the District. The report is based on data from the 2017-18 school year that is submitted by local education agencies (LEAs) and community-based organizations (CBOs).

Findings from the 2017-18 school year show that the overwhelming majority of District of Columbia students are not subject to an exclusionary discipline practice, such as out-of-school suspension, in-school suspension, or expulsion.

The number of students who receive out-of-school suspensions has dropped consistently over the past three years, with a reduction of nearly 800 students between the 2016-17 and 2017-18 school years. Expulsions declined from 100 to 78 since the 2016-17 school year. Of the 96,571 students enrolled in the 2017-18 school year, 6,383 (6.61%) received at least one out-of-school suspension, 939 (0.97%) were reported as having received at least one in-school suspension, and 78 (0.08%) were expelled.

This trend suggests that schools are decreasing their use of exclusion as a disciplinary action. With the passing of the Fair Access to School Amendment Act of 2018 (D.C. Law 22-157; D.C Code §38-236, et. seq.), we would expect to see further continued decreases in schools' use of exclusion and corresponding increases in the use of other in-school intervention including suspension or behavioral intervention. Over the course of three years of data, we see that many students have only been disciplined a single time. Among students who received one out-of-school suspension in the 2015-16 school year, more than half did not receive another over the next two years. This is movement in the right direction.

However, far too many students continue to receive multiple out-of-school suspensions in a given year, often for the same behavioral infraction. Out-of-school suspensions result in a myriad of adverse consequences that threaten student achievement – first and foremost, lower attendance. Students who receive an out-of-school suspension tend to be truant and exhibit worse attendance after returning to school. It is imperative that students stay in school whenever possible and that exclusionary discipline practices be used judiciously; multiple exclusions may suggest that different interventions are needed for the student.

It is clear that classroom management, student discipline, and support in building a positive school culture continue to be pressing needs for teachers and school leaders. OSSE will continue to provide supports to LEAs and schools to address positive school climate and behavioral supports for students. This includes a significant investment made in the Student Fair Access to School Amendment Act of 2018 for positive behavioral interventions, restorative practices, communities of practice, and other professional development for teachers and school leaders. In addition, OSSE will continue to administer the Youth Risk Behavior Survey (YRBS) and share data with government and non-governmental stakeholders on student safety and wellness.

Finally, OSSE continues to take steps to comply with The Youth Suicide Prevention and School Climate Survey Amendment Act of 2016 (D.C Law 21-0120) which requires the agency to implement a pilot program at select District of Columbia Public Schools (DCPS) and public charter schools for collecting school climate data through school climate surveys. OSSE looks forward to developing its plan to expand school climate surveys to all DCPS and public charter schools that support grades 6 through 12 beginning in the 2020-21 school year to the Council and using it to inform policies and practices relating to school discipline.

Discipline Landscape

It is clear that creating and maintaining a positive school culture is necessary for learning; as such, school leaders and teachers must appropriately address misconduct when it arises. Most misconduct, such as tardiness or mild disruptions, are not particularly severe and can be handled at the classroom level, with consequences such as a loss of a privilege or a redirection. But other infractions that are more serious in nature may result in a documented disciplinary referral and may be addressed by an exclusion, such as an in-school suspension, out-of-school suspension, or expulsion. These exclusions remove the student from their regular classroom schedule and should be reserved for some of the most flagrant and disruptive types of misconduct. School leaders and teachers apply their respective school's policies and procedures for student conduct to address the issue. In instances of an exclusion, the desired outcome is to protect student safety, preserve a positive learning environment, and redirect the student's negative behavior to more appropriate behavior. The development and implementation of school codes of conduct is generally a school and LEA decision.

That said, state and federal requirements relating to student discipline are articulated in statute. The summary below is not intended to be an exhaustive overview of school discipline laws and policies. It is also not intended to be policy guidance for schools and LEAs to comply with the law. This overview is intended to provide greater context for understanding and using this report.

At the local level, D.C. Code 38-231, *et seq*. outlines statewide requirements pertaining to student discipline.

The federal Gun-Free Schools Act requires states receiving federal education funds to have in effect a state law requiring LEAs to expel for no less than one year students who bring a firearm to school. DC law requires such an expulsion on a case-by-case basis and requires a referral to the criminal justice or juvenile delinquency system.[1]

The Student Fair Access to School Act of 2018 made considerable updates to the local statutes pertaining to student discipline in District of Columbia public and public charter schools.

First, the Act required LEAs to adopt school discipline policies in consultation with school personnel, students, and parents. The Act requires the policies to include certain components including a continuity of education plan for any student with a suspension. The policies must identify conduct or categories of conduct based on the severity of the offense along with graduated levels of disciplinary actions. The plans must describe the LEA's in-school and out-of-school suspension practice and policy, procedures for communicating with students and parents regarding disciplinary actions, and students' due process rights and procedures. The policies are required to be posted on the school and LEA's website.[2]

Second, the act placed new limitations on disciplinary exclusions. Broadly, no student may be subject to an out-of-school suspension longer than five consecutive days for any individual incident in grades kindergarten through 5, 10 consecutive days in grades 6-12, or 20 cumulative days during an academic year regardless of age. If the 20-day cumulative limit is to be exceeded, the head of the LEA must provide a written justification to the student and parent describing why exceeding the limit is

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[1] D.C. Code 38-231 and 38-232.
[2] D.C. Code 38-236.03

appropriate. Further, the act prohibits an out-of-school suspension due to attendance and places other protections on the application of out-of-school suspensions.[3]

Limitations on the use of out-of-school suspensions were not unprecedented prior to the passage of the Student Fair Access to School Act of 2018. The Pre-K Student Discipline Amendment Act of 2015 prohibits the expulsion of pre-K-age students from publicly funded CBOs and public schools providing pre-K care and education. Further, local law 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.[4]

The act also places additional obligations on OSSE, which is charged with providing supports to LEAs and schools to meet the goals of the act. For example, OSSE must provide regular professional development on specific topics such as trauma and chronic stress, classroom management, disciplinary approaches that utilize instruction and correction, and restorative practices. OSSE already provides programming on many of these topics.

Finally, schools and LEAs are required to submit to OSSE annual reports on student discipline. The act amended and created definitions of key terms relating to student discipline (see Appendix for full list of key terms). In addition, the Act clarified and added some new data-reporting requirements. OSSE is still required to publish an annual report on school discipline in the District.[5] Note that the Student Fair Access to School Act of 2018 did not become an official law until Sept. 28, 2018; this is well after the conclusion of the 2017-18 school year and in the midst of finalization and publishing of school data from the prior school year; therefore, the new data reporting requirements enacted by the law are not included in this report. However, OSSE will update its discipline collection practices consistent with the act for its discipline collection for the 2018-19 school year and will be included in next year's discipline report.

The Individuals with Disabilities Education Act (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.[6] 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.[7] 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:

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[3] D.C. Code 38-236.04.
[4] D.C. Code § 38-273.03.
[5] D.C. Code 38-236.09.
[6] 34 C.F.R. § 300.530(b).
[7] 34 C.F.R. § 300.530(e).

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.[8]

District law requires that school administrators take "special consideration" regarding the exclusion of a student with a disability. Further, local law requires that all of a student's disabilities be considered when making a manifestation determination.[9]

The Every Student Succeeds Act (20 U.S.C. § 6311) requires state education agencies (SEAs) to develop report cards for the SEA and LEAs in their respective states. Further, the law requires LEAs to develop report cards on their schools. In order to develop a uniform and centralized report card, OSSE developed one report card for the District of Columbia that complies with all of the requirements of the act. The report card has been available to the public since early December 2018.

ESSA requires states to publish on school report cards discipline data, such as rates of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, and incidences of violence, including bullying and harassment. In the fall of 2017, OSSE along with the DC State Board of Education (SBOE) and its ESSA Taskforce solicited public feedback on the DC School Report Card's content. Although this data was required to be on report cards, discipline and safety information were very important to the respondents that we engaged. The discipline data reported on the report card is also available to be viewed by student subgroups. The data presented is also available for download in spreadsheets to facilitate more transparency and public analysis. OSSE released the DC School Report Card and the associated data files prior to the release of this report and its statutory deadline.

Discipline Data Accuracy

In order to understand and monitor how disciplinary actions interact with educational progress and opportunities for the District's students, discipline data must be as accurate as possible. Since the 2015-16 school year, all LEAs in the District have provided OSSE with discipline data through an annual collection at the end of the school year. The template requires LEAs to provide the following information: the date and length of a disciplinary action; type of action (whether an in-school suspension, out-of-school suspension, or an expulsion); the reason for the incident that occurred which led to a disciplinary action; whether an injury occurred; if a weapon was involved in the incident; whether a disciplined student had an individualized education program (IEP) at the time of the incident and whether the student with an IEP received special education services; and whether a student was removed to an interim alternative educational setting.

Discipline rates and counts at the student, school and LEA levels were verified by LEAs during the Metric Calculation Confirmation period in preparation for the DC School Report Card. Continued collaboration between OSSE and LEAs is needed to support alignment between LEA data systems in support of

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[8] 34 C.F.R. §300.530(g).
[9] D.C. Code 38-236.05.

complete and accurate data submission to OSSE. For the past two years, discipline data was matched to the verified enrollment and attendance records of students to identify discrepancies between data files. Data submitted to OSSE reflect some internal inconsistencies between enrollment, attendance, and discipline records, and LEAs do not dependably submit in-school suspension data to OSSE (see Appendices for more detail on in-school suspension rates). OSSE plans to convene a taskforce starting in 2019 to focus on school discipline and will continue to move forward in working with LEAs to improve the discipline data collection process and validation to ensure completeness, consistency, and quality of data.

Overview of the Report

The State of Discipline: 2017-18 School Year report is organized into five major sections: an overview with trend analysis from the past three years; an in-depth analysis of out-of-school suspensions, expulsions, and in-school suspensions; and provides additional analyses that investigate interim removals, discipline in pre-K, discipline and attendance, the restorative justice program, and survey data. In addition to the findings presented in the report, counts and rates of suspensions by LEA and school are located in the Appendices[10].

Findings

Student Population Included in 2017-18 Discipline Analysis

The student population for the 2017-18 school year discipline analysis includes 96,571 students attending 68 LEAs and 234 schools.[11] This population includes all students for whom a public LEA is responsible during the 2017-18 school year, ranging from grades pre-K3 to adult programs 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 2017-18 school year are excluded. Consistent with prior years, students attending Maya Angelou Academy at New Beginnings, Youth Services Center, the Inspiring Youth Program, C.H.O.I.C.E Academy, and residential schools were also excluded from this report.[12] LEAs verified enrollment, demographics, and discipline records for the student population analyzed in this report as part of the comprehensive demographic verification process and metric calculation confirmation for the statewide accountability system.

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 are unique for each student and disciplinary action type; a student will count once in the total number of students who receives out-of-school suspensions no matter how many of those actions occurred. Analyses at the disciplinary action level will count the total number of disciplinary actions for all students.

The student population and attribution of disciplinary actions used throughout this report are consistent with the specifications OSSE must follow for federal reporting.[13] Additionally, much of the analyses

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[10] The data for this report can be accessed publicly and downloaded on the OSSE website: https://osse.dc.gov/page/discipline-report

[11] Where relevant, the data also includes discipline information from the 2016-17 school year (which included 96,431 students attending 66 LEAs and 231 schools) and the 2015-16 school year (which included 94,053 students attending 63 LEAs and 223 schools).

[12] 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.

[13] For more details about the data limitations and methodology applied see Appendix A: Data Methodology.

throughout this report follow the same business rules as the new DC School Report Card. The discipline metrics included in the report cards provide valuable information to the public on school, LEA and statewide discipline rates. It is the purpose of this report to further analyze and provide insight on discipline practices across the state.[14]

Overview of In-School Suspensions, Out-of-School Suspensions and Expulsions

Figure 1 shows the count of students by disciplinary action. Examination of the suspension and expulsion data reported by LEAs to OSSE shows that of the 96,571 students enrolled in the 2017-18 school year, 6,383 received at least one out-of-school suspension, 939 were reported as having received at least one in-school suspension, and 78 were expelled.[15] Out of all suspended students, 85.82 percent received only an out-of-school suspension, 7.84 percent received only an in-school suspension, 5.62 percent of students received both an in-school and out-of-school suspension, and less than 1 percent of students were both suspended and expelled. Because a number of students received both an out-of-school suspension and an in-school suspension, the total number of suspended students does not equal the sum of students receiving in-school and out-of-school suspensions. For suspension and expulsion rates reported at the LEA- and school-level, please refer to Appendix B.

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[14] It is important to note that for student privacy, any counts where a group of students is fewer than 10 is suppressed. There may also be some secondary suppression where totals and percentages are shown as to further protect the identity of students. This results in a loss of information in some analysis.

[15] 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.

Figure 1: Counts of Students, by Disciplinary Action, SY 17-18
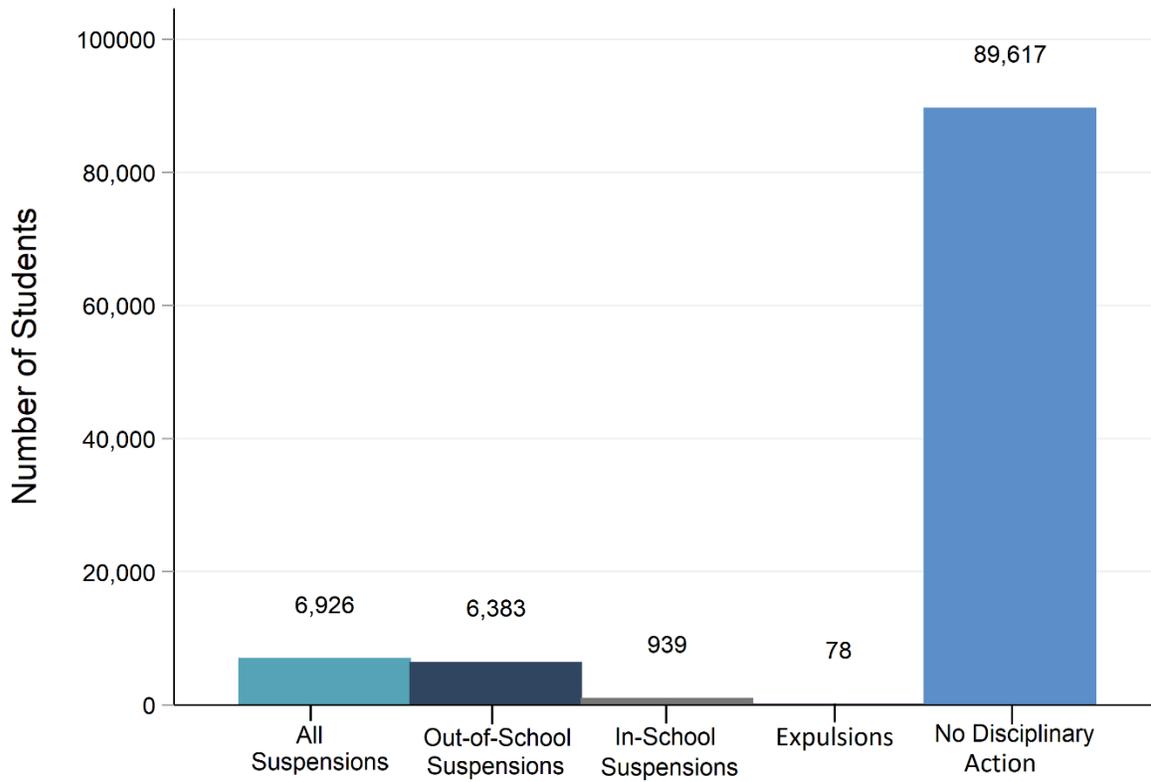
Year over Year

Figure 2 provides detail on how many students received disciplinary actions over the past three years. The number of students who received expulsions has dropped down to 78 after remaining fairly consistent in the previous two years. Greater variability is shown for in-school suspensions year over year, decreasing by 270 students between 2015-16 and 2016-17, and then increasing by 326 between the 2016-17 and 2017-18[16] school years. The number of students who receive out-of-school suspensions has dropped consistently over the past three years, with a reduction of nearly 800 students between the 2016-17 and 2017-18 school years.

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[16] More information on the variance of in-school suspensions can be found in the section on in-school suspensions in Appendix D.
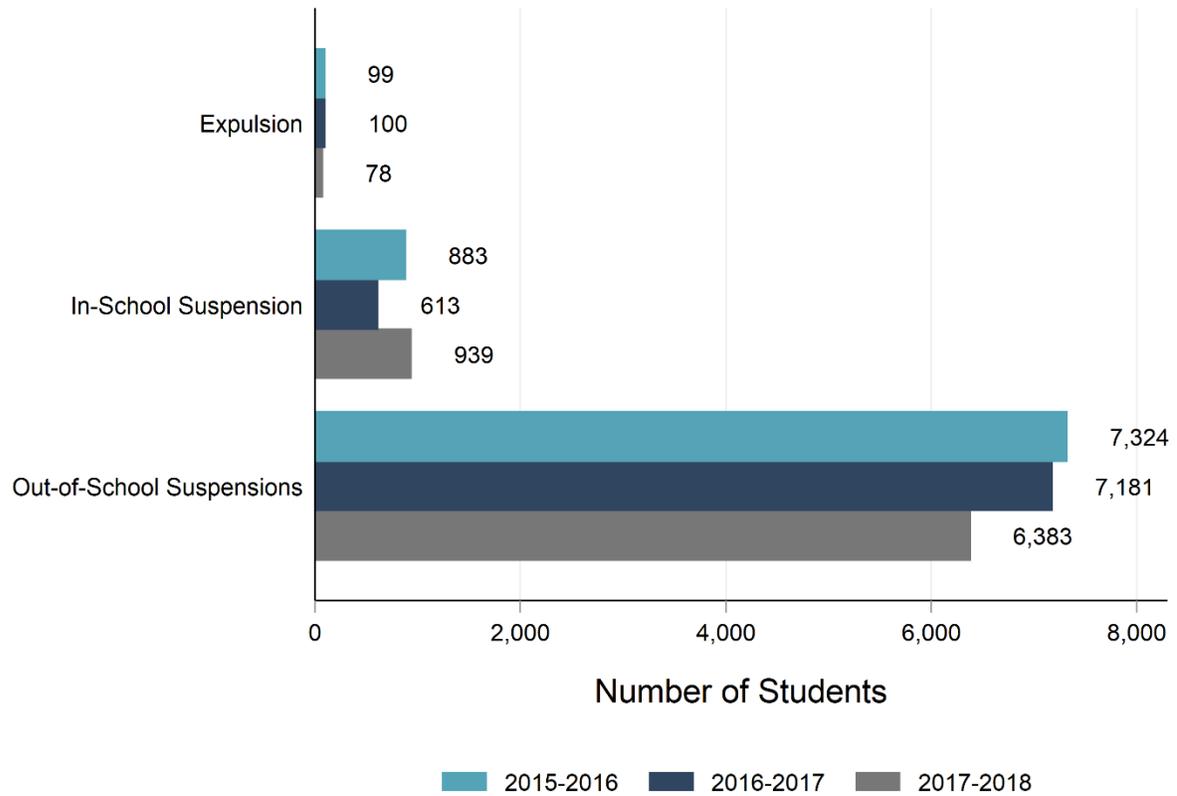
The total number of disciplinary actions by year are presented in Figure 3. In the 2017-18 school year, the total number of expulsions and out-of-school suspensions declined, meaning that combined with the student information in Figure 2, fewer students are receiving expulsions and out-of-school suspensions and fewer disciplinary actions are being used overall. This trend observed in the 2017-18 school year is in contrast to 2016-17 where even though the number of students receiving out-of-school suspensions declined by 143 students, the number of disciplinary actions increased by 202 to 12,897.
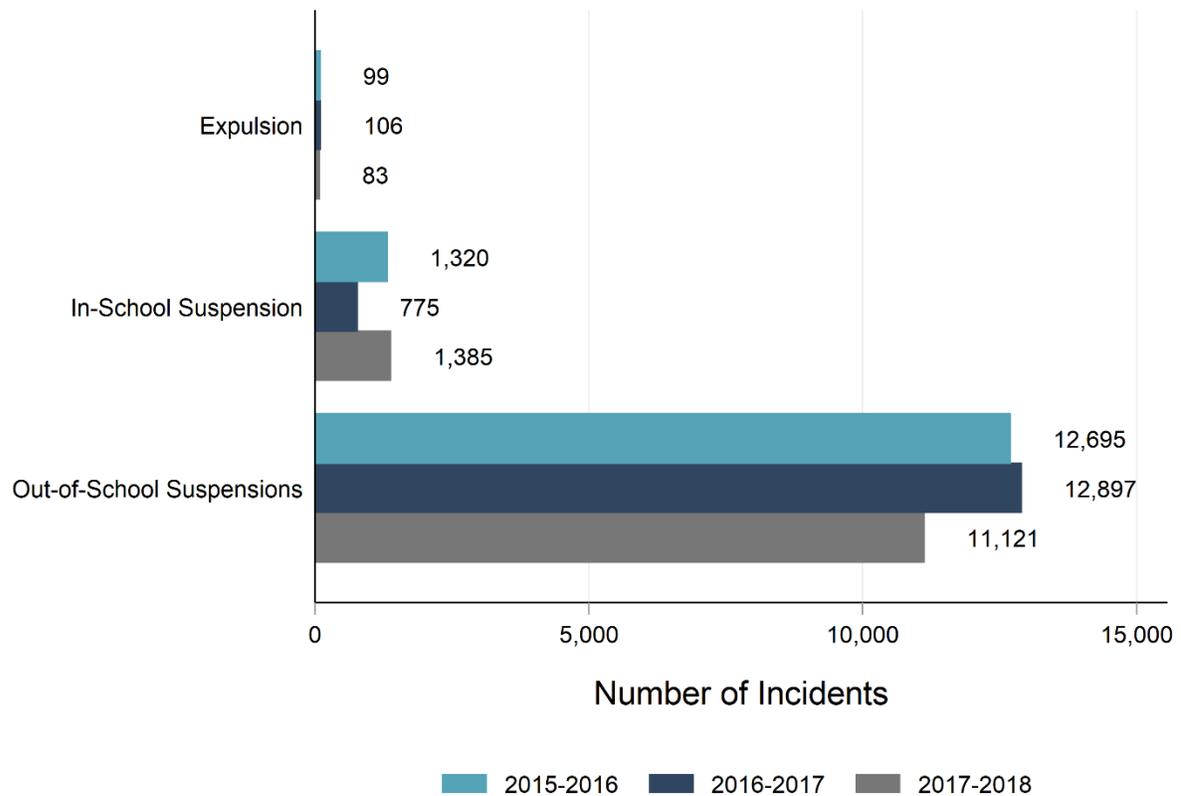
The Fair Access to School Amendment Act of 2018 aims to reduce the use of exclusion and increase the use of other in-school interventions. Figures 2 and 3 suggest a reduction in the exclusionary practices of expulsions and out-of-school suspensions, and an increase in in-school suspensions. These trends may be in aligned with the spirit of the new law; however, these analyses do not indicate a causal relationship between the concurrent decrease in out-of-school suspensions and increase of in-school suspensions.

Out-of-School Suspensions and Student Pathways

A disciplinary action taken by a school should be aimed at not only keeping students safe and preserving a positive learning environment for all students, but it should also be viewed as an intervention that changes behavior. With three years of discipline data, we are able to monitor individual student disciplinary actions over time. The next set of figures tracks the number of suspensions students receive after one and two school years have passed.

Figure 4 shows the proportion of students, after receiving one suspension in 2015-2016, who were subsequently disciplined in the 2016-17 and 2017-18 school years. Of those students who received a single suspension in 2015-2016, 64.67 percent received no suspensions in the next school year. The suspensions reported two years later, in the third column, reflect the cumulative counts of suspensions across the 2016-17 and 2017-18 school years. Among students suspended once during the 2015-16

school year, 55.00 percent were not suspended again in either of the following two years. By the 2017-18 school year, 22.82 percent of students had been suspended once since 2015-16.

Figure 4: Recurrance of Disciplinary Incidents Among Students Suspended Once in 2015-16
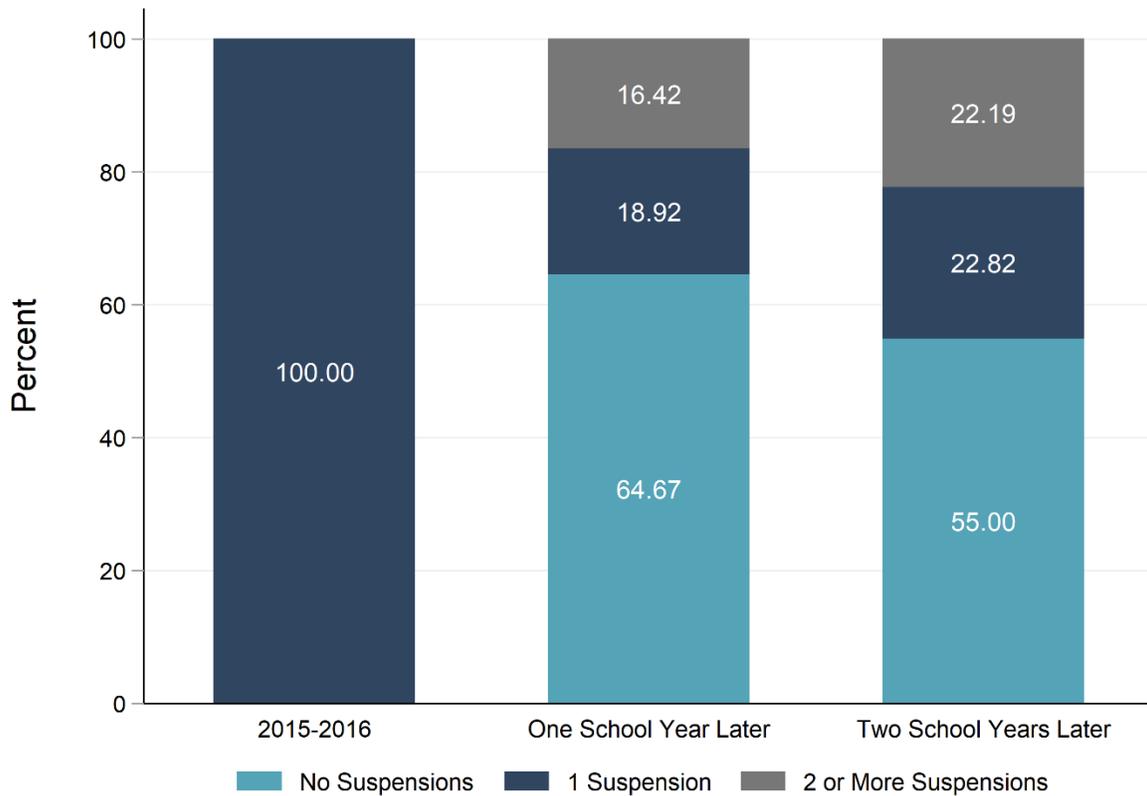
Figure 5 shows the year-over-year trends in suspensions for students who received more than one suspension in 2015-2016. Of those students who received multiple suspensions in 2015-16, 42.75 percent went on to receive no suspensions in the next school year. Among students who received multiple suspensions in 2015-16, 40.70 percent still had no suspensions in the 2017-18 school year. But a high proportion of students also continued to receive multiple suspensions in the years following 2015-16 as well. More than 35 percent of students were suspended at least two times in 2016-17 and by 2017-18, 37.51 percent of students had been suspended more than twice since the 2015-16 school year.

In comparison to Figure 4, fewer students maintain no suspensions both one year and two years after receiving multiple suspensions in the 2015-2016 school year. Observing the number of suspensions a student receives each year over a longer period of time can identify how likely a student is to receive suspensions in future school years. With more longitudinal data, future analysis on what is happening to those students who receive a suspension and what is happening to those students who do not could provide more information on how disciplinary actions and interventions aid in correcting student behavior.

Timelines of Suspensions in 2017-18

Figure 6 shows the frequency of suspensions by month during the 2017-18 school year. The number of both in-school and out-of-school suspensions varies by month. The months with the largest number of out-of-school suspensions are October, February, and May. Contrary to commonly held beliefs, these overall patterns across the year do not indicate that students are more likely to be suspended at the end of the year or during the testing window in spring. The number of in-school suspensions follows a similar pattern to out-of-school suspensions; lower at the beginning of the year, spiking in the early months, declining into December and rising again in February.[17]

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[17] More information on the distribution of expulsions is provided in the Expulsion section of this report and is not shown on this chart due to concerns of student privacy.

Figure 6: Frequency of Disciplinary Actions, by Month, SY 17-18
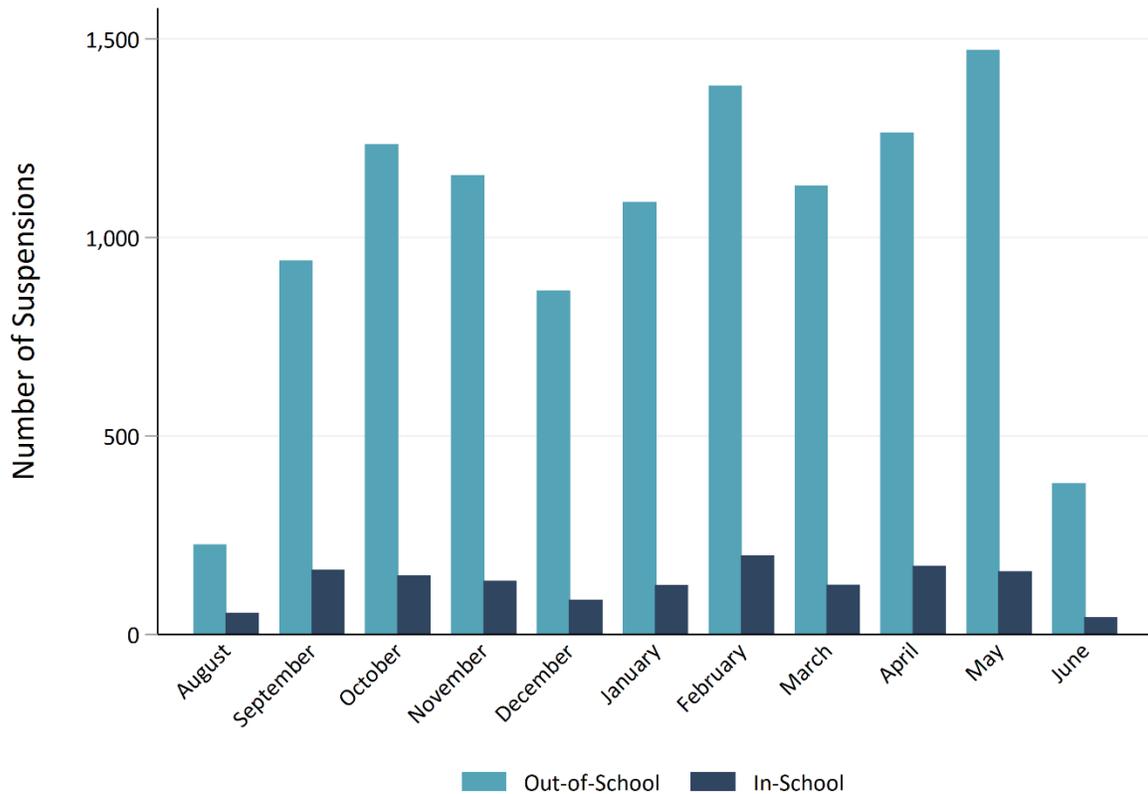
Examination of Reasons for Disciplinary Action

Figure 7 shows the primary reasons for all out-of-school suspensions in the 2017-18[18] School year. In line with prior years, "Disruptive or reckless behavior" and "Fighting" are the two most frequent reasons cited for our-of-school suspensions with a total of 2,885 and 3,147 disciplinary actions for each category, respectively. The next largest category is violence with 889 out-of-school suspensions due to a violent incident. Students were also removed from an educational setting with an out-of-school suspension 256 times for various attendance policy violations.[19]

While OSSE provides guidance on classifying disciplinary incidents, there is likely still some degree of subjectivity in how schools categorize actions by students into the provided list of reasons. OSSE is committed to continued engagement with LEAs to promote greater consistency in reporting, so that the same type of incident at two different schools is reported as the same reason.

