



District of Columbia
Office of the State Superintendent of Education

STATE OF DISCIPLINE

2018-19 School Year

Table of Contents

- Executive Summary 1
- Discipline Landscape 3
 - Legislative Overview..... 3
 - Student Fair Access to School Amendment Act of 2018 3
 - Gun-Free Schools Act 3
 - Individuals with Disabilities Education Act 4
 - Pre-K Student Discipline Amendment Act of 2015 3
 - Every Student Succeeds Act..... 4
- Ongoing Discipline Work..... 5
 - School Discipline Policy Research..... 5
 - Restorative Justice 6
- Data Collection and Analysis 7
 - Discipline Data Collection..... 7
 - Student Population included in 2018-19 Analysis..... 7
- Out-of-School Suspensions 9
- In-School Suspensions 25
 - Involuntary Dismissals 31
- Expulsions 33
- Population in Focus – Students with Disabilities 35
- Population in Focus – Middle School Students 38
- Conclusion..... 45
- Appendices 46
 - Appendix A: Data Methodology 46

Definitions	46
Data Sources.....	46
Data Cleaning and Limitations.....	47
Counts of Disciplinary Actions	47
Student-Level Analyses.....	47
Appendix B: Restorative DC.....	48
Appendix C: Newly Required Data Elements for 2018-19 School Year	50
Appendix D: Incomplete Discipline Data Elements.....	51
Appendix E: Attendance and Enrollment Data Validation.....	53
Appendix F: Disciplinary Action Counts and Rates by LEA and School	54
Appendix G: Students Receiving More than One Out-of-School Suspension	67
Appendix H: Total Instructional Days Missed Due to Out-of-School Suspension by School	76
Appendix I: Out-of-School Suspension Rate Difference in the 2015-16 and 2018-19 School Years.....	85
Appendix J: Verified and Unverified Zero Counts of In-School Suspensions.....	92
Appendix K: Primary Reasons Resulting in Fewer than Fifty In-School Suspensions	94
Appendix L: Involuntary Dismissals by LEA	95
Appendix M: Expulsion Tables 2018-19.....	96
Appendix N: Hierarchical Generalized Linear Model (HLM) Analysis	98
Appendix O: Percent of Students with Out-of-School Suspensions by Grade Band	100
Appendix P: Out-of-School Suspension Counts by Grade Band	101
Appendix Q: Disciplinary Actions by Month, 2018-19	103

Executive Summary

The Office of the State Superintendent of Education (OSSE) is deeply committed to supporting equitable discipline policies and practices. OSSE aims to assist students, administrators, teachers, and parents in ensuring a positive and safe school environment in order to promote learning and limit missed instructional days due to exclusionary discipline practices.

Through this report, OSSE intends to fulfill local reporting requirements and provide the public with accurate and actionable data on school discipline. The data included in this report satisfies local reporting requirements - the Pre-K Student Discipline Amendment Act of 2015 and the Student Fair Access to School Act Amendment of 2018.

Out-of-school disciplinary incidents have decreased in each of the past two years.

The overwhelming majority of students did not incur any disciplinary actions during the 2018-19 school year, including in-school suspensions (99.0%), out-of-school suspensions (93.8%), and expulsions (99.9%). See Appendix A for a list of disciplinary action definitions. The number of students who received out-of-school suspensions decreased between the 2017-18 and 2018-19 school years.

During the 2018-19 school year, 6,073 students received an out-of-school suspension in the 2018-19 school year compared with 6,383 students during the 2017-18 school year. The number of students who received in-school suspensions and expulsions has increased slightly between the 2017-18 and 2018-19 school years – from 939 to 971 in-school suspensions and from 78 to 82 expulsions.

School discipline remains inequitably distributed across District students.

Black or African American students, at-risk students, males, and middle school students were disproportionately disciplined in each of the last four years, the years for which OSSE has collected data on disciplinary incidents. Over the previous four school years, Black or African American students have consistently represented more than 90% of disciplined students, while making up 67% of the student population. Notably, Black or African American students accounted for 95% of expulsions in the 2018-19 school year. Understanding and addressing the disproportionate effect exclusionary discipline practices have on Black or African American, at-risk, males, and middle school students is a priority for OSSE, as it is essential to support LEAs in creating more equitable opportunities for District of Columbia students.

Students in grades six through nine account for the majority of all disciplinary incidents.

Students in grades six through nine represented 53.6% of all disciplinary incidents, 47.5% of expulsions, 54% of out-of-school suspensions, and 65% of in-school suspensions. In order to decrease exclusionary discipline rates, the District of Columbia should explore what supports are most beneficial to adolescent students, particularly in their transitions to middle school and high school.

Disruptive/reckless behavior and fighting are the most frequent reasons for disciplinary actions.

Disruptive/reckless behavior and fighting accounted for more than 59% of all disciplinary incidents. In 2018-19, disruptive/reckless behavior and fighting were responsible for:

- 56% of in-school suspensions
- 60% of out-of-school suspensions
- 27% of expulsions

Relying on four years of data, this report examines the extent that schools have reduced their reliance on exclusionary discipline practices. Twelve schools decreased their out-of-school suspension rates by more than ten percentage points between 2015-16 and 2018-19, and ten of those schools have sustained suspension rates since the 2016-17 school year.