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[18] This chart lists all primary reasons mapped from LEA discipline submissions for a disciplinary action to the simplified categories shown above. Where the value is listed as "n<10" there are few than 10 students in the category and the number is not shown due to student privacy concerns. For the counts of disciplinary incidents by reason for all disciplinary actions, please see Appendix D.

[19] See Appendix B for more information on attendance rates and discipline actions.

Figure 7: Out-of-School Suspensions, by Primary Reason, SY 17-18
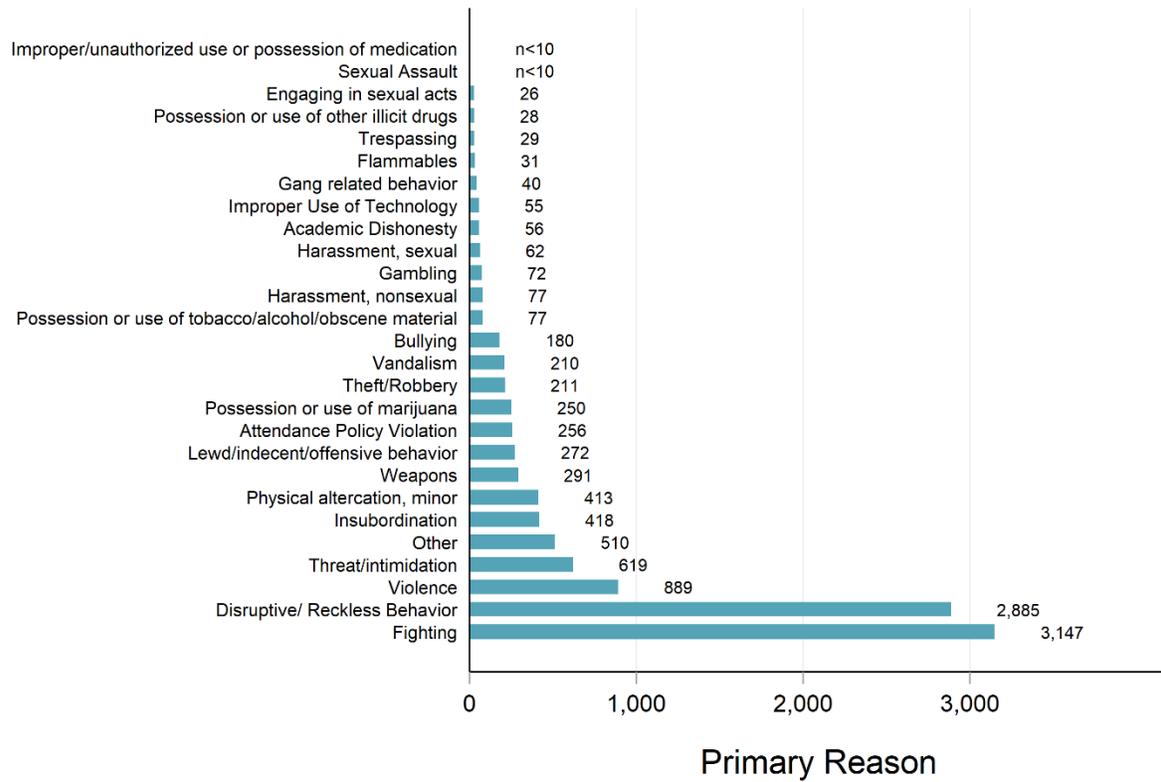
Figure 8 shows the number of disciplinary actions by whether or not they were counted as an incident of violence. Just more than 40 percent of reasons for a disciplinary actions were due to an incident of violence[20], while nearly 60 percent of out-of-school suspensions were due to non-violent incidents. The prevalence of removing students from school for non-violent offences continues to be concerning even with the downward trend in overall out-of-school suspensions.

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[20] The definitions of incidents of violence and other classifications of disciplinary incidents can be found in Appendix A.

Figure 8: Counts of Disciplinary Actions, by Violent and Non-Violent Incidents, SY 17-18
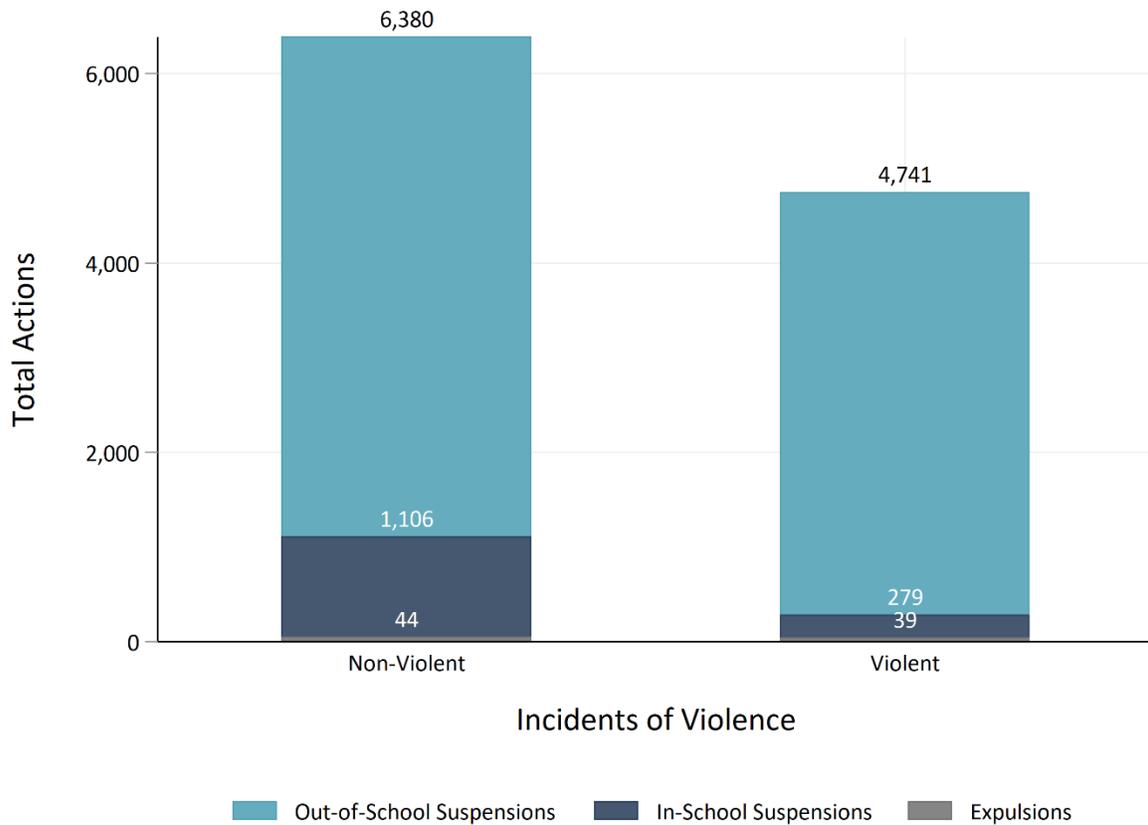
The proportion of bullying and harassment incidents across the District were much smaller compared with other disciplinary incidents, with each category comprising less than one percent of all disciplinary incidents. In the 2017-18 school year, there were 211 disciplinary incidents due to bullying and 107 due to harassment. This does not mean that harassment and bullying are not an issue in DC schools: 37 percent of middle school students and 16 percent of high school students reported experiencing bullying in the Youth Risk Behavior Survey (YRBS). The discrepant rates of bullying reported through the discipline collection and the YRBS does not mean that bullying goes unaddressed in schools. Rather, there are alternatives to discipline, such as denial of certain privileges, restorative justice, apologies, or reflection, that are not captured in the discipline collection. Additionally, students may be disciplined for reasons related to bullying, but the data provided by LEAs may not report it as such. For example, a student may be suspended for a specific reason, such as fighting, that is not specifically categorized as bullying, but it is related to bullying.

Figure 9 shows the frequency of disciplinary actions. Of the 6,954 students that received a disciplinary action - in school suspension, out-of-school suspension, or expulsion - 2,750 of those students were disciplined more than once. Of those students, 1,533 were disciplined for the same reason more than once.

Figure 9: Frequency of Repeated Disciplinary Actions, SY 17-18
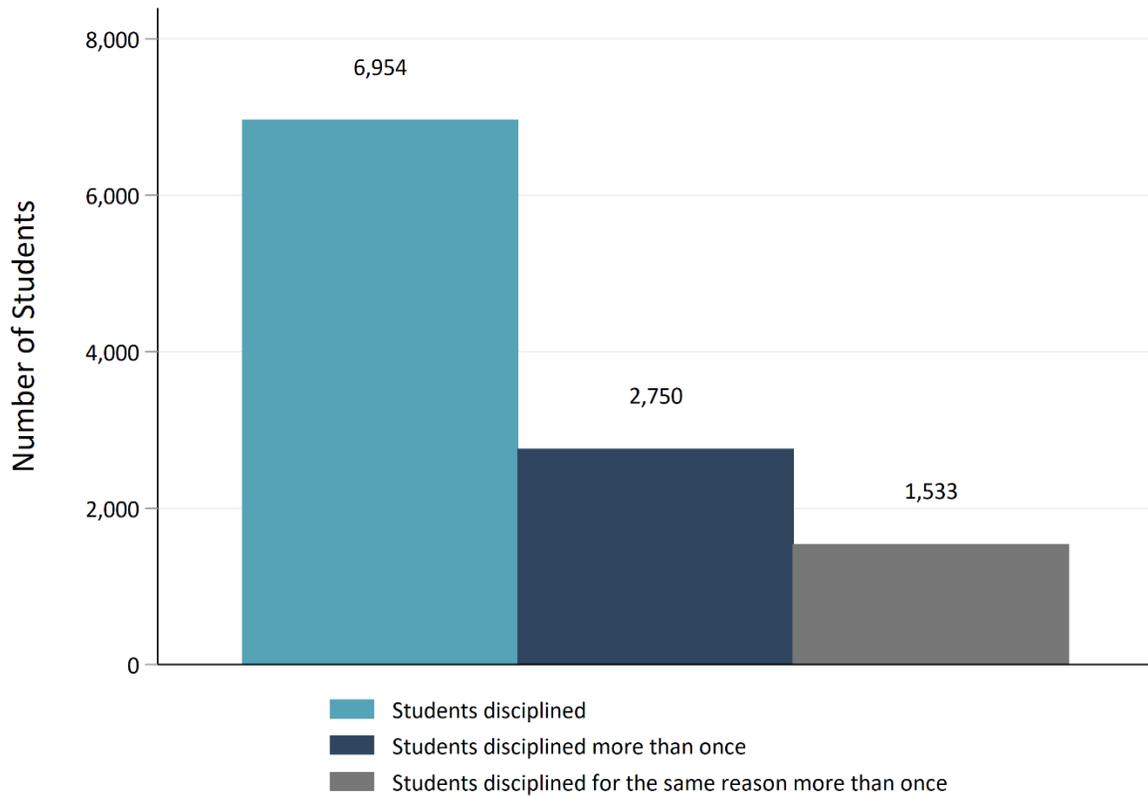
Research that shows there is often a disparity in disciplinary actions between students of different groups attending the same school. Figure 10 shows the percentages of disciplinary actions by a simple breakdown of the reasons: either academic related behavior or an incident of violence, bullying or harassment.[21]

At the state level and across student groups there is little variation in the relative proportions of suspensions due to academic-related behavior and violence, bullying or harassment. Although the proportion of suspensions due to academic related behavior or violence, bullying or harassment among Black or African-American students is not drastically different than what is observed for peers of other racial or ethnic background, Black or African-American students are suspended at much higher rates overall.

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[21] Academic-related behavior incidents include the primary reasons of "Academic, dishonesty," "Disruptive/ Reckless Behavior," "Attendance Policy Violation," "Insubordination," "Lewd/indecent/offensive behavior." The second category counts incidents of violence, bullying or harassment which is defined in Appendix A. Other disciplinary actions are not counted in this analysis.

Figure 10: Proportions of Disciplinary Actions Related to Academic Behavior vs. Incidents of Violence, Bullying or Harassment, by Students Group, SY 17-18
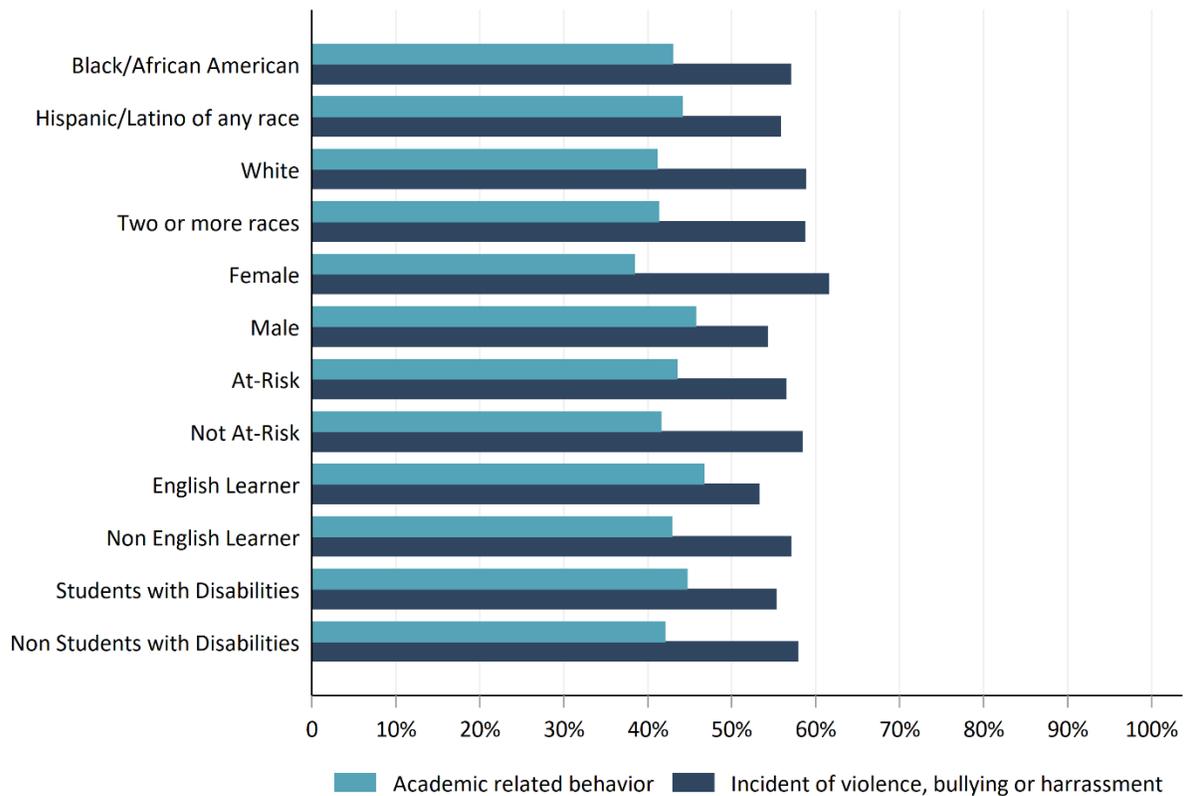
Out-of-School Suspensions

The following sections of this report provide further detail about out-of-school suspensions in public schools in the District during the 2017-18 school year. Out-of-school suspensions are reported at higher rates than in-school suspensions, with over six times as many students receiving an out-of-school suspension as received an in-school suspension; 6.61 percent of students received at least one out-of-school suspension compared to 0.97 percent of students who received an in-school suspension.

The following sections will examine the overall trends in the frequency and length of out-of-school suspensions, disproportionality in rates of out-of-school suspensions, and differences in out-of-school suspension rates across schools.

Overview

Figure 11 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 2017-18 school year. Of the 6,383 students with at least one out-of-school suspension, over one third (38.26 percent) received an out-of-school suspension on more than one occasion. Approximately 17.6? percent of students who were out-of-school suspended received three or more out-of-school suspensions.
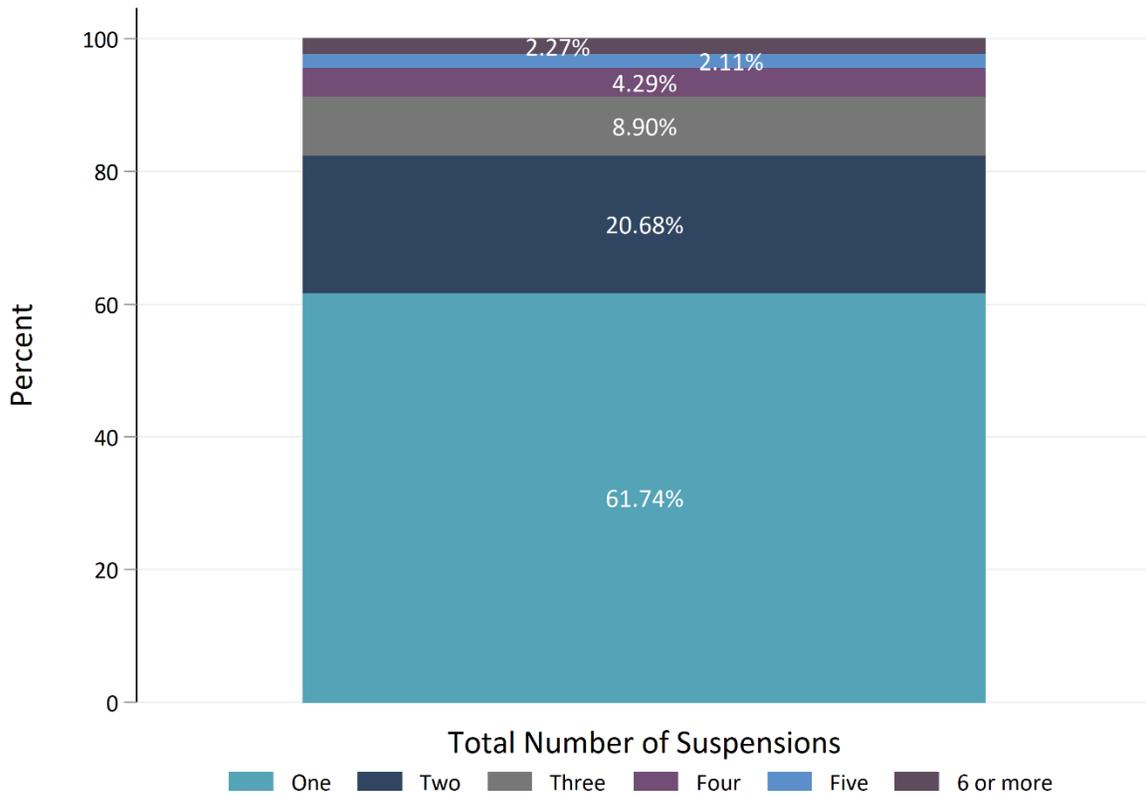
The number of total days missed by all suspended students is shown in Figure 12.[22] Most students missed between two and five days of instruction. A number of students missed a larger proportion of school with 17.62 percent missing between six and 10 days of instruction and 10.39 percent of students missed more than 11 days of instruction.

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[22] For this analysis, any half days were rounded so that a suspension lasting 5.5 days fell into the between six and 10 days category.

Figure 12: Distribution of Total Instructional Days Lost Due to Disciplinary Actions, SY 17-18
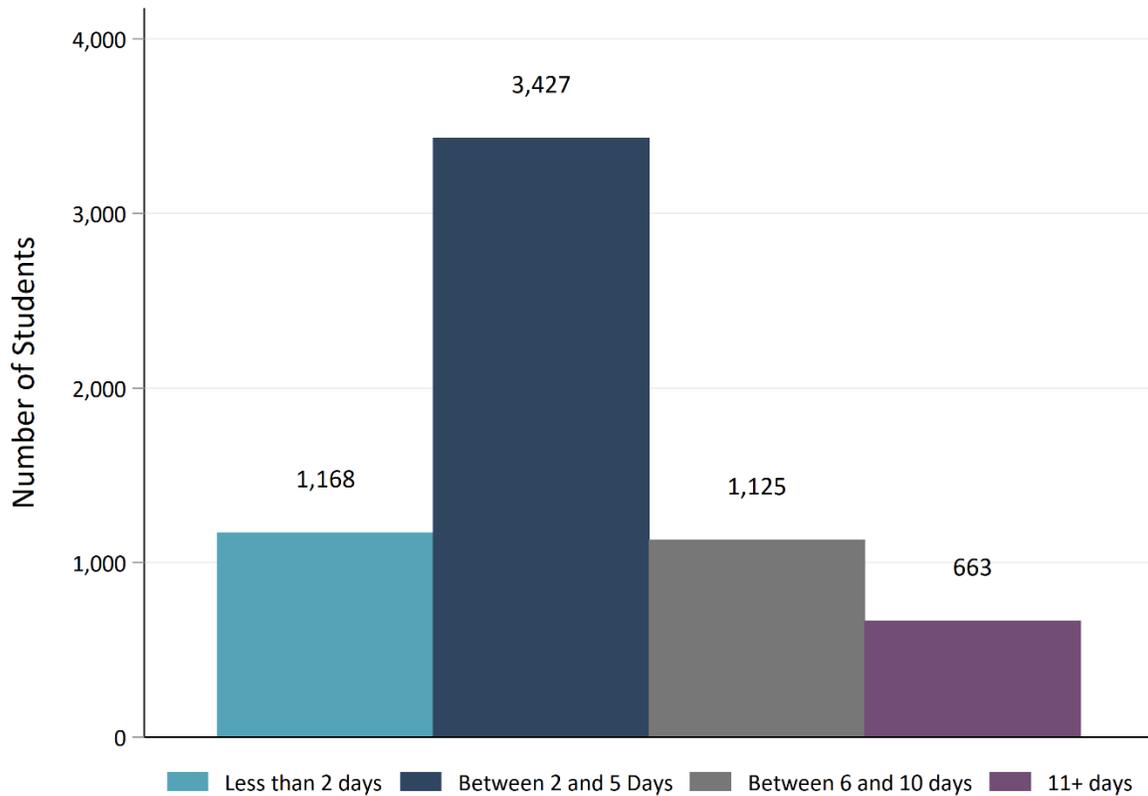
Analysis by Grade

Figure 13 shows the total number of out-of-school suspensions by grade.[23] Suspensions increase each year within typical elementary school grades – kindergarten to fifth grade – with large increases from kindergarten to first grade and third to fifth. Middle schools grades 6 through 8 have some of the most suspensions by grade. High school grades 9 through 12 peak in ninth grade and decline steadily.

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[23] Not all grades are shown due to concerns of data privacy.

Grade (y-axis) vs **Out-of-School Suspensions** (x-axis):

- KG: 115
- 1: 510
- 2: 547
- 3: 548
- 4: 769
- 5: 892
- 6: 1,333
- 7: 1,532
- 8: 1,226
- 9: 1,478
- 10: 1,014
- 11: 682
- 12: 440
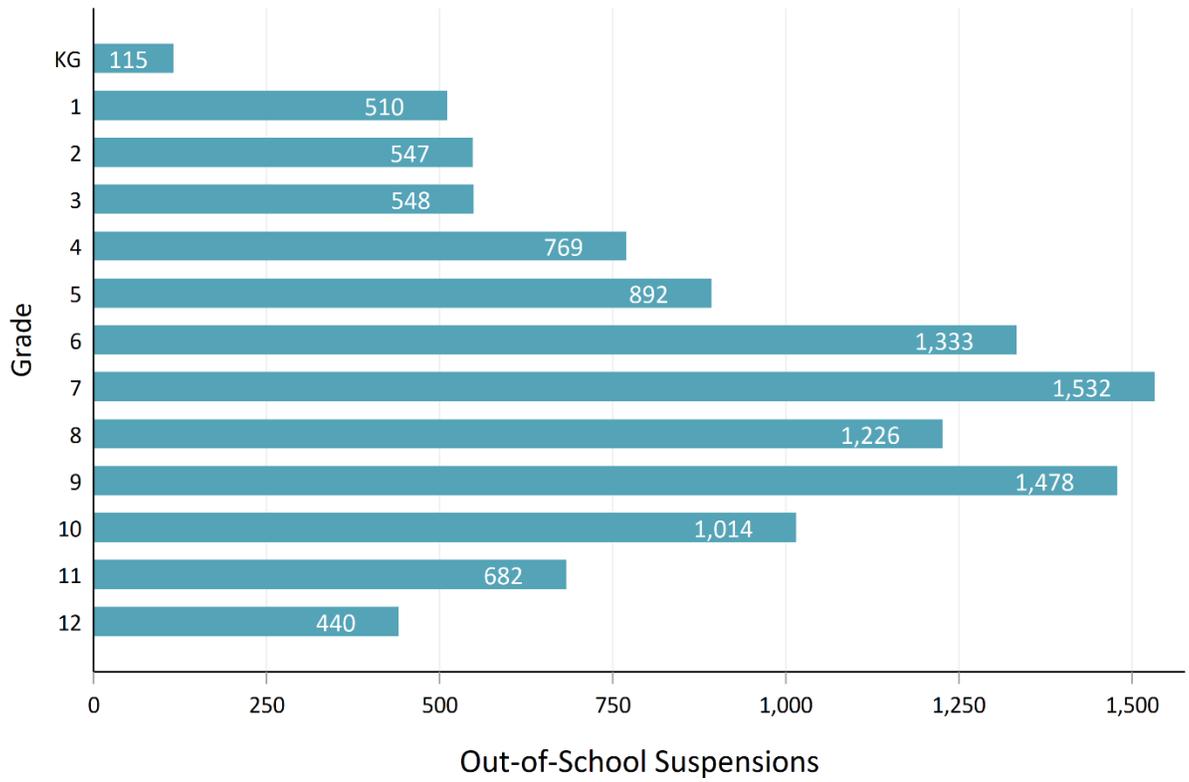
The proportion of students suspended is shown below in Figure 14. Discipline seems to be a particularly acute problem in the District's middle schools: nearly 15 percent of middle school students were disciplined during the 2017-18 school year.
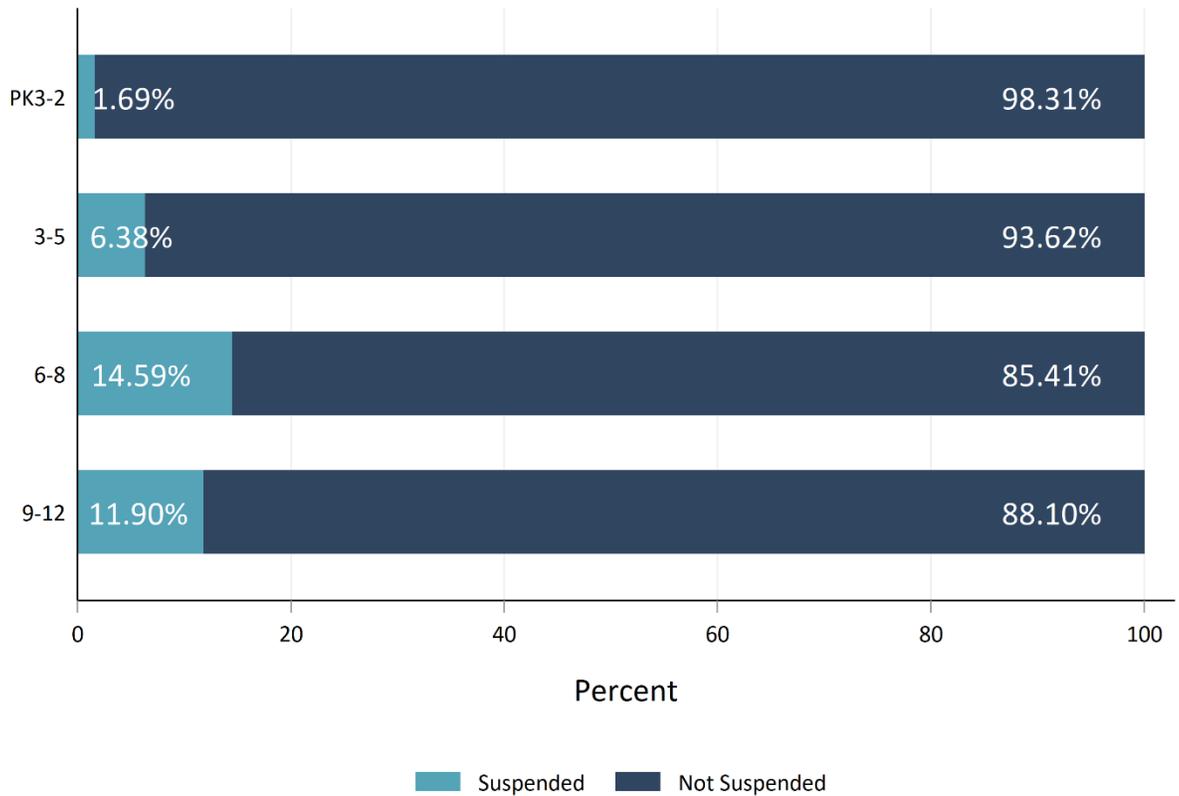
Figure 15 shows the distribution of the duration of out-of-school suspensions by grade. Students in younger grades are typically suspended for fewer days than students in middle and high school.

As the shorter suspensions decrease, the longer suspensions increase with grade level until ninth grade. As outlined by the new discipline law, a long-term suspension is any suspension that totals six days or more. Students miss more school due to suspensions as they move up grade levels until high school. Among ninth grade students who were suspended during the 2017-18 school year, 40.31 percent of students missed at least six days of instruction due to out-of-school suspensions.

Figure 15: Proportion of Instructional Days Lost Due to Suspensions, by Grade, SY 17-18[24]
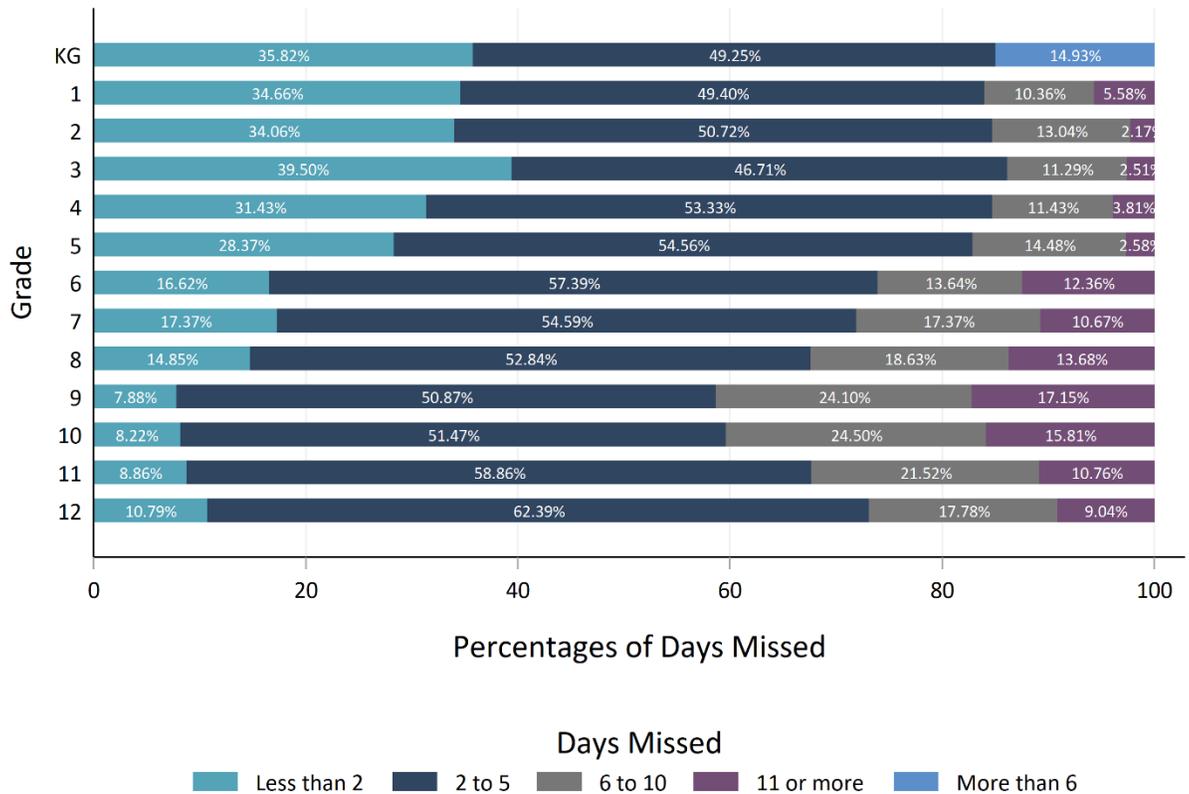
Disproportionality in Rates of Out-of-School Suspensions: Examination of Specific Groups of Students

The following section outlines how likely the outcome (i.e., out-of-school suspension) is to occur based on available student characteristics (e.g., grade, gender, and race). The likelihoods presented are derived using a logistic regression model.[25]

Because all data are analyzed together in one model, the results represent the independent effect of each factor. This means, for example, that Black or African-American students are 5.08 times more likely to have received at least one out-of-school suspension compared to White students irrespective of grade, sex, their English learner status, their economic disadvantaged status, their at-risk status, whether or not they have an IEP, or whether or not they attended more than one school during the 2017-18 school year.[26] 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 identified several factors that are strongly associated with a student receiving a disciplinary action. The following student

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[24] Kindergarten has the additional category of "More than 6" due to the small n-size of students disciplined more than six days.

[25] 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]).

[26] Coefficients reported are odds-ratios.

factors are most strongly associated with having received at least one out-of-school suspension: male, Black or African-American, at-risk, receiving special education services, or attending more than one school. Such factors are more likely to be associated on average with receiving an out-of-school-suspension, but are not causal. This means that any group receiving a disproportionate number of suspensions is not simply due to that student group's innate characteristics. Disproportionality continues to be evident across the District and is an indicator of larger issues that affect how students are disciplined statewide.[27]

Out-of-School Suspensions by Gender
In the 2017-18 school year, male students were 1.65 times more likely to receive at least one out-of-school suspension compared to female students.

Figure 16 shows the proportion of students enrolled during the 2017-18 school year who received at least one out-of-school suspension by gender. Male students make up 61.98 percent of the population of suspended students, but are half of all students (49.85 percent).

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[27] It should be noted that students who were disciplined were counted by their unique characteristics as reported by schools. This means that if a student was out-of-school suspended while identified as an at-risk student at one school, but also suspended at another school where the student was not identified as at-risk, that student would show up twice in this analysis with both designations. The analysis is composed this way to preserve the identity of the student as recorded at the school at the time of discipline. Because students may be counted in multiple groups in a single analysis, not all numbers will add perfectly to the total number of students disciplined. Also, any students missing a particular designation were removed from the analysis for this section.
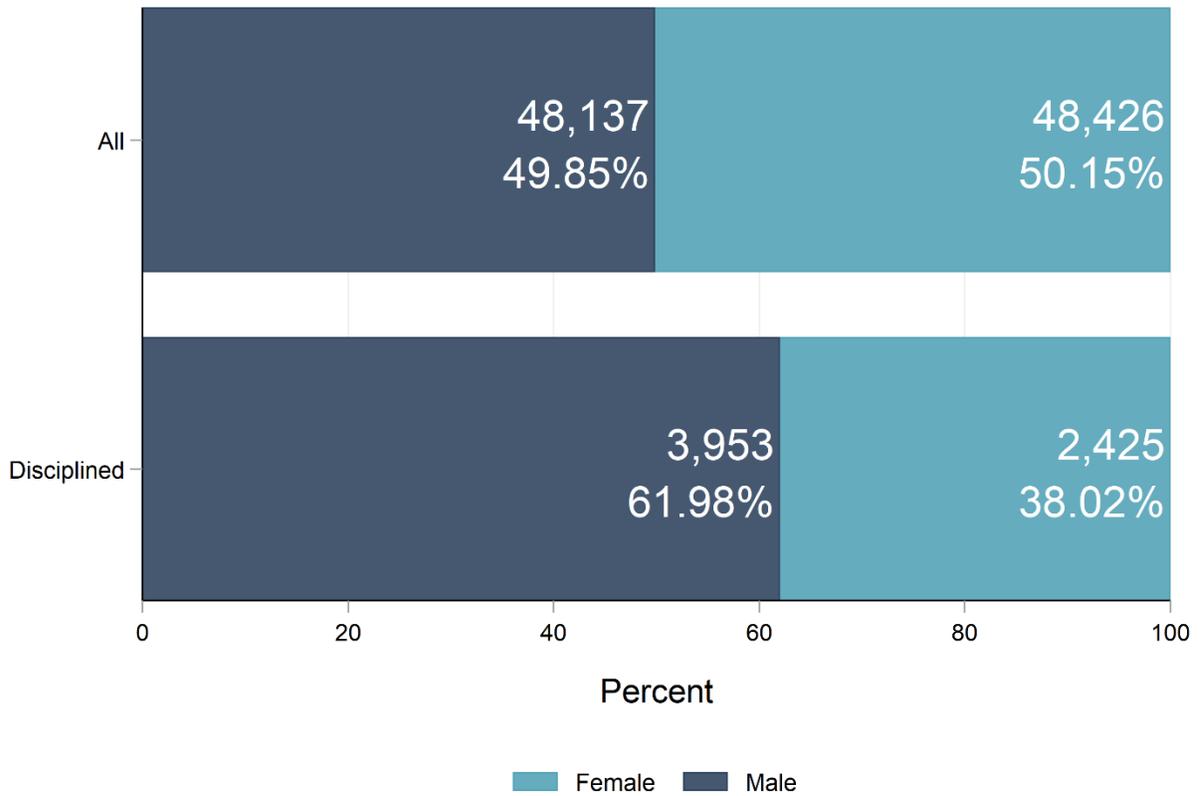
Figure 17 shows the number of students who received more than one suspension during the 2017-18 school year, by gender. Male students were repeatedly suspended at nearly double the rate of female students.
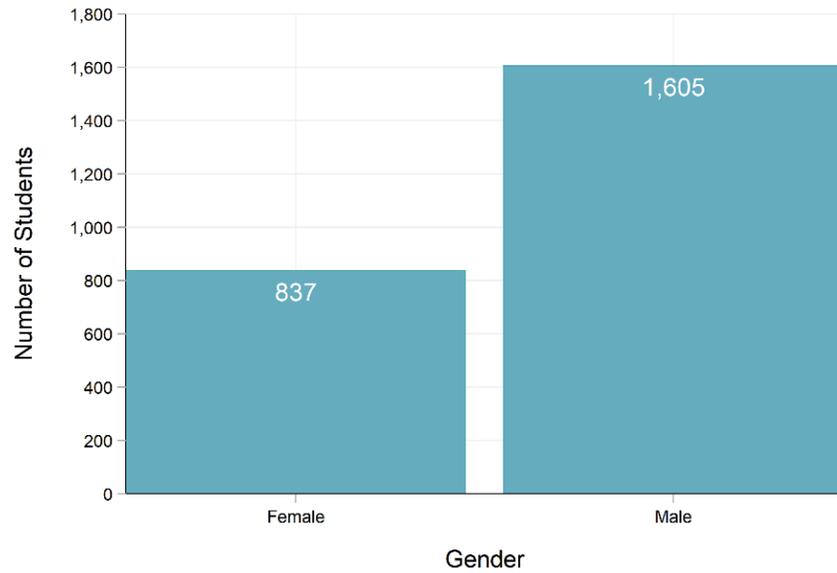
Out-of-School Suspensions by Race

In the 2017-18 school year, Black or African-American students were 5.08 times more likely to receive at least one out-of-school suspension compared to White students and 3.11 times more likely to receive at least one out-of-school suspension compared to Hispanic or Latino students. Hispanic or Latino students were 1.64 times more likely to receive at least one out-of-school suspension compared to White students.

Figure 18 shows the proportion of students enrolled during the 2017-18 school year who received at least one out-of-school suspension by race. While Black or African-American students comprise 66.81 percent of the population of students analyzed in this report, Black or African-American students comprise 90.76 percent of students who received an out-of-school suspension. Figure 19 below also shows the total count of students who received an out-of-school suspension by race and ethnicity.

Figure 18: Disproportionality in Suspensions, by Race or Ethnicity, SY 17-18

All

66.81%   19.03%   10.22%   3.94%

Disciplined

90.76%   7.07%   1.29%

Percent

- Black/African-American
- Hispanic/Latino of any race
- White
- Other
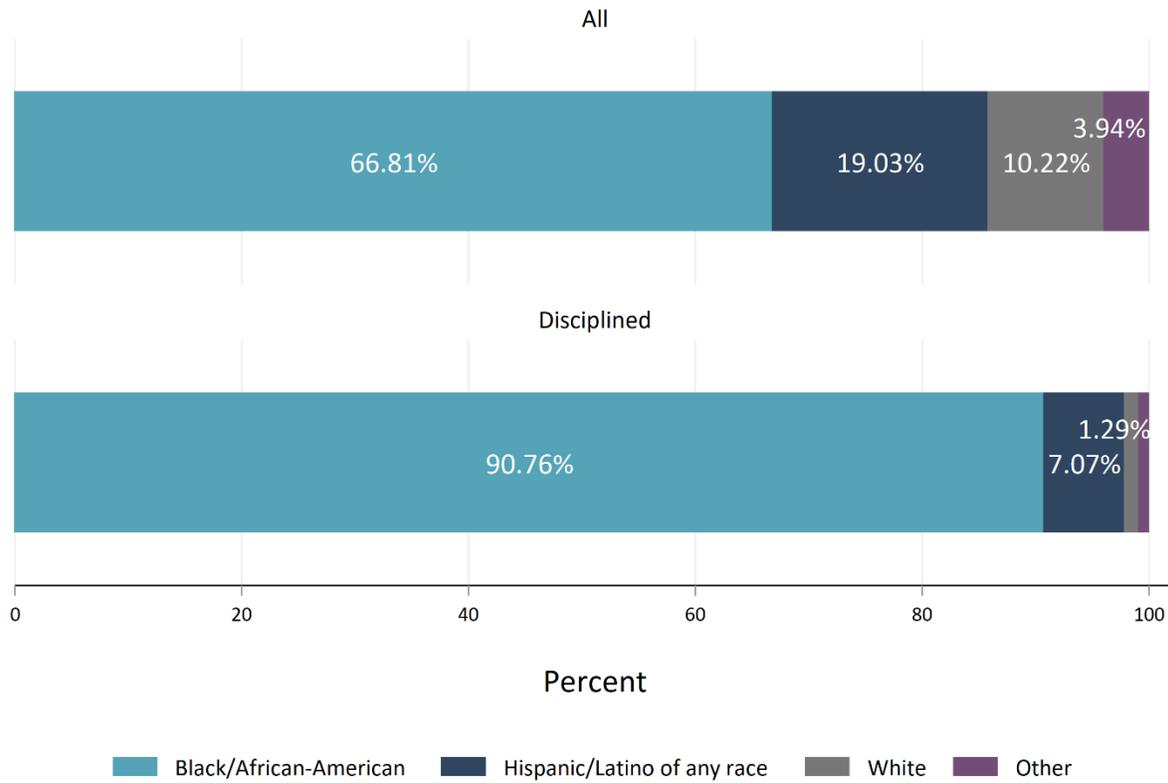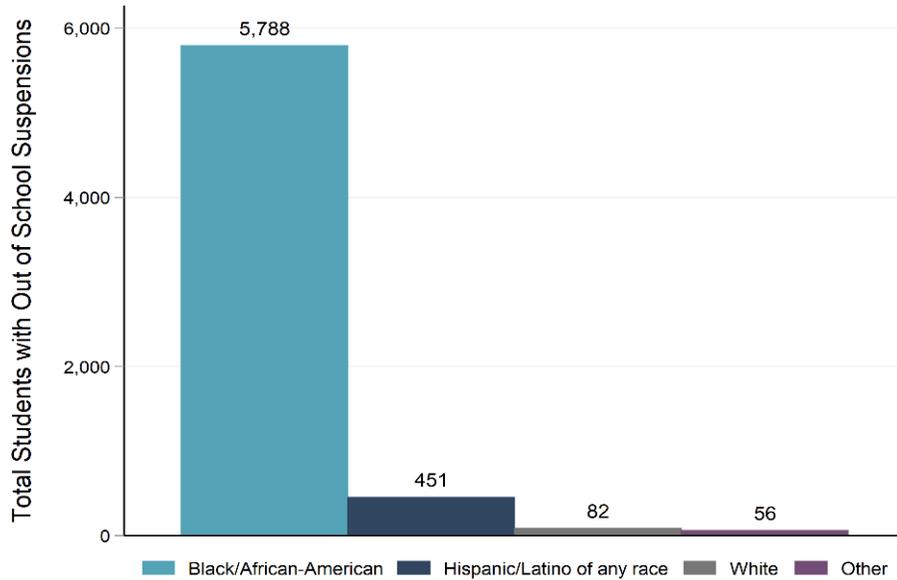
Out of the 6,383 students receiving suspensions, 2,442 received more than one suspension in the 2017-18 school year. Figure 20 below shows that among students who received more than one out-of-school suspension, 2,291 (93.82 percent) were Black or African-American.

Figure 20: Counts of Students Receiving More than One Suspension, by Race or Ethnicity, SY 17-18
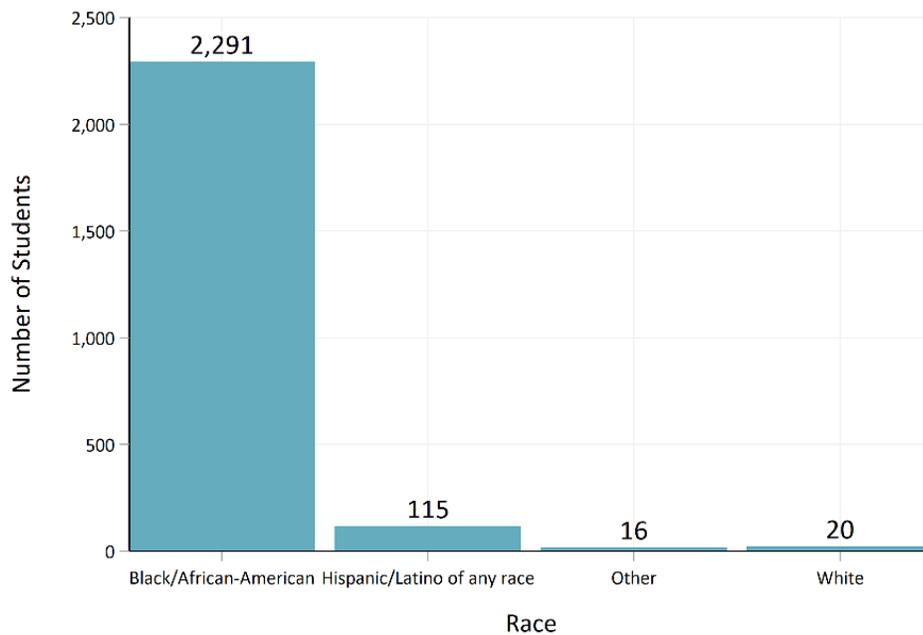
In the 2017-18 school year, students who were identified as at-risk were 2.39 times more likely to receive at least one out-of-school suspension compared to students who are not at-risk.

Figure 21 shows the proportion of students enrolled during the 2017-18 school year who received at least one out-of-school suspension by their status as an at-risk student. The majority of students who received at least one suspension were identified as being at-risk. Students who are identified as at-risk made up 70.51 percent of the disciplined population, but only 45.60 percent of the total population.

Figure 21: Disproportionality in Suspensions, by At-Risk Status, SY 17-18
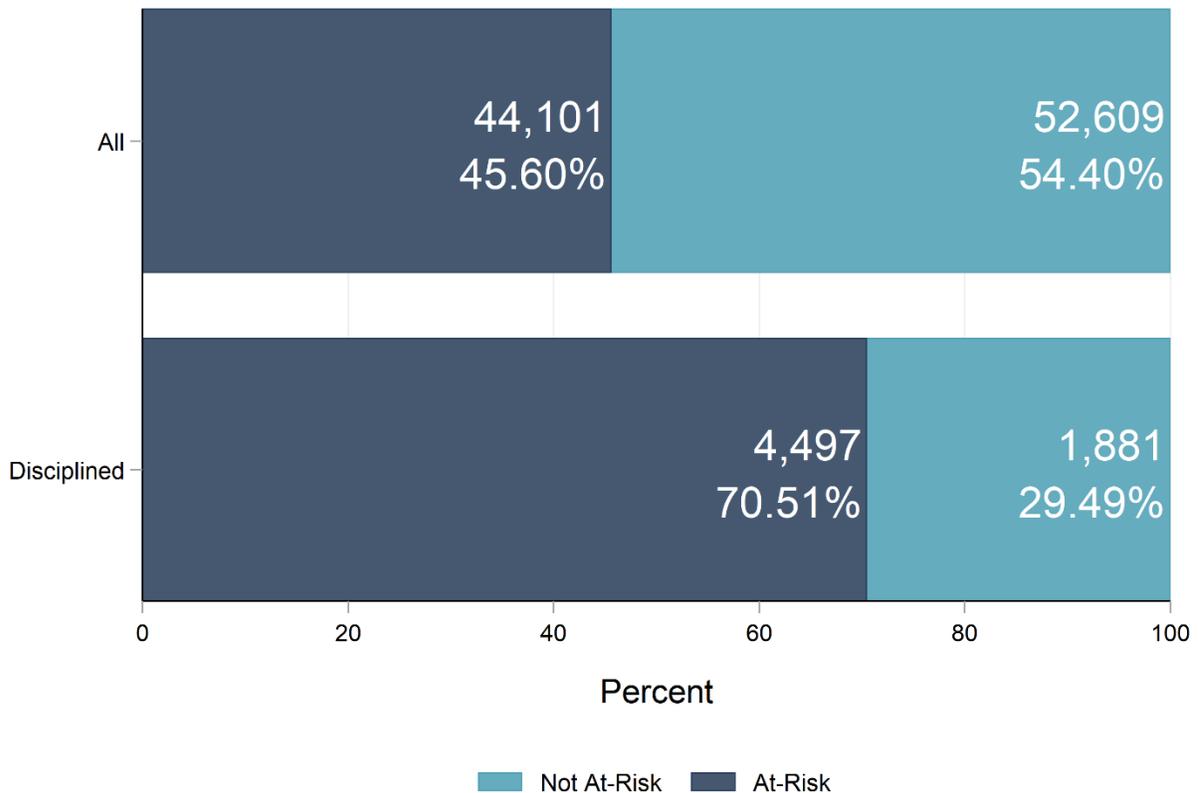
Furthermore, students who are identified as at-risk are disproportionately represented among students who were suspended more than once. Figure 22 shows that among students who were suspended more than once, 74.86 percent are students who are at-risk.

Figure 22: Counts of Students Receiving More than One Suspension, by At-Risk Status, SY 17-18
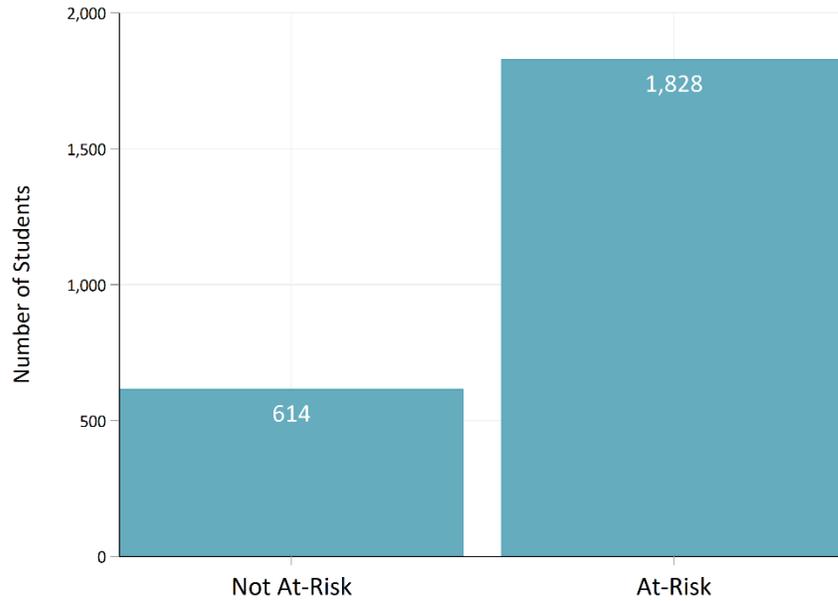
Out-of-School Suspensions by Students with Disability Status
In the 2017-18 school year, students with disabilities were 1.83 times more likely to receive at least one out-of-school suspension compared to students not having a disability.

Figure 23 shows the proportion of students enrolled during the 2017-18 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 30.53 percent of the population, but only 15.34 percent of the entire population.

Figure 23: Disproportionality of Supensions, by Disability Status, SY 17-18

Legend: Non Students with Disabilities | Students with Disabilities

X-axis: Percent

All: 14,815 / 15.34% (Students with Disabilities); 81,752 / 84.66% (Non Students with Disabilities)

Disciplined: 1,947 / 30.53% (Students with Disabilities); 4,431 / 69.47% (Non Students with Disabilities)
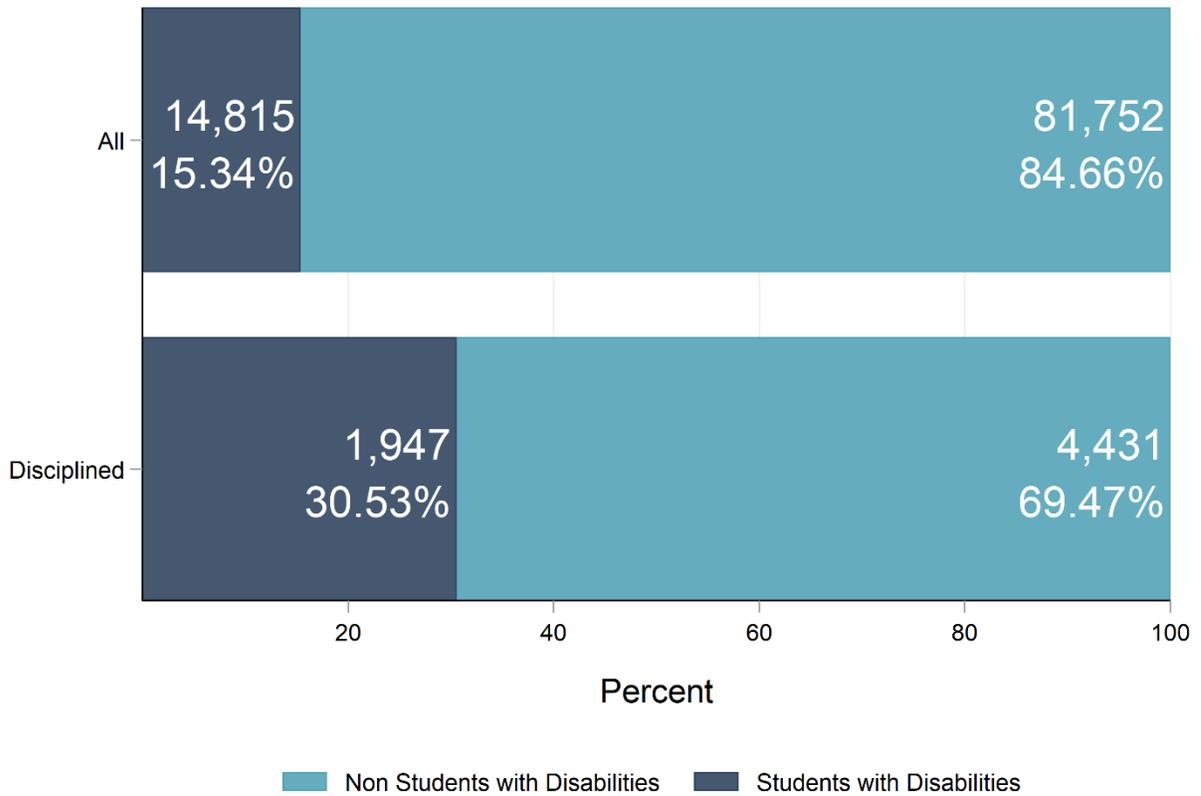
Furthermore, students with disabilities are disproportionately represented among students who were suspended more than once. Figure 24 shows that among students who were suspended more than once, 37.92 percent are students with disabilities.

Figure 24: Counts of Students Receiving More than One Suspension, by Disability Status, SY 17-18
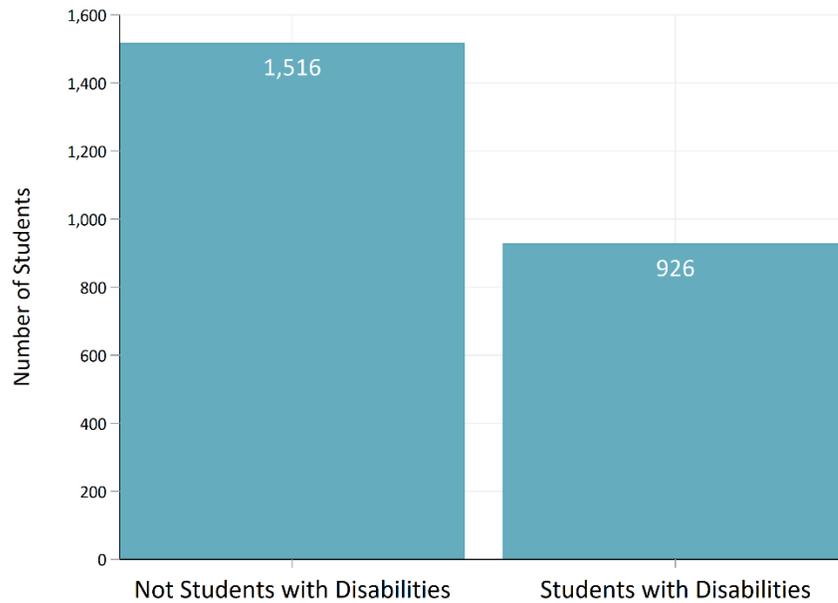
Out-of-School Suspensions by English Learner Status

In the 2017-18 school year, English learners were 0.31 times less likely to receive at least one out-of-school suspension compared to non English learners.

Figure 25 shows the proportion of students enrolled during the 2017-18 school year who received at least one out-of-school suspension. Students who are English learners make up 4.17 percent of the suspended population, and 12.24 percent of the entire population.
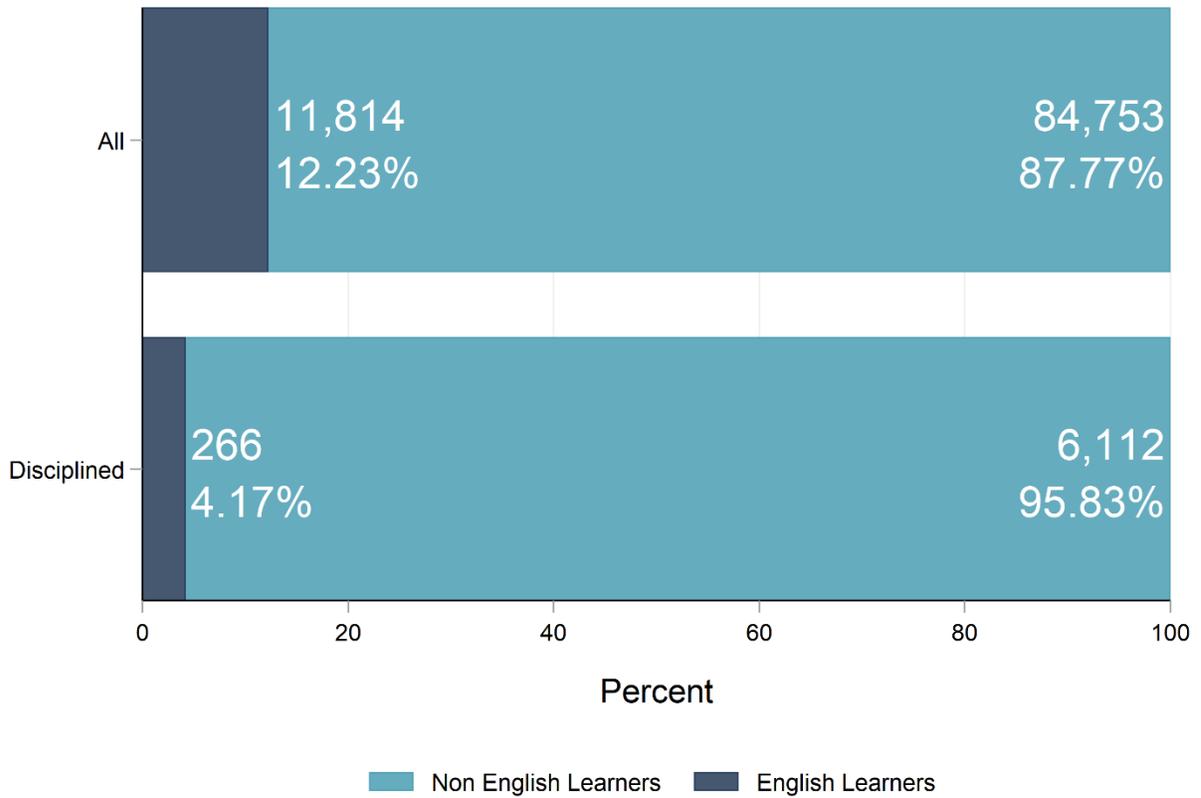
Figure 26 shows that among students who received more than one out-of-school suspension, only 2.70 percent were English learners.
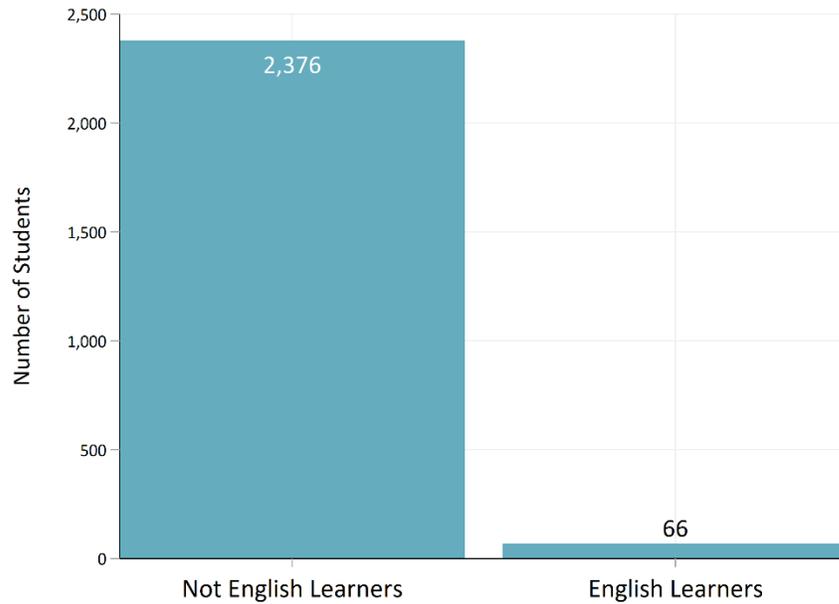
Out-of-School Suspensions by Homeless Status

Figure 27 shows the proportion of students enrolled during the 2017-18 school year who received at least one out-of-school suspension. Students who were identified as experiencing homelessness in the 2017-18 school year make up 10.14 percent of the suspended population, and 8.49 percent of the entire population.

Figure 27: Disproportionality in Suspensions, by Homeless Status, SY 17-18

Legend: Not Homeless, Homeless
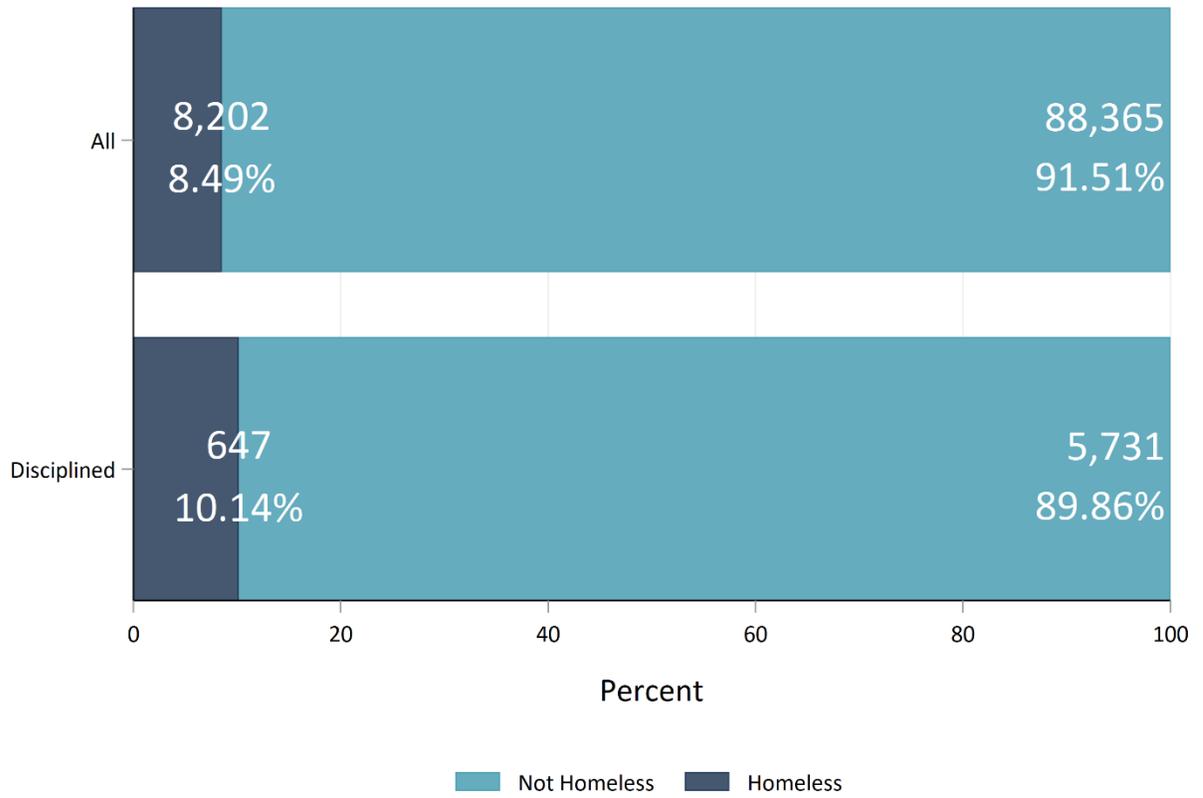
Figure 28 shows that among students who received more than one out-of-school suspension, 276 students (11.30 percent) were identified as experiencing homelessness.

Figure 28: Counts of Students Receiving More than One Suspension by Homeless Status, SY 17-18
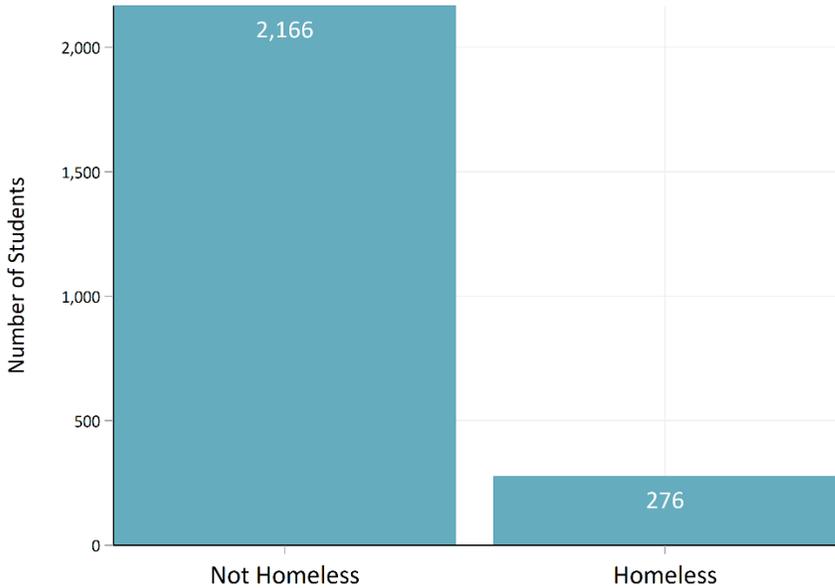
Out-of-School Suspensions by Mobility Status

Students in DC have wide access to a number of schools and can move schools throughout the school year for a number of reasons. Students who attended more than one school in the 2017-2018 school year were identified as mobile students.

In the 2017-18 school year, students who attended more than one school were 2.12 times more likely to receive at least one out-of-school suspension compared to students who attended only one school during the school year.

Figure 29 shows the proportion of students enrolled during the 2017-18 school year who received at least one out-of-school suspension. Students who were mobile make up 9.60 percent of the suspended population, and 3.46 percent of the entire population.

Figure 29: Disproportionality in Suspensions by Mobilty Status, SY 17-18

Figure 30 shows that among students who received more than one out-of-school suspension, 318 students (13.02 percent) attended more than one school.

Figure 30 Counts of Students Receiving More than One Suspension, by Mobility Status
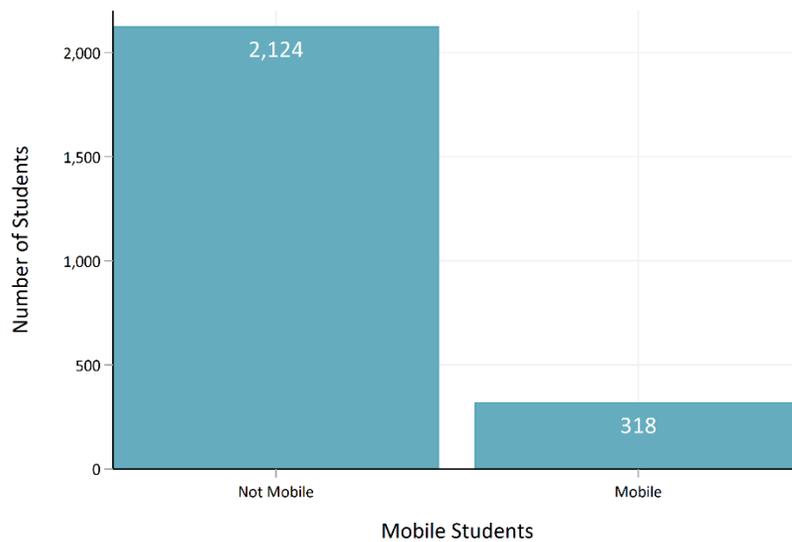
Out-of-School Suspension Rates by School At-Risk Population

Out-of-school suspension rates varied significantly across schools in the 2017-18 school year.[28] The median (middle) out-of-school suspension rate was 4.13 percent and the average out-of-school suspension rate was 6.91 percent. Twenty-eight 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 37.90 percent. Three schools had out-of-school suspension rates at or above 30 percent. Figure 31 shows distribution of the out-of-schools suspension rate for every school included in the analysis throughout this report. Each bar is a school and the height of the bar corresponds to the suspensions rate.

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 31 also highlights in grey the 39 schools where 75 percent or more of the student population is identified as at-risk. While the schools with the highest out-of-school suspension rates educate a largely at-risk student population, there is variance in the out-of-school suspension rates among schools with large at-risk populations as they appear across the distribution.

Figure 31 also highlights in turquoise the 49 schools where less than 25 percent of the student population is identified as at-risk. The highest out-of-school suspension rate among these schools was 16.47 percent. The chart 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 as the turquoise bars are concentrated on the left side of the distribution.

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

Figure 31: Suspension Rates, by Proportion of At-Risk Students within Each School, SY 17-18
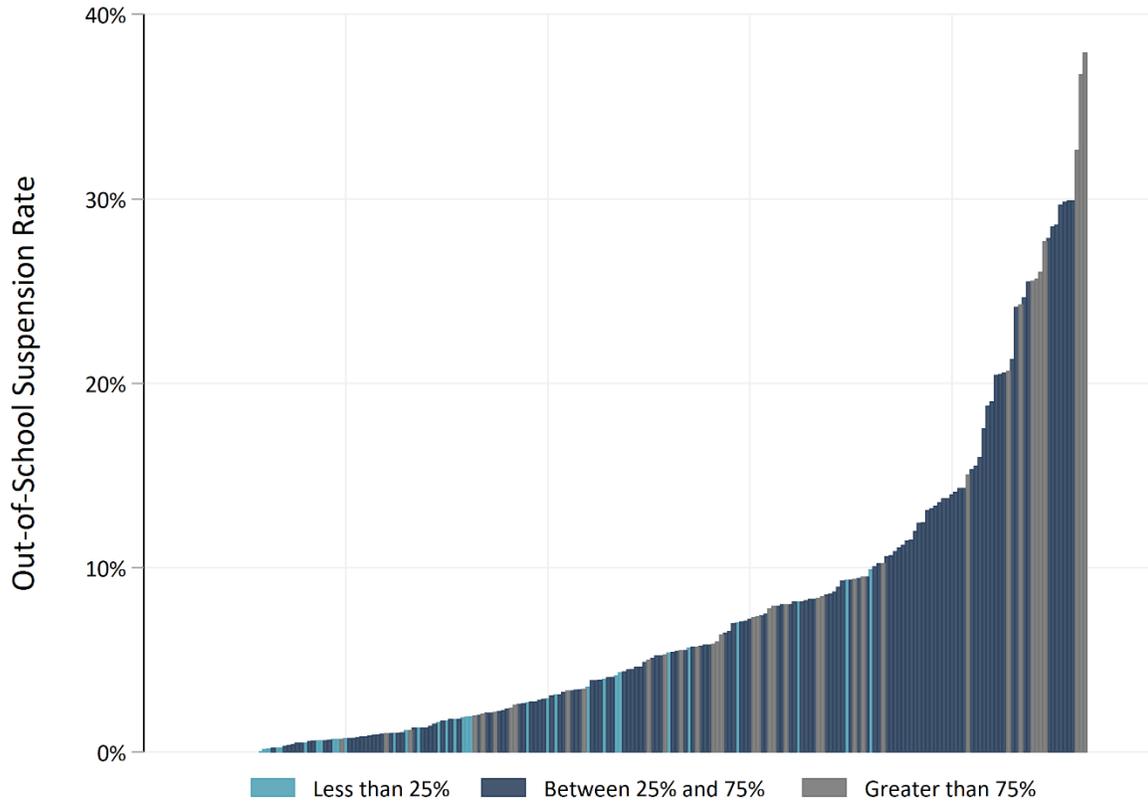
There are statistically significant differences in suspension rates between schools that serve a different population of at-risk students.[29] However, there are some schools serving high proportions of at-risk students that have low suspension rates as well.

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[29] See Appendix C for more information.

Expulsions

In the 2017-18 school year, 78 students were expelled from public schools in the District of Columbia with some students being expelled more than once throughout the school year. Out of all expulsions, more than 95 percent occurred at a public charter school.

Figures by grade band cannot be shown due to concerns for student privacy, but most expulsions occurred in grades 3 through 8 and peak in middle school.

### Disproportionality in Rates of Expulsions: Examination of Specific Groups of Students

Figure 32 shows the proportion of students enrolled during the 2017-18 school year who received at least one expulsion by gender. Of those expelled, male students make up 66.67 percent of the population, but only 49.85 percent of all students.

Figure 32: Disporportionality in Expulsions, by Gender, SY 17-18
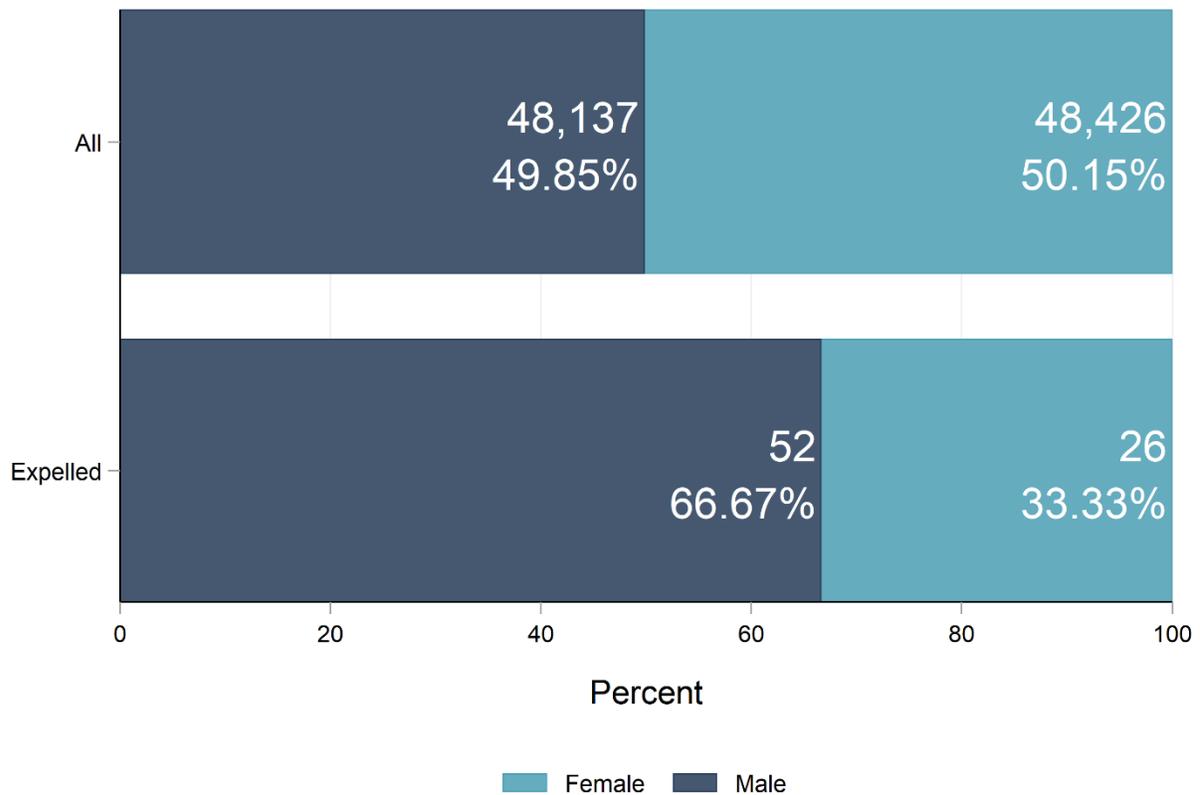
Figure 33 shows the proportion of students enrolled during the 2017-18 school year who received at least one expulsion by race. Of those expelled, Black or African-American students make up 84.62 percent of the population, but only 66.81 percent of all students.
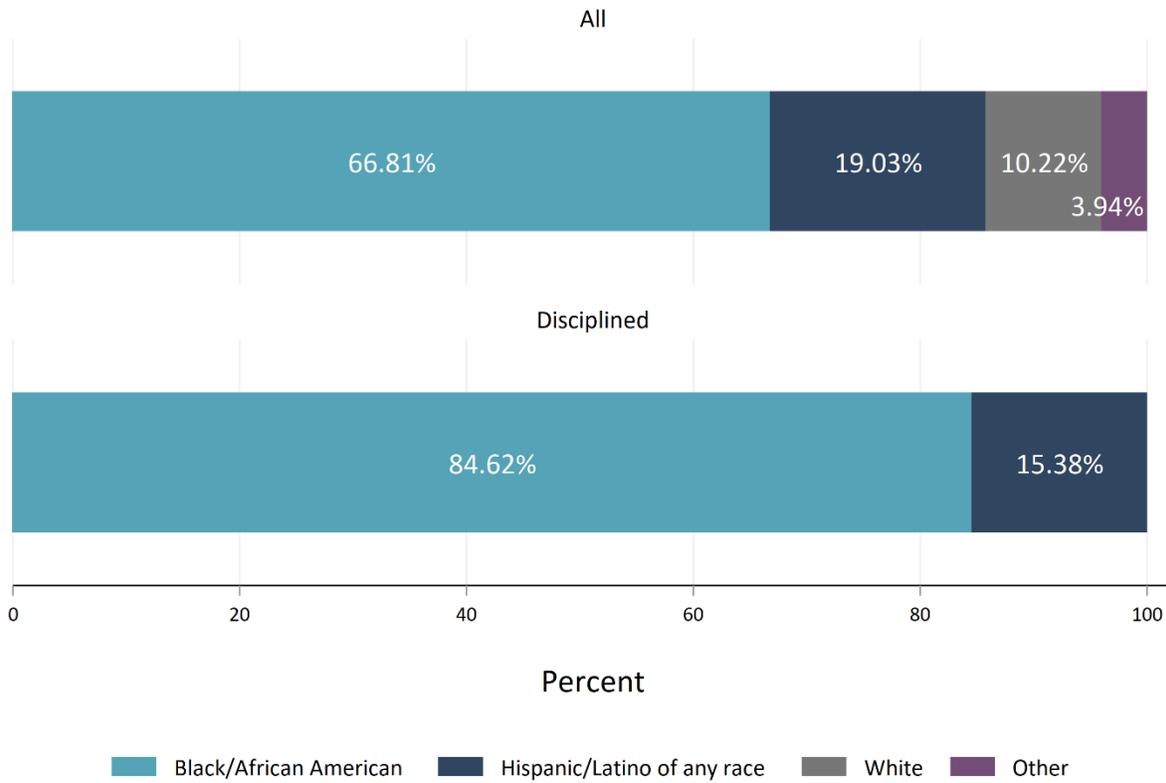
Figure 34 shows the proportion of students enrolled during the 2017-18 school year who received at least one expulsion by their at-risk status. Of those expelled, students who are at-risk make up 61.54 percent of the population, but only 45.60 percent of all students.
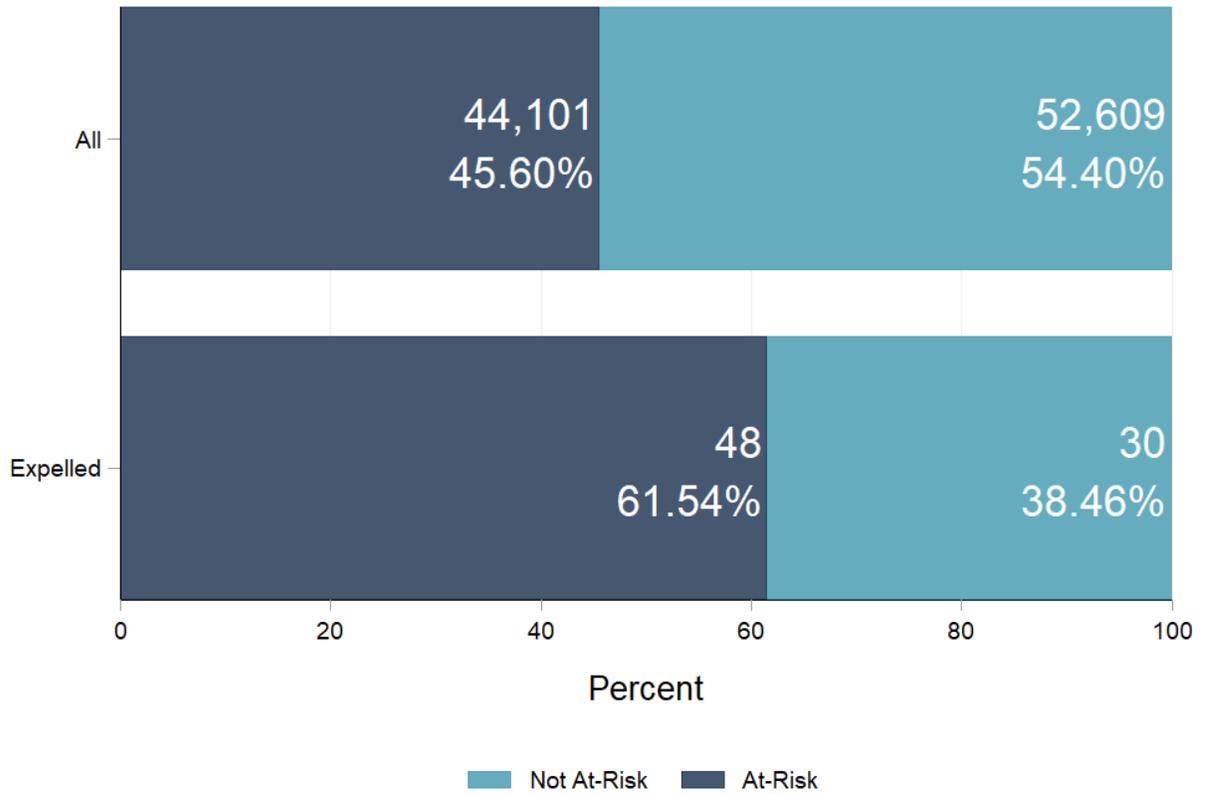
Figure 35 shows the proportion of students enrolled during the 2017-18 school year who received at least one expulsion by their status as a student with a disability. Of those expelled, students with a disability make up 26.92 percent of the population, but only 15.34 percent of all students.

Figure 35: Disproportionality in Expulsion, by Disability Status, SY 17-18
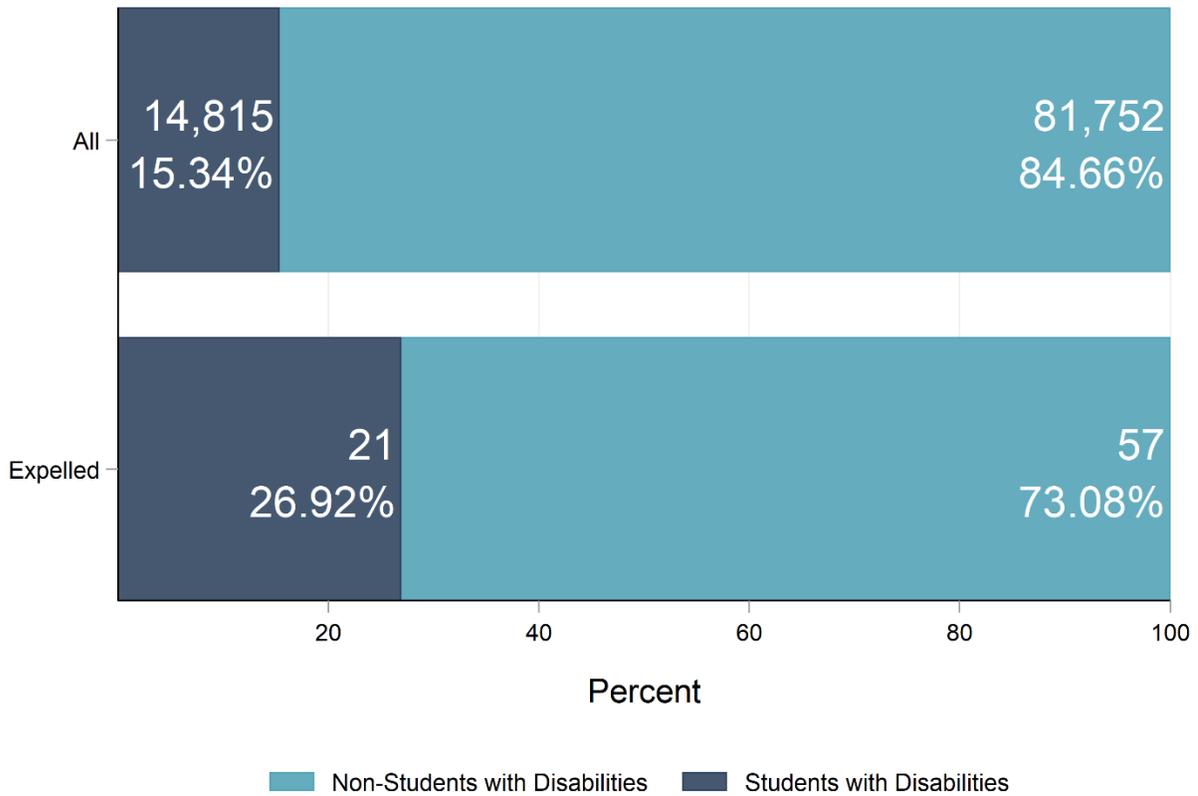
Examining Reasons for Expulsions

Of all the expulsions, 28 were the students' first disciplinary action in the 2017-18 school year, meaning the student did not receive an in-school or out-of-school suspension prior to their expulsion.

An examination of the reasons for all expulsions is shown in Figure 36. A large number of the reasons for an expulsion were related to violent actions such as fighting (12), violence (11) and threats/intimidation (14). Fourteen expulsions were because of possession or use of marijuana and 29 expulsions were related to non-violent actions. The non-violent actions that resulted in an expulsion include: disruptive/reckless behavior, gang-related behavior, non-sexual harassment, sexual harassment, physical altercation (minor), possession of weapons, and possession or use of tobacco, alcohol, or obscene material. Among all of the reasons provided, only possession of a weapon or firearm is a federal requirement for expulsion.

Figure 36: Percent of Expulsions, by Reason, SY 17-18
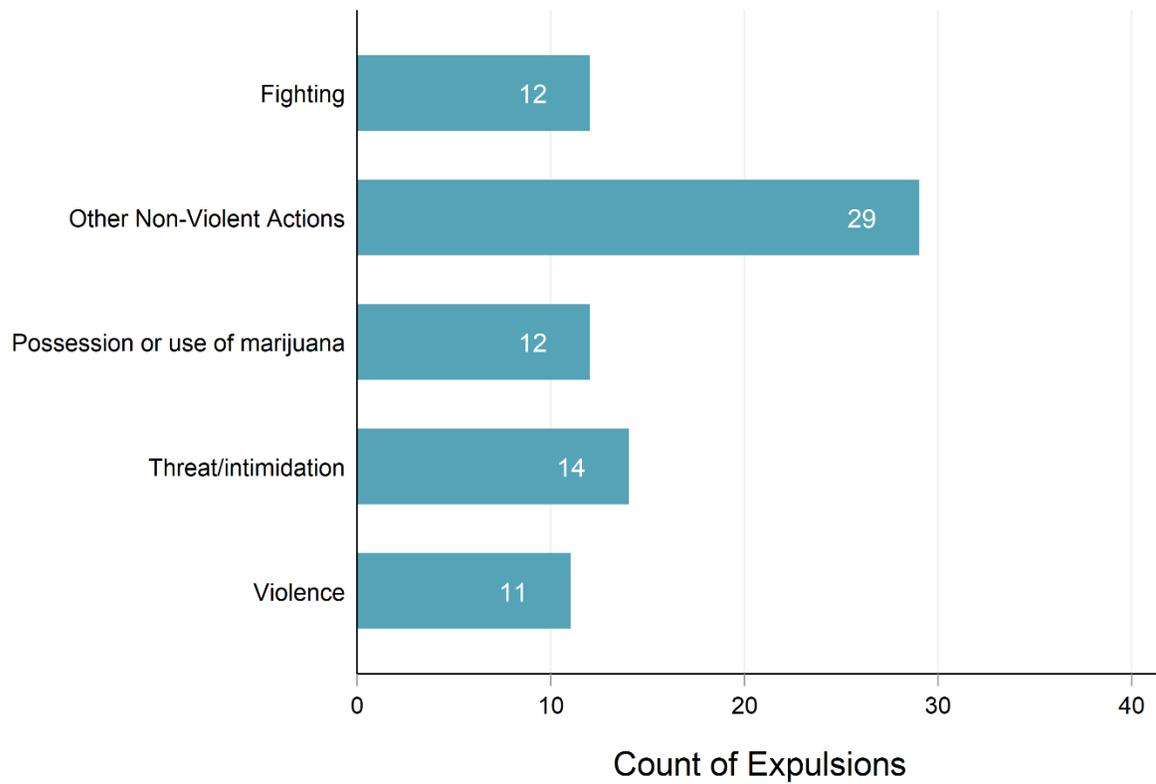
Once students are expelled from a school the question remains as to where these students go. Analysis of student outcomes following expulsions in the District in the 2017-18 school year shows that 22 students did not yet enroll in another public school in DC, and 41 students subsequently enrolled in DCPS by the end of the 2017-18 school year.

In-School Suspensions

Far fewer students received in-school suspensions (0.97 percent of students) than received out-of-school suspensions in the 2017-18 school year. The in-school suspension data reported to OSSE showed that in-school suspensions were concentrated in certain LEAs. Over recent years, it has been the official policy of some schools not to use in-school suspensions.[30] Of the 68 LEAs and 234 schools included in this report, only 25 LEAs and 62 schools reported having in-school suspensions.

When an LEA reports zero in-school suspensions, OSSE asked the LEA to certify in writing that no disciplinary actions occurred and that it is the LEA policy not to assign in-school suspensions to students during the 2017-18 school year. Of the 68 LEAs that reported their in-school suspensions, 12 LEAs reported zero in-school suspensions but did not complete the certification. [31]

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[30] See Appendix E for more information.
[31] See Appendix E for a list of these LEAs.

Additionally, discrepancies were found between LEA-submitted discipline and attendance data. Eleven LEAs that reported no in-school suspensions in their discipline data submissions had a total of 671 coded in-school suspension days listed in their attendance data. Alternately, 22 LEAs that did not report suspensions in their discipline data reported 2,895 suspension days in their attendance data. For a count of in-school suspensions by LEA and school, see Appendix B. Given the continued discrepancies in data provided, OSSE will continue to work with LEAs to improve their data accuracy.

These discrepancies persist from previous years. Not all schools shared in-school suspension data in the 2016-17 school year which could be the reason why in-school suspension numbers decrease dramatically in 2016-17. The new discipline law which goes into effect next year creates district-wide definitions of in-school suspensions, out-of-school suspensions, and expulsions and also requires LEAs to submit these data in full.

Although in-school suspensions remove the student from the classroom temporarily, they keep the student inside the school building and supervised. This report has shown that students who receive multiple disciplinary actions, particularly out-of-school suspensions, are more likely to continue to receive them in future years with no change in behavior. As we mentioned in last year's report, attendance worsens after an out-of-school suspension. The goal should be, whenever possible, to keep a student in school while protecting other students and the school climate. Many schools state that they do not run an in-school suspension program. This may be due to limited school space or personnel. There is currently limited data on effective in-school suspension programs, though data collection around in-school suspensions is improving and more in-depth analysis can be completed in the future with more complete data.[32]

The total number of in-school suspensions by grade is shown in Figure 37 for grades in which there are at least 10 suspensions. Like out-of-school suspensions, in-school suspensions are most common in middle school. Combined, in-school suspensions among sixth, seventh and eighth graders account for 55 percent of all in-school suspensions.

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[32] The disproportionality analysis of in-school suspensions can be located in Appendix C, but these values may be more unstable due to inconsistent reporting and could change significantly in future reports.
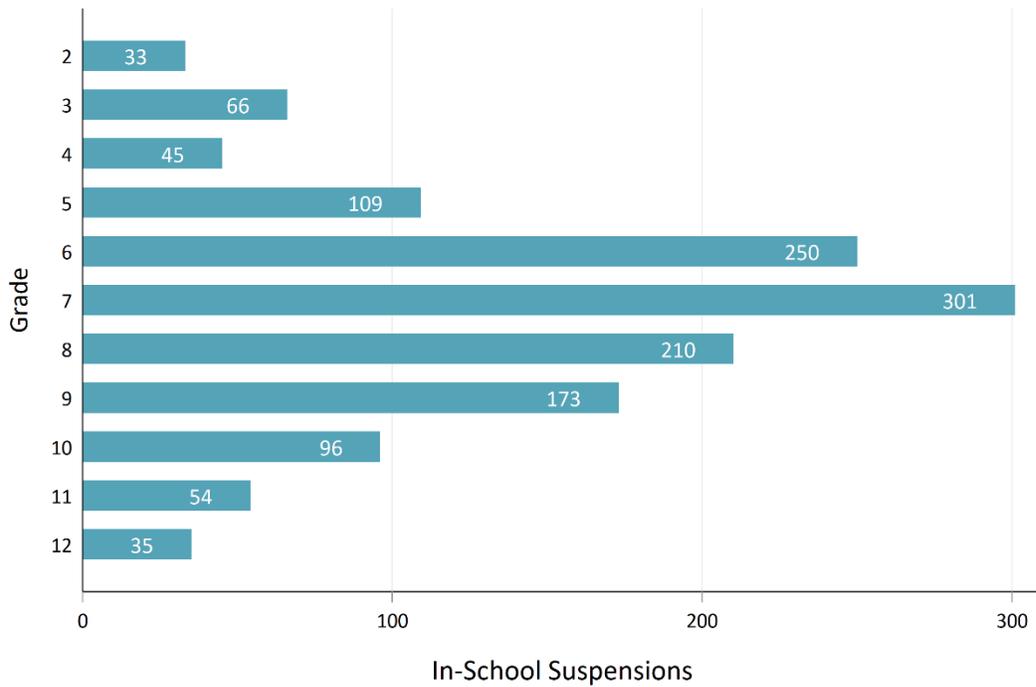
The total number of students who received in-school suspensions is shown in Figure 38. The same pattern occurs as in Figure 37 where suspensions and suspended students increase – except in fourth grade – and peak in seventh grade and decline through high school.

Figure 38: Counts of Students with In-School Suspensions, by Grade, SY 17-18
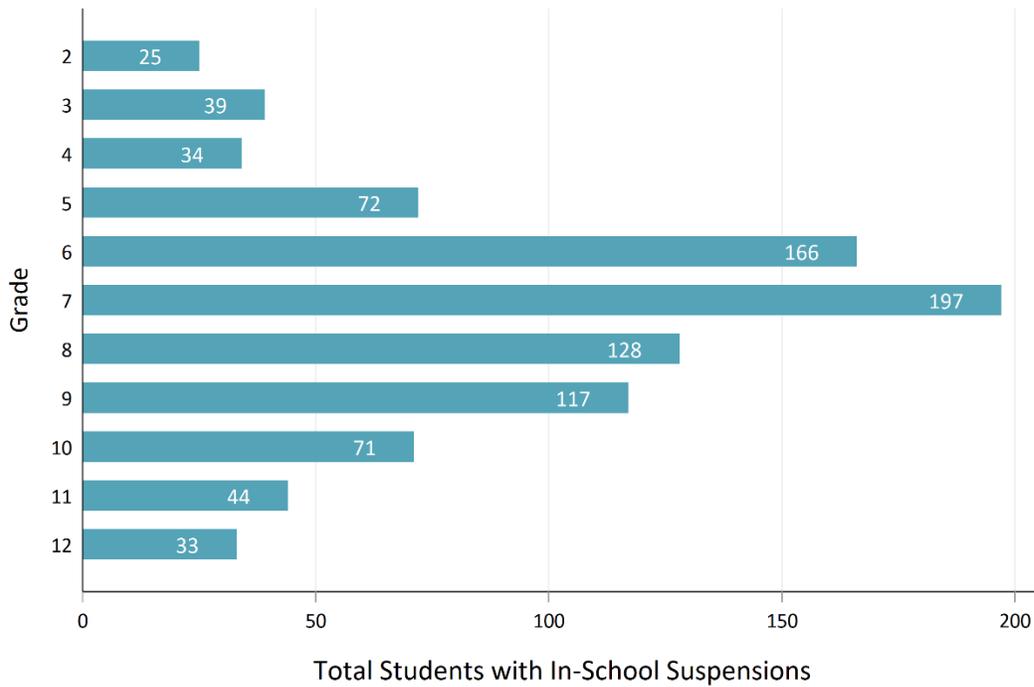
Additional Analyses

Interim Removals

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 no more than 10 school days.[33] 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.[34] However, school personnel are permitted to remove a student to an interim alternative educational setting for no 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's actions fall into the below categories:

> 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

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[33] 34 C.F.R. § 300.530(b).
[34] 34 C.F.R. § 300.530(e).

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.[35]

There were 31 instances of schools self-reporting that a student was removed to an interim alternative educational setting during the 2017-18 school year.

Pre-K

The Pre-K Student Discipline Amendment Act of 2015 prohibits the expulsion of pre-K-age students from publicly funded 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 2017-18 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, there were fewer pre-K suspensions overall than in previous years and all suspensions were in compliance with the law.[36] This is an improvement over the previous two school years.

Disciplinary Action and Attendance

The following section examines trends between discipline and attendance data.[37] 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 toward a student's truancy status.*

Figure 39 shows the proportion of students within each category of disciplinary action who became truant during the 2017-18 school year.[38] Almost 50 percent of students who received an out-of-school suspension were identified as truant in 2017-18. A smaller proportion of students who received in-school suspensions (42.75 percent) and expulsions (23.08 percent) were identified as truant in the 2017-18 school year. Roughly 25 percent of the entire student population is identified as truant and both in-school suspensions and out-of-school suspensions were disproportionately received by students identified as truant.

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[35] 34 C.F.R. §300.530(g).

[36] Specific numbers are not reported for student privacy concerns.

[37] More information on the results of matching discipline data to attendance data can be found in Appendix D.

[38] 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.
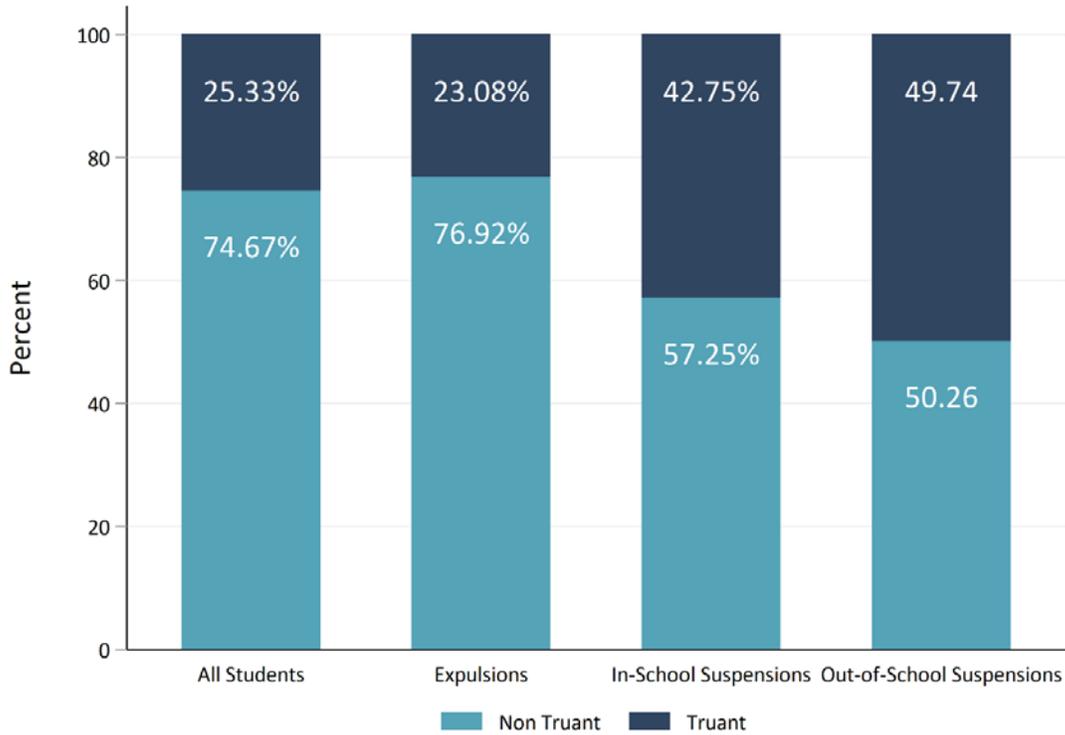
As previously reported, the rate of suspensions increases throughout elementary school, peaks in middle school, and then declines in high school. Figure 40 shows the truancy rates among suspended students, by grade band. The majority of middle school and high school students who received an out-of-school suspension, 51.67 percent and 67.54 percent respectively, were identified as truant in the 2017-18[39] school year.

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[39] Absences counted after a student's 18th birthday do not count toward the 10 absences that identify a student as truant.
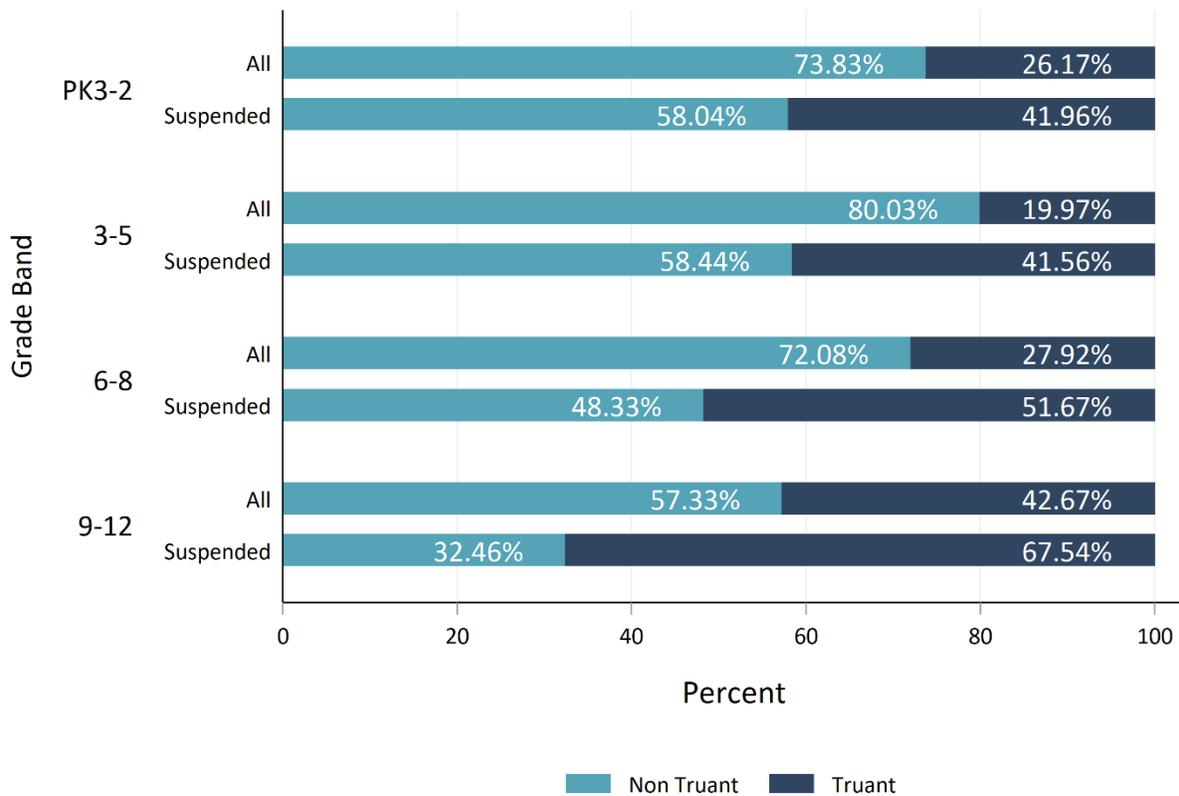
Figure 41 shows the absence rate of students before and after the receipt of their first out-of-school suspension.[40] Prior to a student's first suspension of the year, the average absence rate among suspended students is systematically lower than the absence rates following the disciplinary action. Even though students who were suspended for 11 or more days have higher rates of absenteeism compared to students disciplined for shorter durations, the most significant change in attendance patterns occur prior to and after the disciplinary action for this group of students. The average absentee rate for students after a suspension lasting fewer than two days was 14.96 percent. If a student's first suspension was 11 days or more, the average absentee rate increases from 24.71 percent prior to the disciplinary action to 46.33 percent following a suspension.

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[40] The average rate of unexcused absence before and after the first disciplinary action for each length category is statistically significant to 99.9 percent confidence based on a two-tailed t-test.
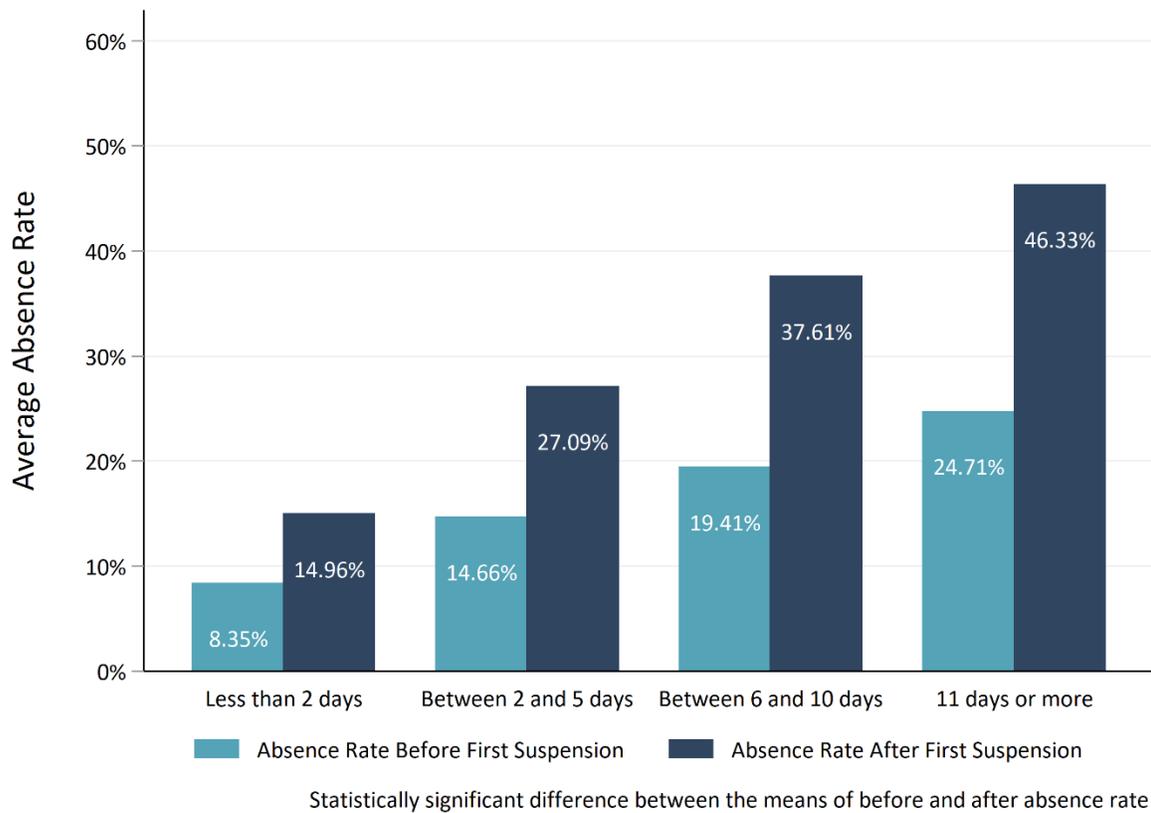
Restorative Justice

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. The data indicate some positive movement in disciplinary policies and practice for schools participating in restorative justice programs for the third year. However, this is not a causal analysis. OSSE is working to better evaluate its restorative justice efforts in the future as more schools continue to implement restorative justice programs and more years of data become available.

During the 2017-18 school year, Restorative DC grew to include the following schools: Ballou High School*, Columbia Heights Educational Campus*, DC Scholars Public Charter School, Hart Middle School, Kelly Miller Middle School, Kingsman Academy Public Charter School, Luke C. Moore Alternative High School*, Monument Academy Public Charter School, Mundo Verde Bilingual Public Charter School, SEED

Public Charter School, Washington Leadership Academy Public Charter School, Washington Metropolitan High School, Wheatley Education Campus.[41]

The following section provides more detailed discipline data for five schools that have participated in the Restorative Justice program for the past three school years. Table 1 shows the make-up of the student body for each school.

Table 1 – Demographic Breakdown of Restorative DC Schools

School	Black or African-American	Hispanic /Latino of any race	White	Other Race	Female	Male	English Learners	Students with Disabilities	At-Risk
Ballou HS	98%	1.6%	n<10	n<10	46.9%	53.1%	.4%	27.5%	80.8%
Columbia Heights Education Campus	30.3%	66.8%	0.6%	2.2%	48.6%	51.4%	41.8%	11.2%	51.4%
Hart MS	98.3%	1.2%	n<10	n<10	47.9%	51.9%	n<10	23.9%	81.1%
Kelly Miller Middle School	96.7%	2.9%	n<10	n<10	43%	57%	2.4%	25.3%	74.7%
Luke C. Moore	93.8%	5.5%	n<10	n<10	45.7%	54.3%	2.4%	24%	95.2%

Table 2 shows the number of disciplinary actions for the past three school years at each restorative justice school.[42]

Table 2 – Restorative DC Schools Disciplinary Action Counts Across Years

School	Out-of-School Suspensions			In-School Suspensions			Expulsions		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Ballou HS	429	450	427	44	38	39	0	0	n<10
Columbia Heights Education Campus	81	93	94	n<5	0	n<10	0	0	0
Hart MS	233	224	192	n<5	n<5	n<10	0	0	0
Kelly Miller Middle School	342	344	223	n<5	0	n<10	0	0	0
Luke C. Moore	25	14	51	n<5	0	n<10	0	0	0

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

[42] N<5 is used for the 2015-16 and 2016-17 school years to align with prior years' reporting. N<10 is used for 2017-18 to align with data suppression used in the statewide accountability system.

Table 3 shows the rates of out-of-school suspensions for each school over the past three school years. There is a lot of variability where some schools have consistently increased rates, such as Columbia Heights Education Campus and Hart Middle School. Other schools are more variable and fluctuate from year to year such as Kelly Miller Middle School and Luke C. Moore Alternative High School. For reference, the median out-of-school suspension rate across the district was 4.13 percent and the average out-of-school suspension rate was 6.91 percent.

Table 3 - Restorative DC Schools Out-of-School Suspension Rates Across Years

School	Out-of-School Suspensions		
	2015-16	2016-17	2017-18
Ballou HS	25.30%	25.4%	24.2%
Columbia Heights Education Campus	3.7%	4.5%	5.2%
Hart MS	25%	27.4%	27.7%
Kelly Miller Middle School	28.9%	32.0%	24.6%
Luke C. Moore	4.7%	3.1%	10.2%

Table 4 shows the average duration in terms of days for each suspension at a restorative justice school. Overall, most schools decreased the average suspension duration from the 2016-17 to 2017-18 school year. The largest decreases are at Columbia Heights Education Campus and Kelly Miller Middle School which saw their average suspension rate drop by a day.

Table 4 - Restorative DC Schools Average Suspension Rates Across Years

School Name	Average Length of Out-of-School Suspensions (Days)			
	2015-16	2016-17	2017-18	Change between 2016-17 and 2017-18
Ballou HS	4.27	4.7	4.35	-0.35
Columbia Heights Education Campus	7.05	6.97	5.41	-1.56
Hart MS	5.5	4.85	5.75	0.9
Kelly Miller Middle School	7.57	6.27	5.18	-1.09
Luke C. Moore	7.36	6.21	6.08	-0.13

A breakdown of reasons for out-of-school suspensions is shown in Table 5 across all restorative justice schools. The two most common reasons for suspensions at restorative justice schools were "Fighting" and "Disruptive/ Reckless Behavior," which mirrors other schools.

Table 5 - Restorative DC Schools Proportion of Reasons for Out-of-School Suspensions

Reason	Percent of Out-of-School Suspensions
Academic Dishonesty	0.97%
Attendance Policy Violation	3.02%
Bullying	1.75%
Disruptive/ Reckless Behavior	27.53%
Engaging in sexual acts	n<10
Fighting	23.54%
Gambling	1.95%
Gang related behavior	n<10
Harassment, nonsexual	n<10
Improper Use of Technology	n<10
Lewd/indecent/offensive behavior	3.89%
Other	14.69%
Possession or use of marijuana	2.24%
Possession or use of other illicit drugs	n<10
Possession or use of tobacco/alcohol/obscene material	n<10
Theft/Robbery	0.97%
Threat/intimidation	5.16%
Trespassing	n<10
Vandalism	1.56%
Violence	3.7%
Weapons	1.85%

Survey Data

The Health and Wellness division at OSSE oversees two surveys designed to understand the health decisions and behaviors of students in the District. The Youth Risk Behavior Survey (YRBS) is a biennial census-level survey which anonymously reports on health-related risk and protective factors of middle and high school students in DC. The YRBS has been administered in DC since 1993, with OSSE being responsible for its administration since 2007.

The School Climate Survey was recently commissioned through the Youth Suicide Prevention and School Climate Survey Amendment Act of 2015 ((D.C. Law 21-0120; D.C. Official Code § 38-2602(b)(27)). The Act requires OSSE to submit a plan to the DC Council to survey all public and public charter schools in grades 6-12 beginning in the 2020-21 school year. The survey is still in its pilot phase, and its goal is to assess the quality and character of school life in the District. OSSE submits an annual report on its implementation of this statute, which can be found on the DC Council website.

Youth Risk Behavior Survey

While the YRBS is a robust survey that garners important and actionable insights for OSSE and health partners, its guarantee of anonymity poses challenges when attempting to provide insights for a broad audience in a report such as this. This means that analyses produced from the combination of student-level information in the discipline data and the high-level information from the YRBS will not be true apples-to-apples comparisons. The Student Fair Access to School Act requires that future discipline reports include trend analysis based on YRBS on the exclusion of LGBTQ students.

School Climate Survey

Unlike the YRBS, a census-level survey, the School Climate Survey is a sample. Instead of surveying the full population of students, it is a collection of students meant to represent the overall population. Given the School Climate Survey is still a pilot, changes are being made continuously to ensure it is ready for full rollout by the 2020-21 school year.

At this point, however, the sample of students is not representative of all DC students. For example, the percent of White respondents in the survey (24.88 percent) is almost triple the proportion of White students in the eligible population, and the number of at-risk respondents is almost 20 percentage points less than the at-risk population of DC. Similar differences are observed across all groups throughout the survey, further asserting the unrepresentative nature of the pilot survey to the District population of students. Due to the biased sample population, OSSE refrained from producing any analyses matching the School Climate Survey with discipline data.

Appendices

Appendix A: Methods
Definitions

<u>In-school suspension:</u> 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.

<u>Out-of-school suspension:</u> 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 individualized education program (IEP) services are provided because the removal is 10 days or fewer as well as removals in which the child continues to receive services according to his/her IEP.

<u>Expulsion:</u> 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.

<u>Disciplinary action:</u> An in-school suspension, out-of-school suspension or expulsion

<u>Removal to an interim alternative educational setting:</u> 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.

<u>Bullying:</u> An incident is counted as bullying when the primary or secondary reason indication for a disciplinary action is explicitly listed as "Bullying." From OSSE's Discipline Guidance, bullying includes:

> "Any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:
> May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place or residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and can reasonably be predicted to:
> Place the youth in reasonable fear of physical harm to their person or property
> Cause a substantial detrimental effect on the youth's physical or mental health
> Substantially interfere with the youth's academic performance or attendance
> Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee."

<u>Harassment:</u> An incident is counted as harassment when the primary or secondary reason indication for a disciplinary action is explicitly listed as either:

- Harassment, nonsexual (physical, verbal or psychological); this is defined as repeatedly annoying or attacking a student or group of students or other personnel that creates an intimidating or hostile educational or work environment.
- Harassment, sexual (unwelcome sexual conduct); this is defined as unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct, or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment.

Incidents of Violence: An incident is counted as an incident of violence when the primary or secondary reason indication for a disciplinary action is listed as one of the following:
- (1) rape, attempted rape, and other sexual assault;
- (2) robbery with and without a weapon;
- (3) robbery with a firearm or explosive device;
- (4) physical attack or fight with and without a weapon;
- (5) physical attack or fight with a firearm or explosive device;
- (6) threats of physical attack with and without a weapon;
- (7) threats of physical attack with a firearm or explosive device;
- (8) possession of a firearm or explosive device;
- (9) use of a firearm or shooting; or
- (10) homicide.

Data sources

For both DCPS and public charter schools, the student universe and subgroup identification are based on the Data Validation file that schools certified at the end of the 2017-18 school year.

Disciplinary action data are based on self-reported 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 is currently engaging with LEAs over the next year to aid in new data collection to meet new requirements as required by law.

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 discipline data from non-public schools, so students only enrolled in non-public schools were excluded from the analyses throughout this report as were students in juvenile justice programs.

Business Rules
Counts of disciplinary actions

Counts of in-school suspensions, out-of-school suspensions, expulsions, removals to an interim alterative 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 OSSE 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."

These reasons were also mapped onto the definitions above to create the incidents of violence numbers.

Appendix B: Counts and Rates by Schools/LEA
School Counts and Rates

Table 6 is a detailed data table that shows the total count of students suspended and the rate of suspension by school. Suppression is set at below 10 for student privacy concerns.

Table 6 – Counts of Students Suspended and Suspension Rates, by School

School Name	Students with Out-of-School Suspensions	Percent	Students with In-School Suspensions	Percent	Students with Expulsions	Percent
Academy of Hope Adult PCS	n<10	n<10	n<10	n<10	n<10	n<10
Achievement Preparatory Academy PCS Wahler Place Elementary School	29	5.80%	n<10	n<10	n<10	n<10
Achievement Preparatory Academy PCS Wahler Place Middle School	45	9.28%	n<10	n<10	n<10	n<10
Aiton ES	n<10	n<10	n<10	n<10	n<10	n<10
Amidon-Bowen ES	31	8.14%	n<10	n<10	n<10	n<10
Anacostia HS	121	26.02%	n<10	n<10	n<10	n<10
AppleTree Early Learning Center PCS Columbia Heights	n<10	n<10	n<10	n<10	n<10	n<10
AppleTree Early Learning Center PCS Lincoln Park	n<10	n<10	n<10	n<10	n<10	n<10
AppleTree Early Learning Center PCS Oklahoma Avenue	n<10	n<10	n<10	n<10	n<10	n<10
AppleTree Early Learning Center PCS Southeast	n<10	n<10	n<10	n<10	n<10	n<10
AppleTree Early Learning Center PCS Southwest	n<10	n<10	n<10	n<10	n<10	n<10
BASIS DC PCS	42	6.98%	21	3.49%	n<10	n<10
Ballou HS	247	24.24%	37	3.63%	n<10	n<10
Ballou STAY	44	6.44%	n<10	n<10	n<10	n<10
Bancroft ES at Sharpe	15	2.61%	n<10	n<10	n<10	n<10

School Name	Students with Out-of-School Suspensions	Percent	Students with In-School Suspensions	Percent	Students with Expulsions	Percent
Barnard ES	n<10	n<10	n<10	n<10	n<10	n<10
Beers ES	n<10	n<10	n<10	n<10	n<10	n<10
Benjamin Banneker HS	n<10	n<10	n<10	n<10	n<10	n<10
Breakthrough Montessori PCS	n<10	n<10	n<10	n<10	n<10	n<10
Brent ES	n<10	n<10	n<10	n<10	n<10	n<10
Bridges PCS	11	2.70%	32	7.86%	n<10	n<10
Brightwood EC	41	5.05%	n<10	n<10	n<10	n<10
Briya PCS	n<10	n<10	n<10	n<10	n<10	n<10
Brookland MS	81	29.89%	n<10	n<10	n<10	n<10
Browne EC	13	3.29%	n<10	n<10	n<10	n<10
Bruce-Monroe ES at Park View	n<10	n<10	n<10	n<10	n<10	n<10
Bunker Hill ES	n<10	n<10	n<10	n<10	n<10	n<10
Burroughs ES	n<10	n<10	n<10	n<10	n<10	n<10
Burrville ES	19	5.67%	n<10	n<10	n<10	n<10
C.W. Harris ES	17	5.26%	n<10	n<10	n<10	n<10
Capital City PCS High School	42	12.39%	45	13.27%	n<10	n<10
Capital City PCS Lower School	n<10	n<10	n<10	n<10	n<10	n<10
Capital City PCS Middle School	46	13.73%	23	6.87%	n<10	n<10
Capitol Hill Montessori School at Logan	n<10	n<10	n<10	n<10	n<10	n<10
Cardozo EC	119	13.93%	n<10	n<10	n<10	n<10
Carlos Rosario International PCS	n<10	n<10	n<10	n<10	n<10	n<10
Cedar Tree Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10
Center City PCS Brightwood	n<10	n<10	n<10	n<10	n<10	n<10
Center City PCS Capitol Hill	23	8.52%	n<10	n<10	n<10	n<10
Center City PCS Congress Heights	10	3.89%	n<10	n<10	n<10	n<10
Center City PCS Petworth	11	4.33%	n<10	n<10	n<10	n<10
Center City PCS Shaw	17	7.08%	n<10	n<10	n<10	n<10
Center City PCS Trinidad	16	7.48%	n<10	n<10	n<10	n<10

School Name	Students with Out-of-School Suspensions	Percent	Students with In-School Suspensions	Percent	Students with Expulsions	Percent
Cesar Chavez PCS for Public Policy Capitol Hill	43	15.30%	n<10	n<10	n<10	n<10
Cesar Chavez PCS for Public Policy Chavez Prep	33	10.65%	n<10	n<10	n<10	n<10
Cesar Chavez PCS for Public Policy Parkside High School	113	29.66%	n<10	n<10	n<10	n<10
Cesar Chavez PCS for Public Policy Parkside Middle School	67	25.48%	n<10	n<10	n<10	n<10
City Arts & Prep PCS	26	4.86%	13	2.43%	n<10	n<10
Cleveland ES	15	4.57%	n<10	n<10	n<10	n<10
Columbia Heights EC	70	5.20%	n<10	n<10	n<10	n<10
Community College Preparatory Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10
Coolidge HS	41	11.05%	n<10	n<10	n<10	n<10
Creative Minds International PCS	12	2.66%	10	2.22%	n<10	n<10
DC Bilingual PCS	n<10	n<10	10	2.22%	n<10	n<10
DC Preparatory Academy PCS Anacostia Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
DC Preparatory Academy PCS Benning Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
DC Preparatory Academy PCS Benning Middle School	45	13.31%	n<10	n<10	n<10	n<10
DC Preparatory Academy PCS Edgewood Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
DC Preparatory Academy PCS Edgewood Middle School	44	13.10%	n<10	n<10	n<10	n<10
DC Scholars PCS	31	5.78%	n<10	n<10	n<10	n<10
Deal MS	60	3.94%	11	0.72%	n<10	n<10
Democracy Prep Congress Heights PCS	170	25.64%	n<10	n<10	n<10	n<10

School Name	Students with Out-of-School Suspensions	Percent	Students with In-School Suspensions	Percent	Students with Expulsions	Percent
District of Columbia International School	75	9.29%	112	13.88%	n<10	n<10
Dorothy I. Height ES	n<10	n<10	n<10	n<10	n<10	n<10
Drew ES	n<10	n<10	n<10	n<10	n<10	n<10
Duke Ellington School of the Arts	12	2.10%	n<10	n<10	n<10	n<10
Dunbar HS	99	14.08%	n<10	n<10	n<10	n<10
E.L. Haynes PCS Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
E.L. Haynes PCS High School	60	13.73%	n<10	n<10	n<10	n<10
E.L. Haynes PCS Middle School	43	11.94%	n<10	n<10	n<10	n<10
Eagle Academy PCS Capitol Riverfront	n<10	n<10	n<10	n<10	n<10	n<10
Eagle Academy PCS Congress Heights	22	2.77%	n<10	n<10	n<10	n<10
Early Childhood Academy PCS	10	3.86%	n<10	n<10	n<10	n<10
Eastern HS	168	20.54%	n<10	n<10	n<10	n<10
Eaton ES	n<10	n<10	n<10	n<10	n<10	n<10
Eliot-Hine MS	66	28.57%	n<10	n<10	n<10	n<10
Elsie Whitlow Stokes Community Freedom PCS	n<10	n<10	n<10	n<10	n<10	n<10
Excel Academy PCS	72	10.59%	93	13.68%	n<10	n<10
Friendship PCS Armstrong	36	8.67%	n<10	n<10	n<10	n<10
Friendship PCS Blow Pierce Elementary School	25	6.33%	n<10	n<10	n<10	n<10
Friendship PCS Blow Pierce Middle School	47	18.73%	n<10	n<10	n<10	n<10
Friendship PCS Chamberlain Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Friendship PCS Chamberlain Middle School	13	4.01%	n<10	n<10	n<10	n<10
Friendship PCS Collegiate Academy	112	15.95%	n<10	n<10	n<10	n<10
Friendship PCS Online	n<10	n<10	n<10	n<10	n<10	n<10

School Name	Students with Out-of-School Suspensions	Percent	Students with In-School Suspensions	Percent	Students with Expulsions	Percent
Friendship PCS Southeast Academy	40	7.05%	n<10	n<10	n<10	n<10
Friendship PCS Technology Preparatory Academy High School	24	9.49%	n<10	n<10	n<10	n<10
Friendship PCS Technology Preparatory Academy Middle	53	20.46%	n<10	n<10	n<10	n<10
Friendship PCS Woodridge Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Friendship PCS Woodridge Middle School	25	11.47%	n<10	n<10	n<10	n<10
Garfield ES	n<10	n<10	n<10	n<10	n<10	n<10
Garrison ES	13	4.58%	n<10	n<10	n<10	n<10
Goodwill Excel Center PCS	11	2.05%	n<10	n<10	n<10	n<10
H.D. Cooke ES	n<10	n<10	n<10	n<10	n<10	n<10
Hardy MS	23	5.64%	n<10	n<10	n<10	n<10
Harmony DC PCS School of Excellence	n<10	n<10	n<10	n<10	n<10	n<10
Hart MS	111	27.68%	n<10	n<10	n<10	n<10
Hearst ES	n<10	n<10	n<10	n<10	n<10	n<10
Hendley ES	43	9.47%	n<10	n<10	n<10	n<10
Hope Community PCS Lamond	n<10	n<10	n<10	n<10	n<10	n<10
Hope Community PCS Tolson	16	3.34%	n<10	n<10	n<10	n<10
Houston ES	10	3.24%	n<10	n<10	n<10	n<10
Howard University Middle School of Mathematics and Science PCS	36	12.41%	n<10	n<10	n<10	n<10
Hyde-Addison ES	n<10	n<10	n<10	n<10	n<10	n<10
IDEA PCS	99	29.82%	n<10	n<10	n<10	n<10
Ideal Academy PCS	35	11.44%	n<10	n<10	n<10	n<10
Ingenuity Prep PCS	36	7.19%	n<10	n<10	n<10	n<10
Inspired Teaching Demonstration PCS	14	3.10%	11	2.44%	n<10	n<10
J.O.Wilson ES	24	4.46%	n<10	n<10	n<10	n<10
Janney ES	n<10	n<10	n<10	n<10	n<10	n<10

School Name	Students with Out-of-School Suspensions	Percent	Students with In-School Suspensions	Percent	Students with Expulsions	Percent
Jefferson Middle School Academy	101	29.88%	n<10	n<10	n<10	n<10
John Hayden Johnson MS	108	36.73%	n<10	n<10	n<10	n<10
KIPP DC AIM Academy PCS	43	10.86%	n<10	n<10	n<10	n<10
KIPP DC Arts and Technology Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10
KIPP DC College Preparatory Academy PCS	137	18.98%	n<10	n<10	n<10	n<10
KIPP DC Connect Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10
KIPP DC Discover Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10
KIPP DC Grow Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10
KIPP DC Heights Academy PCS	44	9.38%	n<10	n<10	n<10	n<10
KIPP DC KEY Academy PCS	32	9.33%	n<10	n<10	n<10	n<10
KIPP DC LEAP Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10
KIPP DC Lead Academy PCS	36	8.55%	n<10	n<10	n<10	n<10
KIPP DC Northeast Academy PCS	53	15.50%	n<10	n<10	n<10	n<10
KIPP DC PCS Promise Academy	43	8.21%	n<10	n<10	n<10	n<10
KIPP DC Quest Academy PCS	41	10.05%	n<10	n<10	n<10	n<10
KIPP DC Spring Academy PCS	43	10.19%	n<10	n<10	n<10	n<10
KIPP DC Valor Academy PCS	36	11.21%	n<10	n<10	n<10	n<10
KIPP DC WILL Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10
Kelly Miller MS	117	24.63%	n<10	n<10	n<10	n<10
Ketcham ES	27	7.74%	n<10	n<10	n<10	n<10
Key ES	n<10	n<10	n<10	n<10	n<10	n<10
Kimball ES	31	8.42%	n<10	n<10	n<10	n<10
M. L. King ES	19	4.97%	n<10	n<10	n<10	n<10

School Name	Students with Out-of-School Suspensions	Percent	Students with In-School Suspensions	Percent	Students with Expulsions	Percent
Kingsman Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10
Kramer MS	77	32.63%	67	28.39%	n<10	n<10
LAYC Career Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10
LaSalle-Backus EC	n<10	n<10	n<10	n<10	n<10	n<10
Lafayette ES	n<10	n<10	n<10	n<10	n<10	n<10
Langdon ES	11	2.84%	n<10	n<10	n<10	n<10
Langley ES	26	7.90%	n<10	n<10	n<10	n<10
Latin American Montessori Bilingual PCS	n<10	n<10	n<10	n<10	n<10	n<10
Leckie ES	33	5.49%	n<10	n<10	n<10	n<10
Lee Montessori PCS	n<10	n<10	n<10	n<10	n<10	n<10
Ludlow-Taylor ES	n<10	n<10	n<10	n<10	n<10	n<10
Luke C. Moore Alternative HS	42	10.22%	n<10	n<10	n<10	n<10
MacFarland MS	n<10	n<10	n<10	n<10	n<10	n<10
Malcolm X ES at Green	26	8.31%	n<10	n<10	n<10	n<10
Mann ES	n<10	n<10	n<10	n<10	n<10	n<10
Marie Reed ES at MacFarland	15	3.30%	n<10	n<10	n<10	n<10
Mary McLeod Bethune Day Academy PCS	19	4.03%	n<10	n<10	n<10	n<10
Maury ES	n<10	n<10	n<10	n<10	n<10	n<10
Maya Angelou PCS - High School	45	20.64%	55	25.23%	n<10	n<10
Maya Angelou PCS Young Adult Learning Center	n<10	n<10	n<10	n<10	n<10	n<10
McKinley MS	76	27.84%	69	25.27%	n<10	n<10
McKinley Technology HS	36	5.73%	n<10	n<10	n<10	n<10
Meridian PCS	49	7.39%	n<10	n<10	n<10	n<10
Miner ES	10	2.70%	n<10	n<10	n<10	n<10
Monument Academy PCS	47	37.90%	n<10	n<10	n<10	n<10
Moten ES	34	7.31%	n<10	n<10	n<10	n<10
Mundo Verde Bilingual PCS	n<10	n<10	n<10	n<10	n<10	n<10
Murch ES	n<10	n<10	n<10	n<10	n<10	n<10
Nalle ES	28	6.51%	n<10	n<10	n<10	n<10

School Name	Students with Out-of-School Suspensions	Percent	Students with In-School Suspensions	Percent	Students with Expulsions	Percent
National Collegiate Preparatory PCHS	11	3.87%	n<10	n<10	n<10	n<10
Noyes ES	13	5.39%	n<10	n<10	n<10	n<10
Orr ES	n<10	n<10	n<10	n<10	n<10	n<10
Oyster-Adams Bilingual School	11	1.59%	n<10	n<10	n<10	n<10
Patterson ES	24	5.67%	n<10	n<10	n<10	n<10
Paul PCS International High School	39	7.98%	n<10	n<10	n<10	n<10
Paul PCS Middle School	32	13.50%	n<10	n<10	n<10	n<10
Payne ES	n<10	n<10	n<10	n<10	n<10	n<10
Peabody ES Capitol Hill Cluster	n<10	n<10	n<10	n<10	n<10	n<10
Perry Street Preparatory PCS	29	8.12%	18	5.04%	n<10	n<10
Phelps Architecture Construction and Engineering HS	n<10	n<10	n<10	n<10	n<10	n<10
Plummer ES	10	2.36%	n<10	n<10	n<10	n<10
Powell ES	17	3.02%	n<10	n<10	n<10	n<10
Randle Highlands ES	11	3.11%	n<10	n<10	n<10	n<10
Raymond EC	n<10	n<10	n<10	n<10	n<10	n<10
Richard Wright PCS for Journalism and Media Arts	39	13.18%	n<10	n<10	n<10	n<10
River Terrace EC	n<10	n<10	n<10	n<10	n<10	n<10
Rocketship DC - Ward 7	n<10	n<10	n<10	n<10	n<10	n<10
Rocketship DC PCS	12	2.14%	n<10	n<10	n<10	n<10
Ron Brown College Preparatory High School	17	7.98%	n<10	n<10	n<10	n<10
Roosevelt HS	67	8.27%	n<10	n<10	n<10	n<10
Roosevelt STAY	15	1.98%	n<10	n<10	n<10	n<10
Roots PCS	n<10	n<10	n<10	n<10	n<10	n<10
Ross ES	n<10	n<10	n<10	n<10	n<10	n<10
SEED PCS of Washington DC	76	20.43%	n<10	n<10	n<10	n<10
Savoy ES	18	5.96%	n<10	n<10	n<10	n<10
School Without Walls HS	n<10	n<10	n<10	n<10	n<10	n<10
School Without Walls at Francis-Stevens	n<10	n<10	n<10	n<10	n<10	n<10

School Name	Students with Out-of-School Suspensions	Percent	Students with In-School Suspensions	Percent	Students with Expulsions	Percent
School-Within-School at Goding	n<10	n<10	n<10	n<10	n<10	n<10
Seaton ES	n<10	n<10	n<10	n<10	n<10	n<10
Sela PCS	n<10	n<10	n<10	n<10	n<10	n<10
Shepherd ES	n<10	n<10	n<10	n<10	n<10	n<10
Shining Stars Montessori Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10
Simon ES	26	7.98%	n<10	n<10	n<10	n<10
Smothers ES	16	5.46%	n<10	n<10	n<10	n<10
Somerset Preparatory Academy PCS	34	8.92%	70	18.37%	n<10	n<10
Sousa MS	78	28.47%	17	6.20%	n<10	n<10
St. Coletta Special Education PCS	n<10	n<10	n<10	n<10	n<10	n<10
Stanton ES	29	5.48%	n<10	n<10	n<10	n<10
Stoddert ES	n<10	n<10	n<10	n<10	n<10	n<10
Stuart-Hobson MS Capitol Hill Cluster	76	17.51%	n<10	n<10	n<10	n<10
Sustainable Futures PCS	n<10	n<10	n<10	n<10	n<10	n<10
Takoma EC	23	4.44%	n<10	n<10	n<10	n<10
The Children's Guild PCS	36	9.35%	n<10	n<10	n<10	n<10
The Next Step El Proximo Paso PCS	n<10	n<10	n<10	n<10	n<10	n<10
Thomas ES	15	3.39%	n<10	n<10	n<10	n<10
Thomson ES	n<10	n<10	n<10	n<10	n<10	n<10
Thurgood Marshall Academy PCS	84	21.27%	n<10	n<10	n<10	n<10
Truesdell EC	n<10	n<10	n<10	n<10	n<10	n<10
Tubman ES	n<10	n<10	n<10	n<10	n<10	n<10
Turner ES	38	7.28%	n<10	n<10	n<10	n<10
Two Rivers PCS 4th St	28	5.21%	17	3.17%	n<10	n<10
Two Rivers PCS Young	12	4.14%	n<10	n<10	n<10	n<10
Tyler ES	n<10	n<10	n<10	n<10	n<10	n<10
Van Ness ES	n<10	n<10	n<10	n<10	n<10	n<10
Walker-Jones EC	38	7.90%	21	4.37%	n<10	n<10
Washington Global PCS	31	14.29%	n<10	n<10	n<10	n<10
Washington Latin PCS Middle School	30	8.13%	13	3.52%	n<10	n<10

School Name	Students with Out-of-School Suspensions	Percent	Students with In-School Suspensions	Percent	Students with Expulsions	Percent
Washington Latin PCS Upper School	33	9.88%	11	3.29%	n<10	n<10
Washington Leadership Academy PCS	30	14.29%	n<10	n<10	n<10	n<10
Washington Mathematics Science Technology PCHS	17	6.97%	n<10	n<10	n<10	n<10
Washington Metropolitan HS	61	25.52%	n<10	n<10	n<10	n<10
Washington Yu Ying PCS	11	1.89%	n<10	n<10	n<10	n<10
Watkins ES Capitol Hill Cluster	19	4.28%	n<10	n<10	n<10	n<10
West EC	12	3.37%	n<10	n<10	n<10	n<10
Wheatley EC	21	5.83%	n<10	n<10	n<10	n<10
Whittier EC	n<10	n<10	n<10	n<10	n<10	n<10
Wilson HS	103	5.38%	36	1.88%	n<10	n<10
H.D. Woodson HS	135	24.11%	n<10	n<10	n<10	n<10
Youthbuild PCS	n<10	n<10	n<10	n<10	n<10	n<10

LEA Counts and Rates

Table 7 is a detailed data table that shows the total count of students suspended and the rate of suspension by LEA. Suppression is set at below 10 for student privacy concerns.

Table 7 - Counts of Students Suspended and Suspension Rates by LEA

LEA Name	Out-of-School Suspensions	Percent	In-School Suspensions	Percent	Expulsions	Percent
Academy of Hope Adult PCS	n<10	n<10	n<10	n<10	n<10	n<10
Achievement Preparatory Academy PCS	74	7.51%	n<10	n<10	n<10	n<10
AppleTree Early Learning PCS	n<10	n<10	n<10	n<10	n<10	n<10
Basis DC PCS	42	6.98%	21	3.49%	n<10	n<10
Breakthrough Montessori PCS	n<10	n<10	n<10	n<10	n<10	n<10
Bridges PCS	11	2.70%	32	7.86%	n<10	n<10
Briya PCS	n<10	n<10	n<10	n<10	n<10	n<10
Capital City PCS	89	8.90%	70	7.00%	n<10	n<10
Carlos Rosario International PCS	n<10	n<10	n<10	n<10	n<10	n<10
Cedar Tree Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10
Center City PCS	79	5.27%	n<10	n<10	n<10	n<10
Cesar Chavez PCS for Public Policy	256	20.73%	n<10	n<10	n<10	n<10
City Arts & Prep PCS	26	4.86%	13	2.43%	n<10	n<10
Community College Preparatory Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10
Creative Minds International PCS	12	2.66%	10	2.22%	n<10	n<10
DC Bilingual PCS	n<10	n<10	10	2.22%	n<10	n<10
DC Prep PCS	99	5.17%	n<10	n<10	n<10	n<10
DC Scholars PCS	31	5.78%	n<10	n<10	n<10	n<10
Democracy Prep Congress Heights PCS	170	25.64%	n<10	n<10	n<10	n<10
District of Columbia International School	75	9.29%	112	13.88%	n<10	n<10
District of Columbia Public Schools	3349	6.35%	358	0.68%	n<10	n<10
E.L. Haynes PCS	111	9.63%	n<10	n<10	n<10	n<10
Eagle Academy PCS	25	2.59%	n<10	n<10	n<10	n<10

LEA Name	Out-of-School Suspensions	Percent	In-School Suspensions	Percent	Expulsions	Percent
Early Childhood Academy PCS	10	3.86%	n<10	n<10	n<10	n<10
Elsie Whitlow Stokes Community Freedom PCS	n<10	n<10	n<10	n<10	n<10	n<10
Excel Academy PCS	72	10.59%	93	13.68%	n<10	n<10
Friendship PCS	382	8.95%	n<10	n<10	n<10	n<10
Goodwill Excel Center PCS	11	2.05%	n<10	n<10	n<10	n<10
Harmony DC PCS	n<10	n<10	n<10	n<10	n<10	n<10
Hope Community PCS	21	2.69%	n<10	n<10	n<10	n<10
Howard University Middle School of Mathematics and Science PCS	36	12.41%	n<10	n<10	n<10	n<10
IDEA PCS	99	29.82%	n<10	n<10	n<10	n<10
Ideal Academy PCS	35	11.44%	n<10	n<10	n<10	n<10
Ingenuity Prep PCS	36	7.19%	n<10	n<10	n<10	n<10
Inspired Teaching Demonstration PCS	14	3.10%	11	2.44%	n<10	n<10
KIPP DC PCS	527	8.37%	n<10	n<10	12	0.19%
Kingsman Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10
LAYC Career Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10
Latin American Montessori Bilingual PCS	n<10	n<10	n<10	n<10	n<10	n<10
Lee Montessori PCS	n<10	n<10	n<10	n<10	n<10	n<10
Mary McLeod Bethune Day Academy PCS	19	4.03%	n<10	n<10	n<10	n<10
Maya Angelou PCS	50	9.98%	55	10.98%	n<10	n<10
Meridian PCS	49	7.39%	n<10	n<10	n<10	n<10
Monument Academy PCS	47	37.90%	n<10	n<10	n<10	n<10
Mundo Verde Bilingual PCS	n<10	n<10	n<10	n<10	n<10	n<10
National Collegiate Preparatory PCHS	11	3.87%	n<10	n<10	n<10	n<10
Paul PCS	71	9.78%	n<10	n<10	n<10	n<10
Perry Street Preparatory PCS	29	8.12%	18	5.04%	n<10	n<10

LEA Name	Out-of-School Suspensions	Percent	In-School Suspensions	Percent	Expulsions	Percent
Richard Wright PCS for Journalism and Media Arts	39	13.18%	n<10	n<10	n<10	n<10
Rocketship DC PCS	15	2.22%	n<10	n<10	n<10	n<10
Roots PCS	n<10	n<10	n<10	n<10	n<10	n<10
SEED PCS of Washington, DC	76	20.43%	n<10	n<10	n<10	n<10
Sela PCS	n<10	n<10	n<10	n<10	n<10	n<10
Shining Stars Montessori Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10
Somerset Preparatory Academy PCS	34	8.92%	70	18.37%	n<10	n<10
St. Coletta Special Education PCS	n<10	n<10	n<10	n<10	n<10	n<10
Sustainable Futures PCS	n<10	n<10	n<10	n<10	n<10	n<10
The Children's Guild DC PCS	36	9.35%	n<10	n<10	n<10	n<10
The Next Step/El Proximo Paso PCS	n<10	n<10	n<10	n<10	n<10	n<10
Thurgood Marshall Academy PCS	84	21.27%	n<10	n<10	n<10	n<10
Two Rivers PCS	40	4.84%	17	2.06%	n<10	n<10
Washington Global PCS	31	14.29%	n<10	n<10	n<10	n<10
Washington Latin PCS	63	8.96%	24	3.41%	n<10	n<10
Washington Leadership Academy PCS	30	14.29%	n<10	n<10	n<10	n<10
Washington Mathematics Science Technology PCHS	17	6.97%	n<10	n<10	n<10	n<10
Washington Yu Ying PCS	11	1.89%	n<10	n<10	n<10	n<10
Youthbuild PCS	n<10	n<10	n<10	n<10	n<10	n<10

School Duration Rates

Table 8 shows the number of out-of-school suspensions by duration at each school. It also shows the percent of each duration category out of all suspensions.

Table 8 - Out-of-School Suspension Duration Category Counts and Proportions

School Name	Less than 2 Days	Percent	Between 2 and 5 Days	Percent	Between 6 and 10 Days	Percent	11 Days or More	Percent
Academy of Hope Adult PCS	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Achievement Preparatory Academy PCS Wahler Place Elementary School	35	81.40%	n<10	n<10	n<10	n<10	n<10	n<10
Achievement Preparatory Academy PCS Wahler Place Middle School	13	23.64%	36	65.45%	n<10	n<10	n<10	n<10
Aiton ES	n<10	n<10	12	100.00%	n<10	n<10	n<10	n<10
Amidon-Bowen ES	29	49.15%	28	47.46%	n<10	n<10	n<10	n<10
Anacostia HS	n<10	n<10	160	75.12%	43	20.19%	n<10	n<10
BASIS DC PCS	56	71.79%	22	28.21%	n<10	n<10	n<10	n<10
Ballou HS	17	3.98%	371	86.89%	29	6.79%	10	2.34%
Ballou STAY	n<10	n<10	58	92.06%	n<10	n<10	n<10	n<10
Bancroft ES at Sharpe	22	91.67%	n<10	n<10	n<10	n<10	n<10	n<10
Barnard ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Beers ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Benjamin Banneker HS	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Bridges PCS	23	88.46%	n<10	n<10	n<10	n<10	n<10	n<10
Brightwood EC	19	31.67%	39	65.00%	n<10	n<10	n<10	n<10
Brookland MS	19	12.93%	109	74.15%	18	12.24%	n<10	n<10
Browne EC	n<10	n<10	10	71.43%	n<10	n<10	n<10	n<10
Bruce-Monroe ES at Park View	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Bunker Hill ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Burroughs ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Burrville ES	n<10	n<10	19	73.08%	n<10	n<10	n<10	n<10
C.W. Harris ES	n<10	n<10	15	60.00%	n<10	n<10	n<10	n<10

School Name	Less than 2 Days	Percent	Between 2 and 5 Days	Percent	Between 6 and 10 Days	Percent	11 Days or More	Percent
Capital City PCS High School	41	56.16%	29	39.73%	n<10	n<10	n<10	n<10
Capital City PCS Lower School	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Capital City PCS Middle School	19	27.14%	51	72.86%	n<10	n<10	n<10	n<10
Capitol Hill Montessori School at Logan	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Cardozo EC	25	11.68%	176	82.24%	10	4.67%	n<10	n<10
Carlos Rosario International PCS	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Center City PCS Brightwood	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Center City PCS Capitol Hill	n<10	n<10	20	68.97%	n<10	n<10	n<10	n<10
Center City PCS Congress Heights	n<10	n<10	11	84.62%	n<10	n<10	n<10	n<10
Center City PCS Petworth	10	71.43%	n<10	n<10	n<10	n<10	n<10	n<10
Center City PCS Shaw	n<10	n<10	15	75.00%	n<10	n<10	n<10	n<10
Center City PCS Trinidad	16	72.73%	n<10	n<10	n<10	n<10	n<10	n<10
Cesar Chavez PCS for Public Policy Capitol Hill	n<10	n<10	46	71.88%	15	23.44%	n<10	n<10
Cesar Chavez PCS for Public Policy Chavez Prep	n<10	n<10	48	87.27%	n<10	n<10	n<10	n<10
Cesar Chavez PCS for Public Policy Parkside High School	n<10	n<10	165	85.05%	23	11.86%	n<10	n<10
Cesar Chavez PCS for Public Policy Parkside Middle School	16	9.94%	135	83.85%	10	6.21%	n<10	n<10
City Arts & Prep PCS	n<10	n<10	27	81.82%	n<10	n<10	n<10	n<10
Cleveland ES	14	48.28%	15	51.72%	n<10	n<10	n<10	n<10
Columbia Heights EC	n<10	n<10	78	82.98%	n<10	n<10	n<10	n<10
Coolidge HS	n<10	n<10	36	65.45%	n<10	n<10	n<10	n<10

School Name	Less than 2 Days	Percent	Between 2 and 5 Days	Percent	Between 6 and 10 Days	Percent	11 Days or More	Percent
Creative Minds International PCS	11	68.75%	n<10	n<10	n<10	n<10	n<10	n<10
DC Bilingual PCS	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
DC Preparatory Academy PCS Anacostia Elementary School	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
DC Preparatory Academy PCS Benning Middle School	71	82.56%	15	17.44%	n<10	n<10	n<10	n<10
DC Preparatory Academy PCS Edgewood Elementary School	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
DC Preparatory Academy PCS Edgewood Middle School	81	88.04%	11	11.96%	n<10	n<10	n<10	n<10
DC Scholars PCS	58	64.44%	24	26.67%	n<10	n<10	n<10	n<10
Deal MS	47	55.29%	35	41.18%	n<10	n<10	n<10	n<10
Democracy Prep Congress Heights PCS	307	63.17%	164	33.74%	12	2.47%	n<10	n<10
District of Columbia International School	51	43.59%	63	53.85%	n<10	n<10	n<10	n<10
Dorothy I. Height ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Drew ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Duke Ellington School of the Arts	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Dunbar HS	n<10	n<10	108	78.83%	17	12.41%	n<10	n<10
E.L. Haynes PCS Elementary School	17	80.95%	n<10	n<10	n<10	n<10	n<10	n<10
E.L. Haynes PCS High School	25	28.74%	61	70.11%	n<10	n<10	n<10	n<10
E.L. Haynes PCS Middle School	31	42.47%	42	57.53%	n<10	n<10	n<10	n<10
Eagle Academy PCS Capitol Riverfront	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Eagle Academy PCS Congress Heights	19	76.00%	n<10	n<10	n<10	n<10	n<10	n<10

School Name	Less than 2 Days	Percent	Between 2 and 5 Days	Percent	Between 6 and 10 Days	Percent	11 Days or More	Percent
Early Childhood Academy PCS	n<10	n<10	10	66.67%	n<10	n<10	n<10	n<10
Eastern HS	n<10	n<10	224	90.32%	n<10	n<10	n<10	n<10
Eaton ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Eliot-Hine MS	18	14.06%	97	75.78%	11	8.59%	n<10	n<10
Elsie Whitlow Stokes Community Freedom PCS	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Excel Academy PCS	43	36.13%	76	63.87%	n<10	n<10	n<10	n<10
Friendship PCS Armstrong	n<10	n<10	47	85.45%	n<10	n<10	n<10	n<10
Friendship PCS Blow Pierce Elementary School	10	33.33%	18	60.00%	n<10	n<10	n<10	n<10
Friendship PCS Blow Pierce Middle School	12	16.44%	56	76.71%	n<10	n<10	n<10	n<10
Friendship PCS Chamberlain Elementary School	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Friendship PCS Chamberlain Middle School	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Friendship PCS Collegiate Academy	17	11.41%	108	72.48%	21	14.09%	n<10	n<10
Friendship PCS Southeast Academy	15	26.32%	39	68.42%	n<10	n<10	n<10	n<10
Friendship PCS Technology Preparatory Academy High School	n<10	n<10	22	91.67%	n<10	n<10	n<10	n<10
Friendship PCS Technology Preparatory Academy Middle	n<10	n<10	62	84.93%	n<10	n<10	n<10	n<10
Friendship PCS Woodridge Elementary School	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Friendship PCS Woodridge Middle School	17	53.13%	14	43.75%	n<10	n<10	n<10	n<10
Garfield ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10

School Name	Less than 2 Days	Percent	Between 2 and 5 Days	Percent	Between 6 and 10 Days	Percent	11 Days or More	Percent
Garrison ES	27	87.10%	n<10	n<10	n<10	n<10	n<10	n<10
Goodwill Excel Center PCS	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
H.D. Cooke ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Hardy MS	n<10	n<10	23	79.31%	n<10	n<10	n<10	n<10
Harmony DC PCS School of Excellence	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Hart MS	n<10	n<10	158	82.29%	15	7.81%	13	6.77%
Hendley ES	13	16.67%	62	79.49%	n<10	n<10	n<10	n<10
Hope Community PCS Lamond	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Hope Community PCS Tolson	n<10	n<10	12	57.14%	n<10	n<10	n<10	n<10
Houston ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Howard University Middle School of Mathematics and Science PCS	28	28.00%	72	72.00%	n<10	n<10	n<10	n<10
Hyde-Addison ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
IDEA PCS	40	24.24%	98	59.39%	26	15.76%	n<10	n<10
Ideal Academy PCS	21	35.00%	38	63.33%	n<10	n<10	n<10	n<10
Ingenuity Prep PCS	71	100.00%	n<10	n<10	n<10	n<10	n<10	n<10
Inspired Teaching Demonstration PCS	n<10	n<10	12	60.00%	n<10	n<10	n<10	n<10
J.O. Wilson ES	22	45.83%	26	54.17%	n<10	n<10	n<10	n<10
Janney ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Jefferson Middle School Academy	18	7.93%	173	76.21%	29	12.78%	n<10	n<10
John Hayden Johnson MS	48	20.25%	169	71.31%	13	5.49%	n<10	n<10
KIPP DC AIM Academy PCS	27	45.76%	27	45.76%	n<10	n<10	n<10	n<10
KIPP DC Arts and Technology Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
KIPP DC College Preparatory Academy PCS	84	29.47%	126	44.21%	46	16.14%	29	10.18%
KIPP DC Connect Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10

School Name	Less than 2 Days	Percent	Between 2 and 5 Days	Percent	Between 6 and 10 Days	Percent	11 Days or More	Percent
KIPP DC Discover Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
KIPP DC Grow Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
KIPP DC Heights Academy PCS	60	69.77%	22	25.58%	n<10	n<10	n<10	n<10
KIPP DC KEY Academy PCS	30	46.15%	34	52.31%	n<10	n<10	n<10	n<10
KIPP DC Lead Academy PCS	88	90.72%	n<10	n<10	n<10	n<10	n<10	n<10
KIPP DC Northeast Academy PCS	36	35.64%	63	62.38%	n<10	n<10	n<10	n<10
KIPP DC PCS Promise Academy	92	85.98%	15	14.02%	n<10	n<10	n<10	n<10
KIPP DC Quest Academy PCS	99	81.82%	18	14.88%	n<10	n<10	n<10	n<10
KIPP DC Spring Academy PCS	93	79.49%	23	19.66%	n<10	n<10	n<10	n<10
KIPP DC Valor Academy PCS	47	63.51%	25	33.78%	n<10	n<10	n<10	n<10
KIPP DC WILL Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Kelly Miller MS	18	8.07%	164	73.54%	33	14.80%	n<10	n<10
Ketcham ES	n<10	n<10	30	75.00%	n<10	n<10	n<10	n<10
Key ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Kimball ES	24	42.86%	32	57.14%	n<10	n<10	n<10	n<10
M.L. King ES	n<10	n<10	38	97.44%	n<10	n<10	n<10	n<10
Kingsman Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Kramer MS	10	5.43%	133	72.28%	35	19.02%	n<10	n<10
LAYC Career Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
LaSalle-Backus EC	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Lafayette ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Langdon ES	n<10	n<10	11	73.33%	n<10	n<10	n<10	n<10
Langley ES	n<10	n<10	25	73.53%	n<10	n<10	n<10	n<10
Leckie ES	n<10	n<10	33	78.57%	n<10	n<10	n<10	n<10
Ludlow-Taylor ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Luke C. Moore Alternative HS	n<10	n<10	39	76.47%	n<10	n<10	n<10	n<10
MacFarland MS	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10

School Name	Less than 2 Days	Percent	Between 2 and 5 Days	Percent	Between 6 and 10 Days	Percent	11 Days or More	Percent
Malcolm X ES at Green	15	41.67%	21	58.33%	n<10	n<10	n<10	n<10
Marie Reed ES at MacFarland	16	51.61%	14	45.16%	n<10	n<10	n<10	n<10
Mary McLeod Bethune Day Academy PCS	12	60.00%	n<10	n<10	n<10	n<10	n<10	n<10
Maya Angelou PCS - High School	14	19.44%	43	59.72%	12	16.67%	n<10	n<10
Maya Angelou PCS Young Adult Learning Center	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
McKinley MS	33	22.45%	107	72.79%	n<10	n<10	n<10	n<10
McKinley Technology HS	n<10	n<10	25	59.52%	10	23.81%	n<10	n<10
Meridian PCS	36	42.86%	45	53.57%	n<10	n<10	n<10	n<10
Miner ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Monument Academy PCS	91	69.47%	30	22.90%	10	7.63%	n<10	n<10
Moten ES	17	28.81%	39	66.10%	n<10	n<10	n<10	n<10
Murch ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Nalle ES	14	36.84%	24	63.16%	n<10	n<10	n<10	n<10
National Collegiate Preparatory PCHS	n<10	n<10	24	92.31%	n<10	n<10	n<10	n<10
Noyes ES	12	38.71%	18	58.06%	n<10	n<10	n<10	n<10
Orr ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Oyster-Adams Bilingual School	n<10	n<10	13	86.67%	n<10	n<10	n<10	n<10
Patterson ES	19	43.18%	24	54.55%	n<10	n<10	n<10	n<10
Paul PCS International High School	11	22.45%	36	73.47%	n<10	n<10	n<10	n<10
Paul PCS Middle School	22	39.29%	33	58.93%	n<10	n<10	n<10	n<10
Payne ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Perry Street Preparatory PCS	25	51.02%	20	40.82%	n<10	n<10	n<10	n<10
Phelps Architecture Construction and Engineering HS	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Plummer ES	n<10	n<10	10	71.43%	n<10	n<10	n<10	n<10

School Name	Less than 2 Days	Percent	Between 2 and 5 Days	Percent	Between 6 and 10 Days	Percent	11 Days or More	Percent
Powell ES	12	60.00%	n<10	n<10	n<10	n<10	n<10	n<10
Randle Highlands ES	n<10	n<10	12	80.00%	n<10	n<10	n<10	n<10
Raymond EC	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Richard Wright PCS for Journalism and Media Arts	n<10	n<10	34	72.34%	n<10	n<10	n<10	n<10
River Terrace EC	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Rocketship DC - Ward 7	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Rocketship DC PCS	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Ron Brown College Preparatory High School	n<10	n<10	n<10	n<10	11	52.38%	n<10	n<10
Roosevelt HS	n<10	n<10	31	35.23%	45	51.14%	n<10	n<10
Roosevelt STAY	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
SEED PCS of Washington DC	18	15.38%	96	82.05%	n<10	n<10	n<10	n<10
Savoy ES	14	36.84%	23	60.53%	n<10	n<10	n<10	n<10
School Without Walls HS	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
School Without Walls at Francis-Stevens	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
School-Within-School at Goding	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Seaton ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Sela PCS	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Shining Stars Montessori Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Simon ES	n<10	n<10	45	91.84%	n<10	n<10	n<10	n<10
Smothers ES	25	89.29%	n<10	n<10	n<10	n<10	n<10	n<10
Somerset Preparatory Academy PCS	10	12.50%	42	52.50%	28	35.00%	n<10	n<10
Sousa MS	58	45.31%	58	45.31%	10	7.81%	n<10	n<10
Stanton ES	36	76.60%	11	23.40%	n<10	n<10	n<10	n<10
Stoddert ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Stuart-Hobson MS Capitol Hill Cluster	12	9.60%	106	84.80%	n<10	n<10	n<10	n<10

School Name	Less than 2 Days	Percent	Between 2 and 5 Days	Percent	Between 6 and 10 Days	Percent	11 Days or More	Percent
Sustainable Futures PCS	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Takoma EC	16	59.26%	10	37.04%	n<10	n<10	n<10	n<10
The Children's Guild PCS	n<10	n<10	40	93.02%	n<10	n<10	n<10	n<10
Thomas ES	n<10	n<10	13	72.22%	n<10	n<10	n<10	n<10
Thomson ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Thurgood Marshall Academy PCS	45	35.43%	72	56.69%	n<10	n<10	n<10	n<10
Truesdell EC	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Tubman ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Turner ES	28	30.77%	62	68.13%	n<10	n<10	n<10	n<10
Two Rivers PCS 4th St	20	54.05%	15	40.54%	n<10	n<10	n<10	n<10
Two Rivers PCS Young	14	82.35%	n<10	n<10	n<10	n<10	n<10	n<10
Tyler ES	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Walker-Jones EC	n<10	n<10	55	83.33%	n<10	n<10	n<10	n<10
Washington Global PCS	n<10	n<10	37	84.09%	n<10	n<10	n<10	n<10
Washington Latin PCS Middle School	30	50.85%	28	47.46%	n<10	n<10	n<10	n<10
Washington Latin PCS Upper School	30	62.50%	16	33.33%	n<10	n<10	n<10	n<10
Washington Leadership Academy PCS	28	46.67%	32	53.33%	n<10	n<10	n<10	n<10
Washington Mathematics Science Technology PCHS	n<10	n<10	17	85.00%	n<10	n<10	n<10	n<10
Washington Metropolitan HS	12	12.63%	70	73.68%	n<10	n<10	n<10	n<10
Washington Yu Ying PCS	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Watkins ES Capitol Hill Cluster	14	51.85%	13	48.15%	n<10	n<10	n<10	n<10
West EC	n<10	n<10	16	100.00%	n<10	n<10	n<10	n<10
Wheatley EC	13	50.00%	12	46.15%	n<10	n<10	n<10	n<10
Whittier EC	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Wilson HS	n<10	n<10	91	73.39%	22	17.74%	n<10	n<10
H.D. Woodson HS	26	12.62%	168	81.55%	n<10	n<10	n<10	n<10

Appendix C: Additional Suspension Analyses

The following figures show the total count of all disciplinary incidents by the primary reason listed for the disciplinary action. The first figure shows all disciplinary actions by reason. The next two figures show the count of all disciplinary incidents by the primary reason broken down by grade-band.[43]

Disciplinary Incident Counts, by Primary Reason

Primary Reason

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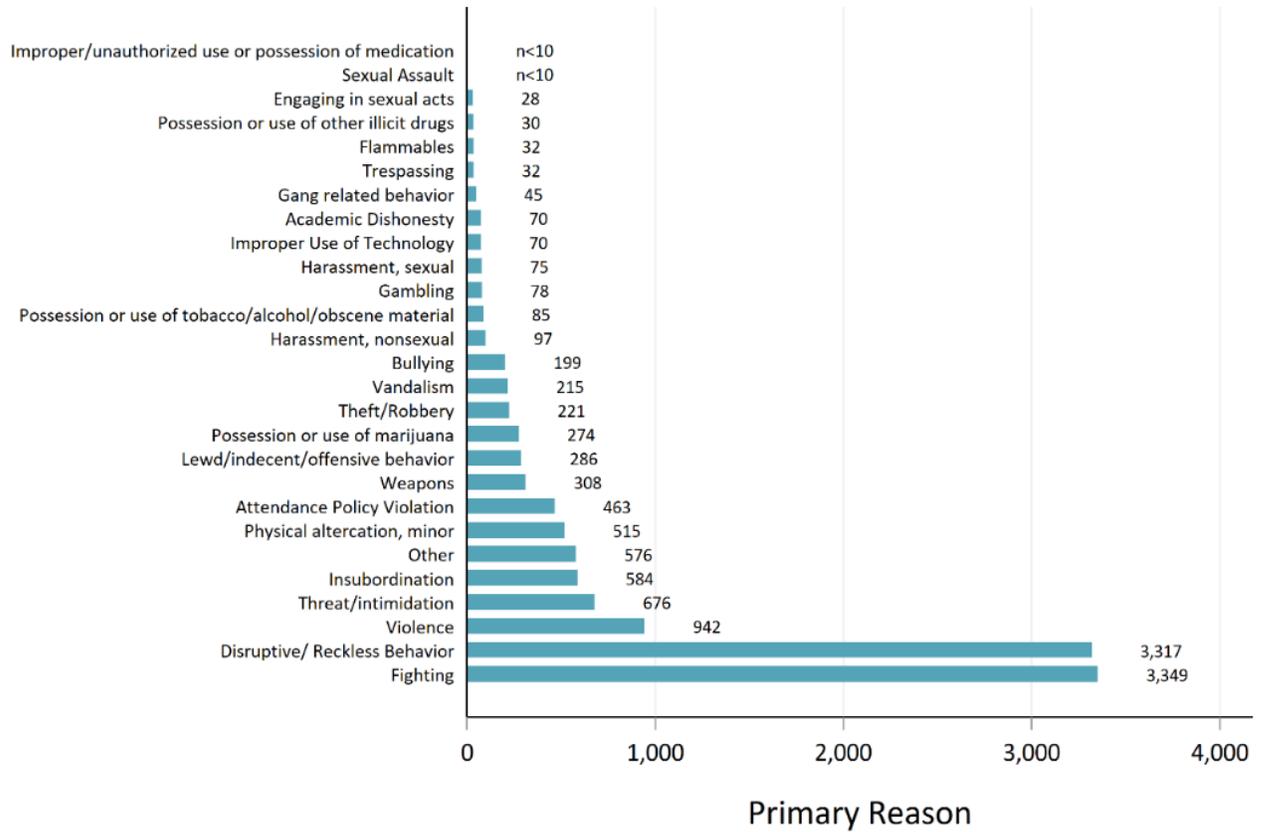
[43] Totals in the first chart are shown for the given primary reason, however not all reasons for a disciplinary action are included on the reasons by grade-band figures due to secondary suppression rules to protect student privacy.

Disciplinary Incident Counts in Grades 3-8, by Primary Reason

Primary Reason	Count
Engaging in sexual acts	n<10
Improper/unauthorized use or possession of medication	n<10
Sexual Assault	n<10
Gambling	14
Possession or use of other illicit drugs	15
Possession or use of marijuana	61
Vandalism	121
Bullying	137
Theft/Robbery	138
Lewd/indecent/offensive behavior	167
Weapons	171
Attendance Policy Violation	217
Physical altercation, minor	315
Threat/intimidation	338
Insubordination	376
Other	466
Violence	538
Disruptive/ Reckless Behavior	1,886
Fighting	2,046

Grades 3-8 Primary Reason

Disciplinary Incident Counts in Grades 9-12, by Primary Reason

Primary Reason	Count
Engaging in sexual acts	n<10
Improper/unauthorized use or possession of medication	n<10
Sexual Assault	n<10
Possession or use of other illicit drugs	15
Bullying	47
Theft/Robbery	62
Vandalism	62
Gambling	64
Physical altercation, minor	78
Other	84
Lewd/indecent/offensive behavior	100
Weapons	118
Insubordination	187
Possession or use of marijuana	210
Violence	218
Attendance Policy Violation	225
Threat/intimidation	273
Disruptive/ Reckless Behavior	1,006
Fighting	1,035

Grades 9-12 Primary Reason

In-School Suspension Disproportionality
The following section continues the disproportionality analyses with in-school suspensions.

Disproportionality in In-School Suspensions, by Gender
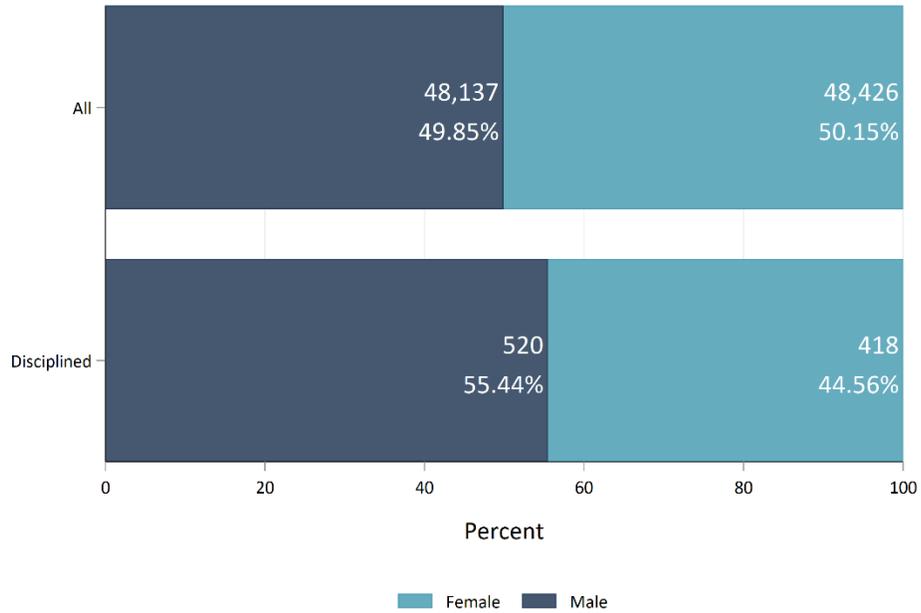
Disproportionality in In-School Suspensions, by Race or Ethnicity
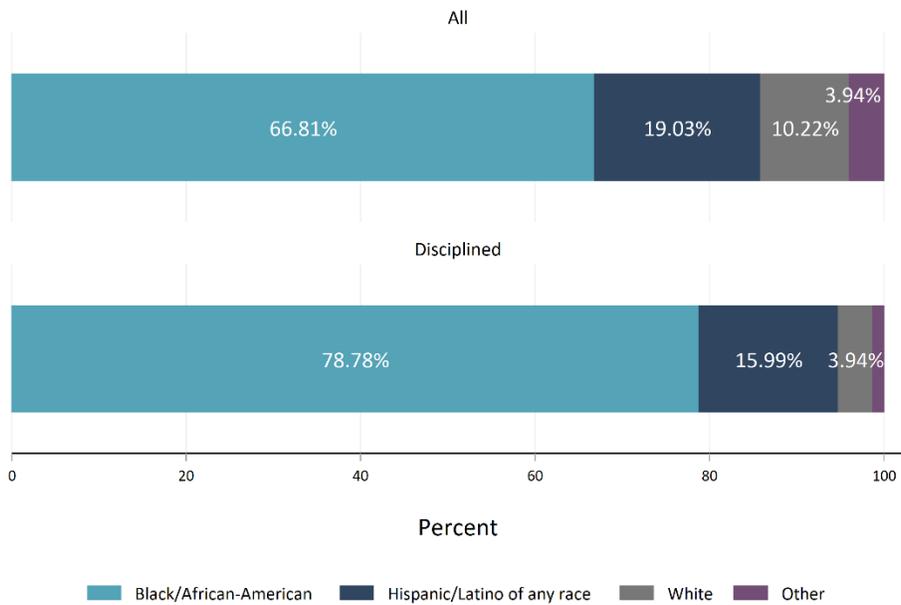
Counts of Students with In-School Suspensions, by Race or Ethnicity
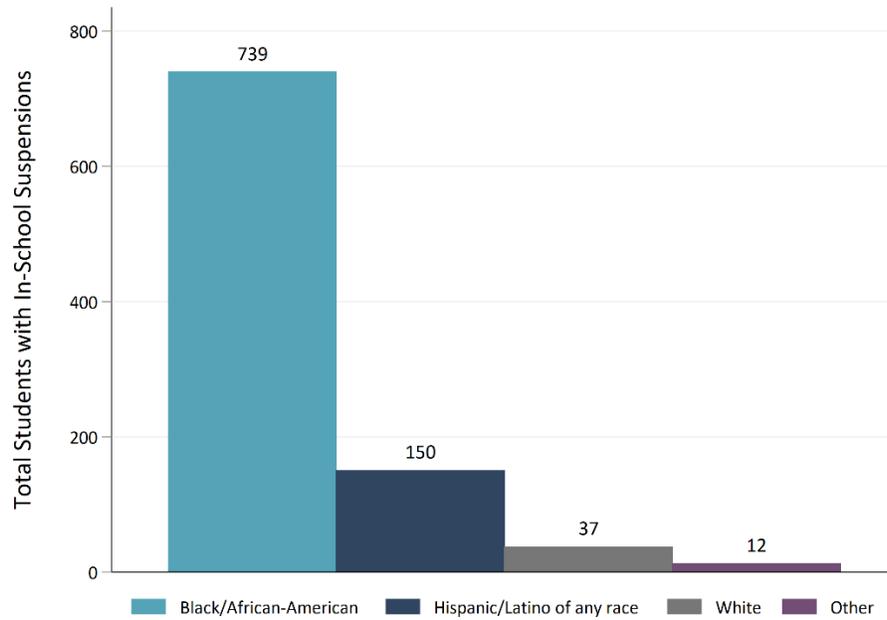
Disproportionality in In-School Suspensions, by At-Risk Status

Disproportionality in In-School Suspensions, by Disability Status

All	14,815 / 15.34% ... 81,752 / 84.66%
Disciplined	270 / 28.78% ... 668 / 71.22%

Legend: Non Students with Disabilities / Students with Disabilities

Disproportionality in In-School Suspensions, by English Learner Status

All	11,814 / 12.23% ... 84,753 / 87.77%
Disciplined	66 / 7.04% ... 872 / 92.96%

Legend: Non English Learners / English Learners
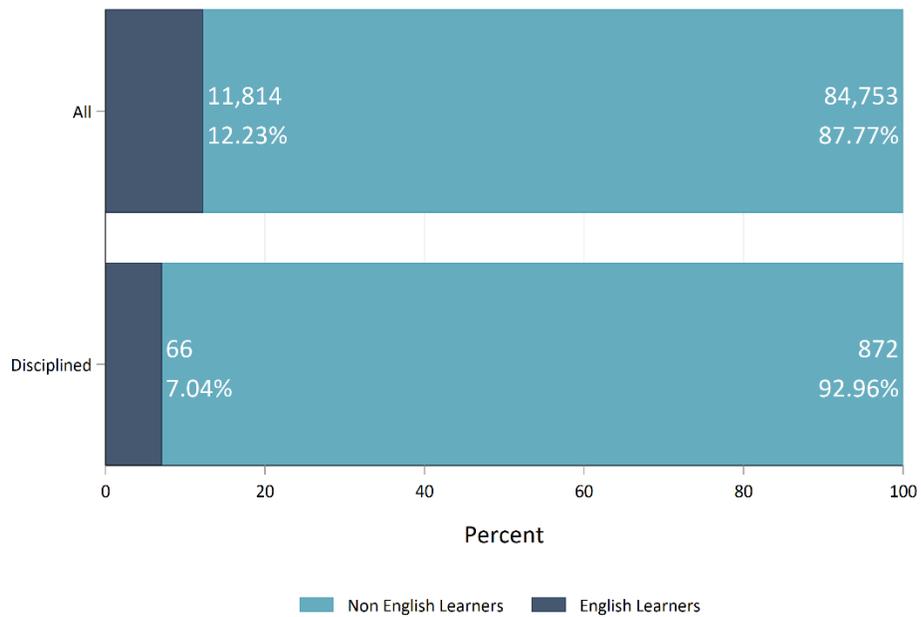
Out-of-School Suspension Durations

The following section shows the count of out-of-school suspensions by the duration of the disciplinary action.

Duration of Suspensions, by Gender
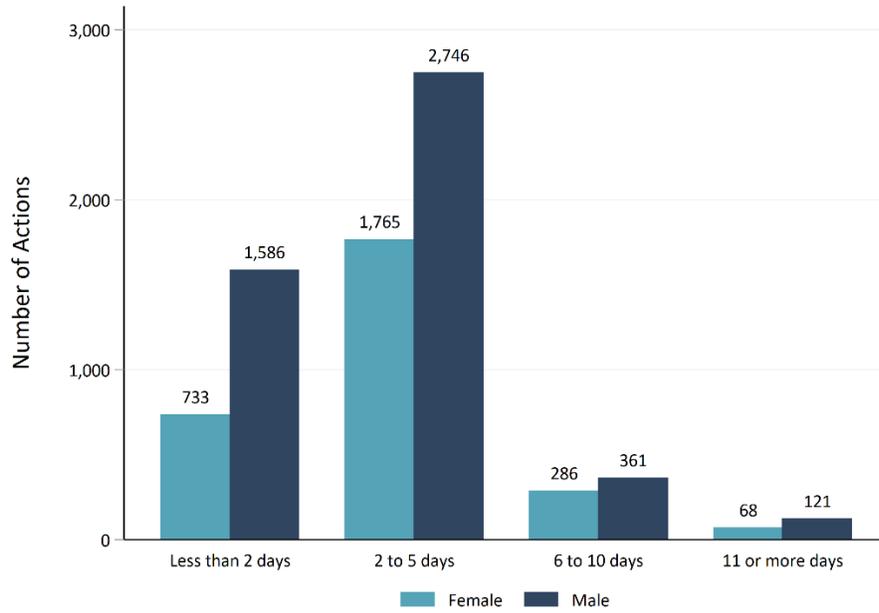
Duration of Suspensions, by Race or Ethnicity
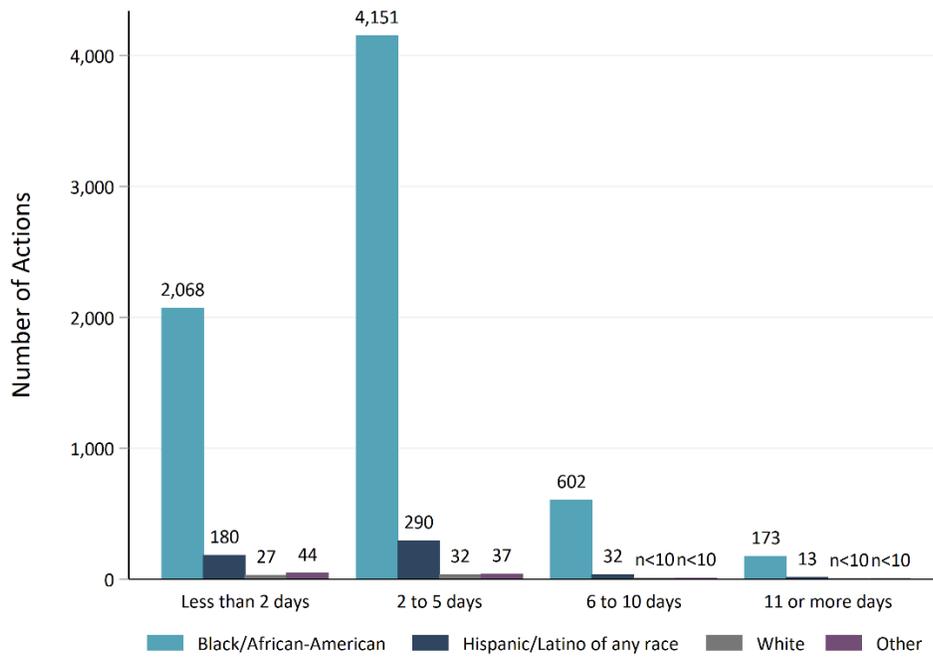
Duration of Suspensions, by At-Risk Status

Number of Actions

	Less than 2 days	2 to 5 days	6 to 10 days	11 or more days
Not At-Risk	743	1,244	162	39
At-Risk	1,576	3,267	485	150

Not At-Risk   At-Risk

Duration of Suspensions, by Disability Status

Number of Actions

	Less than 2 days	2 to 5 days	6 to 10 days	11 or more days
Non Students with Disabilities	1,526	3,115	435	124
Students with Disabilities	793	1,396	212	65
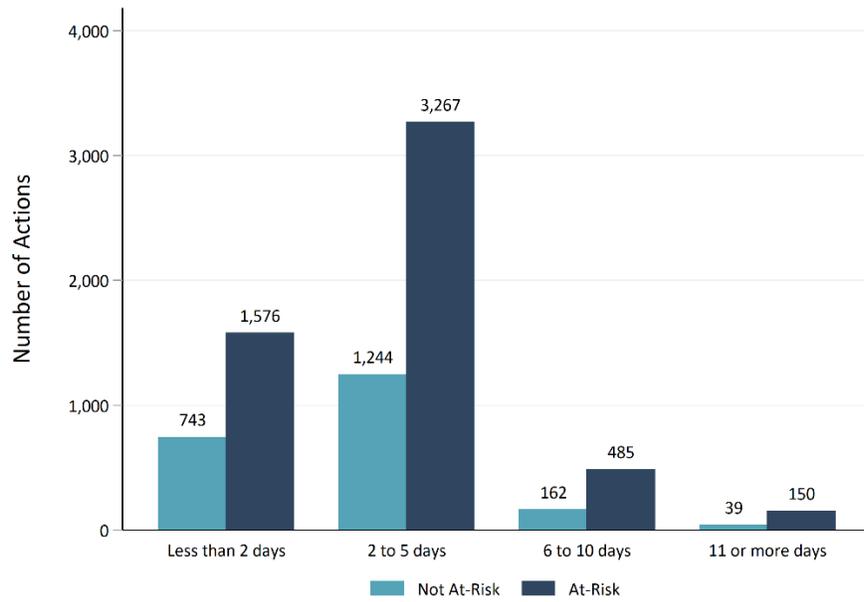
Non Students with Disabilities   Students with Disabilities
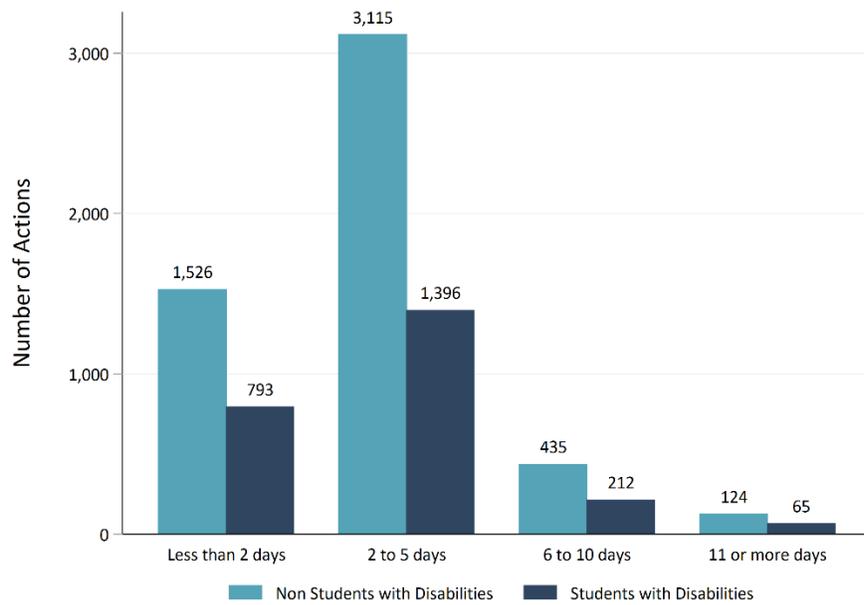
Duration of Suspensions, by English Learner Status
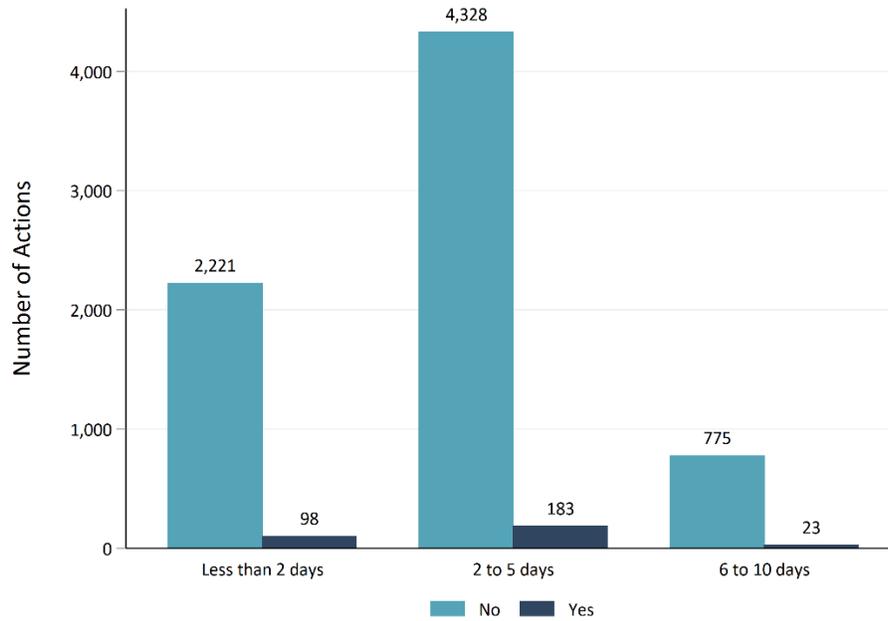
Out-of-School Suspension Rates by Schools' At-Risk Population

The out-of-school suspension rate varied across schools. Table 9 below shows a T-test of the out of school suspension rate between schools that serve a student population greater than 75 percent at-risk and less than 25 percent at-risk. The results were statistically significant indicating there is a meaningful difference in suspension rates between schools that serve a different population of at-risk students.

Table 9 - T-Test of Suspension Rate Means between Schools Serving Different Populations

	Greater than 75% at-risk	Less than 25% at-risk	Difference	Std. Error	Obs.
Mean of Out-of-school Suspension Rate	10.6686	1.8037	-8.86***	1.5871	88

$^{*} p < 0.05, ^{**} p < 0.01, ^{***} p < 0.001$

Rate of More than One Suspension

Table 10 - Count & Rate of Students with Multiple Out of School Suspensions, by School

School Name	LEA Name	Count of Students with Multiple OSS	Percent
Academy of Hope Adult PCS	Academy of Hope Adult PCS	n<10	n<10
Achievement Preparatory Academy PCS Wahler Place Elementary School	Achievement Preparatory Academy PCS	n<10	n<10
Achievement Preparatory Academy PCS Wahler Place Middle School	Achievement Preparatory Academy PCS	n<10	n<10
Aiton ES	District of Columbia Public Schools	n<10	n<10
Amidon-Bowen ES	District of Columbia Public Schools	12	3.15%
Anacostia HS	District of Columbia Public Schools	52	11.18%
AppleTree Early Learning Center PCS Columbia Heights	AppleTree Early Learning PCS	n<10	n<10
AppleTree Early Learning Center PCS Lincoln Park	AppleTree Early Learning PCS	n<10	n<10
AppleTree Early Learning Center PCS Oklahoma Avenue	AppleTree Early Learning PCS	n<10	n<10
AppleTree Early Learning Center PCS Southeast	AppleTree Early Learning PCS	n<10	n<10
AppleTree Early Learning Center PCS Southwest	AppleTree Early Learning PCS	n<10	n<10
BASIS DC PCS	Basis DC PCS	21	3.49%
Ballou HS	District of Columbia Public Schools	106	10.40%
Ballou STAY	District of Columbia Public Schools	11	1.61%
Bancroft ES at Sharpe	District of Columbia Public Schools	n<10	n<10

School Name	LEA Name	Count of Students with Multiple OSS	Percent
Barnard ES	District of Columbia Public Schools	n<10	n<10
Beers ES	District of Columbia Public Schools	n<10	n<10
Benjamin Banneker HS	District of Columbia Public Schools	n<10	n<10
Breakthrough Montessori PCS	Breakthrough Montessori PCS	n<10	n<10
Brent ES	District of Columbia Public Schools	n<10	n<10
Bridges PCS	Bridges PCS	n<10	n<10
Brightwood EC	District of Columbia Public Schools	n<10	n<10
Briya PCS	Briya PCS	n<10	n<10
Brookland MS	District of Columbia Public Schools	35	12.92%
Browne EC	District of Columbia Public Schools	n<10	n<10
Bruce-Monroe ES at Park View	District of Columbia Public Schools	n<10	n<10
Bunker Hill ES	District of Columbia Public Schools	n<10	n<10
Burroughs ES	District of Columbia Public Schools	n<10	n<10
Burrville ES	District of Columbia Public Schools	n<10	n<10
C.W. Harris ES	District of Columbia Public Schools	n<10	n<10
Capital City PCS High School	Capital City PCS	20	5.90%
Capital City PCS Lower School	Capital City PCS	n<10	n<10

School Name	LEA Name	Count of Students with Multiple OSS	Percent
Capital City PCS Middle School	Capital City PCS	15	4.48%
Capitol Hill Montessori School at Logan	District of Columbia Public Schools	n<10	n<10
Cardozo EC	District of Columbia Public Schools	57	6.67%
Carlos Rosario International PCS	Carlos Rosario International PCS	n<10	n<10
Cedar Tree Academy PCS	Cedar Tree Academy PCS	n<10	n<10
Center City PCS Brightwood	Center City PCS	n<10	n<10
Center City PCS Capitol Hill	Center City PCS	n<10	n<10
Center City PCS Congress Heights	Center City PCS	n<10	n<10
Center City PCS Petworth	Center City PCS	n<10	n<10
Center City PCS Shaw	Center City PCS	n<10	n<10
Center City PCS Trinidad	Center City PCS	n<10	n<10
Cesar Chavez PCS for Public Policy Capitol Hill	Cesar Chavez PCS for Public Policy	12	4.27%
Cesar Chavez PCS for Public Policy Chavez Prep	Cesar Chavez PCS for Public Policy	11	3.55%
Cesar Chavez PCS for Public Policy Parkside High School	Cesar Chavez PCS for Public Policy	44	11.55%
Cesar Chavez PCS for Public Policy Parkside Middle School	Cesar Chavez PCS for Public Policy	36	13.69%
City Arts & Prep PCS	City Arts & Prep PCS	n<10	n<10
Cleveland ES	District of Columbia Public Schools	n<10	n<10
Columbia Heights EC	District of Columbia Public Schools	13	0.97%

School Name	LEA Name	Count of Students with Multiple OSS	Percent
Community College Preparatory Academy PCS	Community College Preparatory Academy PCS	n<10	n<10
Coolidge HS	District of Columbia Public Schools	10	2.70%
Creative Minds International PCS	Creative Minds International PCS	n<10	n<10
DC Bilingual PCS	DC Bilingual PCS	n<10	n<10
DC Preparatory Academy PCS Anacostia Elementary School	DC Prep PCS	n<10	n<10
DC Preparatory Academy PCS Benning Elementary School	DC Prep PCS	n<10	n<10
DC Preparatory Academy PCS Benning Middle School	DC Prep PCS	24	7.10%
DC Preparatory Academy PCS Edgewood Elementary School	DC Prep PCS	n<10	n<10
DC Preparatory Academy PCS Edgewood Middle School	DC Prep PCS	12	3.57%
DC Scholars PCS	DC Scholars PCS	31	5.78%
Deal MS	District of Columbia Public Schools	12	0.79%
Democracy Prep Congress Heights PCS	Democracy Prep Congress Heights PCS	100	15.08%
District of Columbia International School	District of Columbia International School	19	2.35%
Dorothy I. Height ES	District of Columbia Public Schools	n<10	n<10
Drew ES	District of Columbia Public Schools	n<10	n<10
Duke Ellington School of the Arts	District of Columbia Public Schools	n<10	n<10
Dunbar HS	District of Columbia Public Schools	31	4.41%

School Name	LEA Name	Count of Students with Multiple OSS	Percent
E.L. Haynes PCS Elementary School	E.L. Haynes PCS	n<10	n<10
E.L. Haynes PCS High School	E.L. Haynes PCS	18	4.12%
E.L. Haynes PCS Middle School	E.L. Haynes PCS	15	4.17%
Eagle Academy PCS Capitol Riverfront	Eagle Academy PCS	n<10	n<10
Eagle Academy PCS Congress Heights	Eagle Academy PCS	n<10	n<10
Early Childhood Academy PCS	Early Childhood Academy PCS	n<10	n<10
Eastern HS	District of Columbia Public Schools	58	7.09%
Eaton ES	District of Columbia Public Schools	n<10	n<10
Eliot-Hine MS	District of Columbia Public Schools	33	14.29%
Elsie Whitlow Stokes Community Freedom PCS	Elsie Whitlow Stokes Community Freedom PCS	n<10	n<10
Excel Academy PCS	Excel Academy PCS	27	3.97%
Friendship PCS Armstrong	Friendship PCS	14	3.37%
Friendship PCS Blow Pierce Elementary School	Friendship PCS	n<10	n<10
Friendship PCS Blow Pierce Middle School	Friendship PCS	16	6.37%
Friendship PCS Chamberlain Elementary School	Friendship PCS	n<10	n<10
Friendship PCS Chamberlain Middle School	Friendship PCS	n<10	n<10
Friendship PCS Collegiate Academy	Friendship PCS	25	3.56%
Friendship PCS Online	Friendship PCS	n<10	n<10
Friendship PCS Southeast Academy	Friendship PCS	13	2.29%
Friendship PCS Technology Preparatory Academy High School	Friendship PCS	n<10	n<10

School Name	LEA Name	Count of Students with Multiple OSS	Percent
Friendship PCS Technology Preparatory Academy Middle	Friendship PCS	17	6.56%
Friendship PCS Woodridge Elementary School	Friendship PCS	n<10	n<10
Friendship PCS Woodridge Middle School	Friendship PCS	n<10	n<10
Garfield ES	District of Columbia Public Schools	n<10	n<10
Garrison ES	District of Columbia Public Schools	n<10	n<10
Goodwill Excel Center PCS	Goodwill Excel Center PCS	n<10	n<10
H.D. Cooke ES	District of Columbia Public Schools	n<10	n<10
Hardy MS	District of Columbia Public Schools	n<10	n<10
Harmony DC PCS School of Excellence	Harmony DC PCS	n<10	n<10
Hart MS	District of Columbia Public Schools	51	12.72%
Hearst ES	District of Columbia Public Schools	n<10	n<10
Hendley ES	District of Columbia Public Schools	23	5.07%
Hope Community PCS Lamond	Hope Community PCS	n<10	n<10
Hope Community PCS Tolson	Hope Community PCS	n<10	n<10
Houston ES	District of Columbia Public Schools	n<10	n<10
Howard University Middle School of Mathematics and Science PCS	Howard University Middle School of Mathematics	36	12.41%

School Name	LEA Name	Count of Students with Multiple OSS	Percent
	and Science PCS		
Hyde-Addison ES	District of Columbia Public Schools	n<10	n<10
IDEA PCS	IDEA PCS	36	10.84%
Ideal Academy PCS	Ideal Academy PCS	16	5.23%
Ingenuity Prep PCS	Ingenuity Prep PCS	17	3.39%
Inspired Teaching Demonstration PCS	Inspired Teaching Demonstration PCS	n<10	n<10
J.O. Wilson ES	District of Columbia Public Schools	13	2.42%
Janney ES	District of Columbia Public Schools	n<10	n<10
Jefferson Middle School Academy	District of Columbia Public Schools	52	15.38%
John Hayden Johnson MS	District of Columbia Public Schools	53	18.03%
KIPP DC AIM Academy PCS	KIPP DC PCS	12	3.03%
KIPP DC Arts and Technology Academy PCS	KIPP DC PCS	n<10	n<10
KIPP DC College Preparatory Academy PCS	KIPP DC PCS	64	8.86%
KIPP DC Connect Academy PCS	KIPP DC PCS	n<10	n<10
KIPP DC Discover Academy PCS	KIPP DC PCS	n<10	n<10
KIPP DC Grow Academy PCS	KIPP DC PCS	n<10	n<10
KIPP DC Heights Academy PCS	KIPP DC PCS	19	4.05%
KIPP DC KEY Academy PCS	KIPP DC PCS	20	5.83%
KIPP DC LEAP Academy PCS	KIPP DC PCS	n<10	n<10
KIPP DC Lead Academy PCS	KIPP DC PCS	22	5.23%
KIPP DC Northeast Academy PCS	KIPP DC PCS	29	8.48%
KIPP DC PCS Promise Academy	KIPP DC PCS	20	3.82%
KIPP DC Quest Academy PCS	KIPP DC PCS	22	5.39%

School Name	LEA Name	Count of Students with Multiple OSS	Percent
KIPP DC Spring Academy PCS	KIPP DC PCS	24	5.69%
KIPP DC Valor Academy PCS	KIPP DC PCS	18	5.61%
KIPP DC WILL Academy PCS	KIPP DC PCS	n<10	n<10
Kelly Miller MS	District of Columbia Public Schools	57	12.00%
Ketcham ES	District of Columbia Public Schools	n<10	n<10
Key ES	District of Columbia Public Schools	n<10	n<10
Kimball ES	District of Columbia Public Schools	13	3.53%
M.L. King ES	District of Columbia Public Schools	13	3.40%
Kingsman Academy PCS	Kingsman Academy PCS	n<10	n<10
Kramer MS	District of Columbia Public Schools	45	19.07%
LAYC Career Academy PCS	LAYC Career Academy PCS	n<10	n<10
LaSalle-Backus EC	District of Columbia Public Schools	n<10	n<10
Lafayette ES	District of Columbia Public Schools	n<10	n<10
Langdon ES	District of Columbia Public Schools	n<10	n<10
Langley ES	District of Columbia Public Schools	n<10	n<10
Latin American Montessori Bilingual PCS	Latin American Montessori Bilingual PCS	n<10	n<10
Leckie ES	District of Columbia Public Schools	n<10	n<10
Lee Montessori PCS	Lee Montessori PCS	n<10	n<10

School Name	LEA Name	Count of Students with Multiple OSS	Percent
Ludlow Taylor ES	District of Columbia Public Schools	n<10	n<10
Luke C. Moore Alternative HS	District of Columbia Public Schools	n<10	n<10
MacFarland MS	District of Columbia Public Schools	n<10	n<10
Malcolm X ES at Green	District of Columbia Public Schools	n<10	n<10
Mann ES	District of Columbia Public Schools	n<10	n<10
Marie Reed ES at MacFarland	District of Columbia Public Schools	n<10	n<10
Mary McLeod Bethune Day Academy PCS	Mary McLeod Bethune Day Academy PCS	n<10	n<10
Maury ES	District of Columbia Public Schools	n<10	n<10
Maya Angelou PCS - High School	Maya Angelou PCS	18	8.26%
Maya Angelou PCS Young Adult Learning Center	Maya Angelou PCS	n<10	n<10
McKinley MS	District of Columbia Public Schools	28	10.26%
McKinley Technology HS	District of Columbia Public Schools	n<10	n<10
Meridian PCS	Meridian PCS	18	2.71%
Miner ES	District of Columbia Public Schools	n<10	n<10
Monument Academy PCS	Monument Academy PCS	31	25.00%
Moten ES	District of Columbia Public Schools	12	2.58%
Mundo Verde Bilingual PCS	Mundo Verde Bilingual PCS	n<10	n<10

School Name	LEA Name	Count of Students with Multiple OSS	Percent
Murch ES	District of Columbia Public Schools	n<10	n<10
Nalle ES	District of Columbia Public Schools	n<10	n<10
National Collegiate Preparatory PCHS	National Collegiate Preparatory PCHS	11	3.87%
Noyes ES	District of Columbia Public Schools	n<10	n<10
Orr ES	District of Columbia Public Schools	n<10	n<10
Oyster-Adams Bilingual School	District of Columbia Public Schools	n<10	n<10
Patterson ES	District of Columbia Public Schools	n<10	n<10
Paul PCS International High School	Paul PCS	n<10	n<10
Paul PCS Middle School	Paul PCS	15	6.33%
Payne ES	District of Columbia Public Schools	n<10	n<10
Peabody ES Capitol Hill Cluster	District of Columbia Public Schools	n<10	n<10
Perry Street Preparatory PCS	Perry Street Preparatory PCS	15	4.20%
Phelps Architecture Construction and Engineering HS	District of Columbia Public Schools	n<10	n<10
Plummer ES	District of Columbia Public Schools	n<10	n<10
Powell ES	District of Columbia Public Schools	n<10	n<10
Randle Highlands ES	District of Columbia Public Schools	n<10	n<10

School Name	LEA Name	Count of Students with Multiple OSS	Percent
Raymond EC	District of Columbia Public Schools	n<10	n<10
Richard Wright PCS for Journalism and Media Arts	Richard Wright PCS for Journalism and Media Arts	n<10	n<10
River Terrace EC	District of Columbia Public Schools	n<10	n<10
Rocketship DC - Ward 7	Rocketship DC PCS	n<10	n<10
Rocketship DC PCS	Rocketship DC PCS	n<10	n<10
Ron Brown College Preparatory High School	District of Columbia Public Schools	n<10	n<10
Roosevelt HS	District of Columbia Public Schools	14	1.73%
Roosevelt STAY	District of Columbia Public Schools	n<10	n<10
Roots PCS	Roots PCS	n<10	n<10
Ross ES	District of Columbia Public Schools	n<10	n<10
SEED PCS of Washington DC	SEED PCS of Washington, DC	26	6.99%
Savoy ES	District of Columbia Public Schools	10	3.31%
School Without Walls HS	District of Columbia Public Schools	n<10	n<10
School Without Walls at Francis-Stevens	District of Columbia Public Schools	n<10	n<10
School-Within-School at Goding	District of Columbia Public Schools	n<10	n<10
Seaton ES	District of Columbia Public Schools	n<10	n<10
Sela PCS	Sela PCS	n<10	n<10

School Name	LEA Name	Count of Students with Multiple OSS	Percent
Shepherd ES	District of Columbia Public Schools	n<10	n<10
Shining Stars Montessori Academy PCS	Shining Stars Montessori Academy PCS	n<10	n<10
Simon ES	District of Columbia Public Schools	12	3.68%
Smothers ES	District of Columbia Public Schools	n<10	n<10
Somerset Preparatory Academy PCS	Somerset Preparatory Academy PCS	34	8.92%
Sousa MS	District of Columbia Public Schools	33	12.04%
St. Coletta Special Education PCS	St. Coletta Special Education PCS	n<10	n<10
Stanton ES	District of Columbia Public Schools	10	1.89%
Stoddert ES	District of Columbia Public Schools	n<10	n<10
Stuart Hobson MS Capitol Hill Cluster	District of Columbia Public Schools	25	5.76%
Sustainable Futures PCS	Sustainable Futures PCS	n<10	n<10
Takoma EC	District of Columbia Public Schools	n<10	n<10
The Children's Guild PCS	The Children's Guild DC PCS	n<10	n<10
The Next Step El Proximo Paso PCS	The Next Step/El Proximo Paso PCS	n<10	n<10
Thomas ES	District of Columbia Public Schools	n<10	n<10

School Name	LEA Name	Count of Students with Multiple OSS	Percent
Thomson ES	District of Columbia Public Schools	n<10	n<10
Thurgood Marshall Academy PCS	Thurgood Marshall Academy PCS	26	6.58%
Truesdell EC	District of Columbia Public Schools	n<10	n<10
Tubman ES	District of Columbia Public Schools	n<10	n<10
Turner ES	District of Columbia Public Schools	17	3.26%
Two Rivers PCS 4th St	Two Rivers PCS	n<10	n<10
Two Rivers PCS Young	Two Rivers PCS	n<10	n<10
Tyler ES	District of Columbia Public Schools	n<10	n<10
Van Ness ES	District of Columbia Public Schools	n<10	n<10
Walker-Jones EC	District of Columbia Public Schools	16	3.33%
Washington Global PCS	Washington Global PCS	n<10	n<10
Washington Latin PCS Middle School	Washington Latin PCS	15	4.07%
Washington Latin PCS Upper School	Washington Latin PCS	10	2.99%
Washington Leadership Academy PCS	Washington Leadership Academy PCS	15	7.14%
Washington Mathematics Science Technology PCHS	Washington Mathematics Science Technology PCHS	n<10	n<10
Washington Metropolitan HS	District of Columbia Public Schools	23	9.62%

School Name	LEA Name	Count of Students with Multiple OSS	Percent
Washington Yu Ying PCS	Washington Yu Ying PCS	n<10	n<10
Watkins ES Capitol Hill Cluster	District of Columbia Public Schools	n<10	n<10
West EC	District of Columbia Public Schools	n<10	n<10
Wheatley EC	District of Columbia Public Schools	n<10	n<10
Whittier EC	District of Columbia Public Schools	n<10	n<10
Wilson HS	District of Columbia Public Schools	17	0.89%
H.D. Woodson HS	District of Columbia Public Schools	49	8.75%
Youthbuild PCS	Youthbuild PCS	n<10	n<10

Grade Band Breakdown

Table 11 shows the total number of suspensions broken down by student group and by grade band.

Table 111 - Statewide Number of Out of School Suspensions, by Grade Band and Student Group

Grade Band	Number of Out-of-school Suspensions	Student Group
PK3-2	12	White
PK3-2	24	English Learners
PK3-2	1,123	Black/African-American
PK3-2	35	Hispanic/Latino of any race
PK3-2	494	Students with Disabilities
PK3-2	200	Female
PK3-2	903	At-Risk
PK3-2	975	Male
3-5	26	White
3-5	1,669	At-Risk
3-5	17	Two or more races
3-5	79	English Learners
3-5	1,636	Male
3-5	573	Female
3-5	2,073	Black/African-American
3-5	90	Hispanic/Latino of any race
3-5	918	Students with Disabilities
6-8	3,748	Black/African-American
6-8	2,875	At-Risk
6-8	268	Hispanic/Latino of any race
6-8	31	Two or more races
6-8	38	White
6-8	1,353	Students with Disabilities
6-8	1,584	Female
6-8	2,507	Male
6-8	125	English Learners
9-12	156	English Learners
9-12	258	Hispanic/Latino of any race

Grade Band	Number of Out-of-school Suspensions	Student Group
9-12	3,296	Black/African-American
9-12	2,690	At-Risk
9-12	23	Two or more races
9-12	32	White
9-12	2,042	Male
9-12	1,171	Students with Disabilities
9-12	1,572	Female

Students with Disabilities with Long-Term Suspensions
By School

Table 122 - Students with Disabilities with Long-Term Suspensions, by School

Student Had IEP at Time of Incident	School Name	Number of Students	Average Duration of Suspension
Yes	Anacostia HS	n<10	7.75
Yes	Ballou HS	n<10	9.00
Yes	Brookland MS	n<10	9.00
Yes	Cardozo EC	n<10	8.00
Yes	Columbia Heights EC	n<10	7.00
Yes	DC Scholars PCS	n<10	8.00
Yes	Deal MS	n<10	8.00
Yes	Dunbar HS	n<10	7.50
Yes	Eastern HS	n<10	7.00
Yes	Eliot-Hine MS	n<10	8.00
Yes	Hart MS	n<10	8.00
Yes	Jefferson Middle School Academy	n<10	7.71
Yes	John Hayden Johnson MS	n<10	9.00
Yes	Kelly Miller MS	n<10	7.00
Yes	Kramer MS	n<10	8.67
Yes	Maya Angelou PCS - High School	n<10	8.00
Yes	McKinley MS	n<10	7.00
Yes	River Terrace EC	n<10	7.00
Yes	Ron Brown College Preparatory High School	n<10	8.25
Yes	Roosevelt HS	n<10	9.00
Yes	Somerset Preparatory Academy PCS	n<10	7.00
Yes	Sousa MS	n<10	8.25
Yes	Tubman ES	n<10	9.00
Yes	Washington Metropolitan HS	n<10	8.00
Yes	Wilson HS	n<10	7.67

Table 133 - Students with Disabilities with Long-Term Suspensions, by LEA

Student Had IEP at Time of Incident	School Name	Number of Students	Average Duration of Suspension
Yes	DC Scholars PCS	n<10	8.00
Yes	District of Columbia Public Schools	60	8.07
Yes	Maya Angelou PCS	n<10	8.00
Yes	Somerset Preparatory Academy PCS	n<10	7.00

Appendix D: Attendance Discrepancies

Overview

Disparity between the attendance data from daily feeds OSSE receives from schools and the yearly discipline data submission were initially investigated and reported in last year's discipline report. The following section notes similar discrepancies in school attendance and discipline data.

Schools enter attendance data through their LEA's respective student information system on a daily basis, and the data are transferred to OSSE daily through an automatic feed. Attendance records must match student enrollment information, otherwise the LEA is notified and must fix the error. Starting in the 2017-18 school year, attendance data were included in the end-of-year data validation process that required LEAs to review and certify their attendance records.

OSSE's discipline data is collected yearly through a template in Excel which is sent by LEAs at the end of the school year. OSSE processes this data to ensure all values match from all LEA submissions and matches to OSSE's Data Validation files. Any discrepant student enrollment data or missing student identifying information was sent back to LEAs and filled in to allow OSSE to match all possible student records to validated demographic information. The process for collecting discipline data is different from the attendance data in that the collection, processing and checking of the data is much more manual and labor intensive. Since discipline data collection is less automated in several regards as compared to the attendance data, it is also less comprehensive in terms of checks against other data.

Regardless of how data gets to OSSE, all demographic, attendance and discipline data (including the counts of disciplinary and calculation of rates) was verified by all LEAs during Metric Calculation Confirmation prior to the release of the School Report Cards. During Metric Calculation Confirmation, OSSE processed all data from schools, including attendance and discipline data, and shared both student level information and school level aggregations of data back to LEAs. LEAs then certified that all student level and school level data was correct.

In response to reported discrepancies in discipline and attendance data, talks began over the last year with PCSB to begin aligning discipline and attendance data. In the future OSSE wants to align on definitions and logic to eventually match all data, but the talks were a good first step in unifying discipline and attendance data validation across the state.

Discrepancies between School-Reported Attendance Data and Discipline Data

Table 144 – In-School Suspension Discipline and Attendance Data Discrepancies, by LEA

LEA Name	Days of In-School Suspensions from Discipline Data	Days of In-School Suspensions from Attendance Data
Basis DC PCS	46	0
Bridges PCS	114	n<10
Capital City PCS	178	0
Center City PCS	0	32
Creative Minds International PCS	20	0
DC Bilingual PCS	24	0
Democracy Prep Congress Heights PCS	0	35
District of Columbia International School	442	0
District of Columbia Public Schools	55	0
E.L. Haynes PCS	0	n<10
Early Childhood Academy PCS	0	n<10
Excel Academy PCS	252	0
Friendship PCS	10	0
Harmony DC PCS	271	0
Hope Community PCS	276	0
Howard University Middle School of Mathematics and Science PCS	n<10	n<10
Ideal Academy PCS	0	n<10
Inspired Teaching Demonstration PCS	26	0
KIPP DC PCS	0	491
LAYC Career Academy PCS	n<10	n<10
Maya Angelou PCS	187	0
Mundo Verde Bilingual PCS	n<10	n<10
Perry Street Preparatory PCS	30	0
Shining Stars Montessori Academy PCS	n<10	n<10
Somerset Preparatory Academy PCS	292	63
St. Coletta Special Education PCS	n<10	n<10
Sustainable Futures PCS	0	n<10
Two Rivers PCS	32	n<10
Washington Latin PCS	46	47
Washington Yu Ying PCS	n<10	n<10

Table 15 In-School Suspension Discipline and Attendance Data Discrepancies, by School

School Name	In-School Suspensions from Discipline Data	In-School Suspensions from Attendance Data
BASIS DC PCS	46	0
Ballou High School	n<10	n<10
Benjamin Banneker High School	n<10	n<10
Bridges PCS	114	n<10
Capital City PCS - High School	134	0
Capital City PCS - Lower School	n<10	n<10
Capital City PCS - Middle School	40	0
Center City PCS - Brightwood	0	n<10
Center City PCS - Capitol Hill	0	n<10
Center City PCS - Petworth	0	11
Center City PCS - Shaw	0	17
Center City PCS - Trinidad	0	n<10
Creative Minds International PCS	20	0
DC Bilingual PCS	24	0
Democracy Prep Congress Heights PCS	0	35
District of Columbia International School	442	0
E.L. Haynes PCS - Elementary School	0	n<10
E.L. Haynes PCS - Middle School	0	n<10
Early Childhood Academy PCS	0	n<10
Excel Academy PCS	252	0
Friendship PCS - Blow Pierce Elementary School	n<10	n<10
Friendship PCS - Blow Pierce Middle School	n<10	n<10
Harmony DC PCS - School of Excellence	271	0
Hope Community PCS - Lamond	n<10	n<10
Hope Community PCS - Tolson	273	0
Howard University Middle School of Mathematics and Science PCS	n<10	n<10
Ideal Academy PCS	0	n<10
Inspired Teaching Demonstration PCS	26	0
KIPP DC - AIM Academy PCS	0	23
KIPP DC - Arts and Technology Academy PCS	0	n<10
KIPP DC - College Preparatory Academy PCS	0	329
KIPP DC - Heights Academy PCS	0	n<10

School Name	In-School Suspensions from Discipline Data	In-School Suspensions from Attendance Data
KIPP DC - KEY Academy PCS	0	n<10
KIPP DC - Lead Academy PCS	0	12
KIPP DC - Northeast Academy PCS	0	64
KIPP DC - Promise Academy PCS	0	n<10
KIPP DC - Quest Academy PCS	0	n<10
KIPP DC - Spring Academy PCS	0	n<10
KIPP DC - Valor Academy PCS	0	28
KIPP DC - WILL Academy PCS	0	14
Kramer Middle School	15	0
LAYC Career Academy PCS	n<10	n<10
MacFarland Middle School	n<10	n<10
Maya Angelou PCS - High School	187	0
McKinley Middle School	13	0
McKinley Technology High School	n<10	n<10
Moten Elementary School	n<10	n<10
Mundo Verde Bilingual PCS	n<10	n<10
Nalle Elementary School	n<10	n<10
Oyster-Adams Bilingual School	n<10	n<10
Perry Street Preparatory PCS	30	0
School Without Walls @ Francis-Stevens	n<10	n<10
Shining Stars Montessori Academy PCS	n<10	n<10
Somerset Preparatory Academy PCS	292	63
Sousa Middle School	n<10	n<10
St. Coletta Special Education PCS	n<10	n<10
Sustainable Futures PCS	0	n<10
Truesdell Education Campus	n<10	n<10
Two Rivers PCS - 4th St	32	n<10
Walker-Jones Education Campus	n<10	n<10
Washington Latin PCS - Middle School	22	25
Washington Latin PCS - Upper School	24	22
Washington Yu Ying PCS	n<10	n<10
Woodrow Wilson High School	n<10	n<10

Appendix E: Unverified Zero Counts of In-School Suspensions

OSSE checked for rates of zero in-school suspensions. When OSSE found an LEA with zero in-school suspensions, OSSE reached out to the LEA and asked them to verify that the school had a policy of no in-school suspensions and that no in-school suspensions were given. Table 16 lists all LEAs that did not certify with OSSE. Prior to the passage of The Student Fair Access to School Act of 2018, there was ambiguity about whether in-school suspensions were required to be submitted to OSSE in its annual discipline submission, they law clarifies that requirement and will be fully implemented for the discipline collection for school year 2018-19.

Unverified Zero Counts from Schools
Table 165 - List of Schools That Did Not Verify Numbers with OSSE

LEA Name	Reported No In-School Suspensions	Certified with OSSE
Cesar Chavez PCS for Public Policy	Yes	No
DC Scholars PCS	Yes	No
Democracy Prep Congress Heights PCS	Yes	No
DYRS	Yes	No
Elsie Whitlow Stokes Community Freedom PCS	Yes	No
Howard University Middle School of Mathematics and Science PCS	Yes	No
Ingenuity Prep PCS	Yes	No
KIPP DC PCS	Yes	No
Latin American Montessori Bilingual PCS	Yes	No
Mary McLeod Bethune Day Academy PCS	Yes	No
Meridian PCS	Yes	No
Thurgood Marshall Academy PCS	Yes	No
Washington Latin PCS	Yes	No