Finally, this report examines two populations of students that experience disproportionate exclusionary discipline rates – students with disabilities and middle school students. The analysis finds that among students with disabilities, those students whose primary disability is emotional disturbance are more likely to be suspended than other students with disabilities. Further, middle school proves to be a turning point for many students. The majority of out-of-school suspensions occur in middle school, and the number of out-of-school suspensions is driven by students that have received multiple suspensions over their academic career. This is concerning because students that obtain an out-of-school suspension in ninth grade are more likely to be retained in ninth grade. These findings may support the need for added focus on these student groups.

Discipline Landscape

Legislative Overview

Schools, local education agencies (LEAs), and OSSE are subject to state and local laws governing school discipline, and this section provides an overview of the relevant laws.

Student Fair Access to School Amendment Act of 2018

The Student Fair Access to School Amendment Act of 2018 aims to reduce the use of exclusionary discipline in both traditional public and public charter schools in the District of Columbia. The law defines terms related to disciplinary actions,¹ and it requires local education agencies, in consultation with schools and communities, to develop, publish, and use school discipline policies that include required components.² Also, the law limits out-of-school suspension of students in kindergarten through eighth grade to serious safety incidents and bans its use in high school for minor offenses, and it states that a suspension does not limit a student's right to continue access and complete appropriate academic work during a suspension.³ The law also requires OSSE to establish a School Safety and Positive Climate Fund that is used to provide support for positive school climate and trauma-informed educational settings to LEAs and schools.⁴ Finally, the law requires schools and LEAs to submit specific data on school discipline annually and requires OSSE to report on this data in an annual Discipline Report.⁵ There is more detail on the work OSSE is doing to fulfill the requirements of the Act in the *Ongoing Discipline Work* section.

Pre-K Student Discipline Amendment Act of 2015

The Pre-K Student Discipline Amendment Act of 2015 prohibits the suspension or expulsion of a student of pre-kindergarten age from any publicly funded pre-kindergarten program. The law also establishes annual reporting requirements for each LEA to report to OSSE on all suspensions and expulsions that occurred during the previous school year.⁶

Gun-Free Schools Act

The federal Gun-Free Schools Act requires states receiving federal education funds to have a state law that requires LEAs to expel students for no less than one year for bringing a firearm to school.⁷ District of Columbia

¹ D.C. Code §38-236.01

² D.C. Code §38-236.03

³ D.C. Code §38-236.04

⁴ D.C. Code §38-236.06

⁵ D.C. Code §38-236.09

⁶ D.C. Code § 38-273.03.

⁷ 18 U.S.C §922, et. seq.

law requires such an expulsion on a case-by-case basis and a referral to the criminal justice or juvenile delinquency system.⁸

Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA)⁹ provides several procedural safeguards that apply when a student with a disability (or a student who is suspected of having a disability) 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 ten school days.¹⁰ If a student with a disability is removed from his or her current placement for more than ten school days (either consecutively or cumulatively totaling ten days), the LEA must conduct a meeting to determine if the behavior is a manifestation of the student's disability.¹¹

However, schools are permitted to remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if a student:

- 1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of OSSE or an LEA;
- 2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of OSSE or an LEA; or
- 3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of OSSE or an LEA.¹²

Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) requires state education agencies (SEAs) to develop report cards for the SEA and LEAs in their respective states.¹³ ESSA requires states to publish data on school discipline, including 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. The discipline data reported on the report card is also available by student groups. OSSE released the 2018-19 DC School Report Card on November 26, 2019.¹⁴

⁸ D.C. Code §38-231 and §38-232.

⁹ 20 U.S.C. §4200, et. seq.

¹⁰ 34 C.F.R. § 300.530(b).

¹¹ 34 C.F.R. § 300.530(e).

¹² 34 C.F.R. § 300.530(d).

¹³ 20 U.S.C. § 6311

¹⁴ www.dcschoolreportcard.org.

Ongoing Discipline Work

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 implemented new school discipline initiatives under the requirements of The Student Fair Access to School Amendment Act of 2018. The law requires OSSE to assist LEAs in the implementation of the Act and to adopt trauma-informed disciplinary practices.¹⁵ The Act also requires OSSE to provide high-quality professional development addressing positive behavioral interventions, classroom management, restorative practices, and culturally responsive corrective action techniques.

OSSE is a proud partner in this work. Disciplinary exclusions should be used judiciously by school administrators; these leaders must make difficult choices, yet must make sure that schools are safe and supportive environments for all children. Research has shown that suspension is associated with several adverse educational and social outcomes, including repeated suspensions, chronic absenteeism, academic failure, disengagement, and dropping out of school.¹⁶ Overuse of exclusionary practices has also been linked to juvenile delinquency and is a pivotal contributing factor to later incarceration of youth and young adults.¹⁷ OSSE provides a variety of professional development opportunities to educators to improve classroom and school climate and culture. These opportunities includes programming on positive behavioral interventions and supports (PBIS), trauma-informed care, and nonviolent crisis prevention. In 2019, OSSE hosted two school climate conferences with the goal of convening educators and stakeholders for workshops that highlight practical strategies which contribute to a positive and inclusive learning environment.

The following section provides details about OSSE's ongoing school discipline work.

School Discipline Policy Research

Beginning in 2020 and every five years after that, OSSE must produce and submit to DC Council an evaluative report on LEA and school implementation of practices to reduce exclusionary discipline.¹⁸ The law requires OSSE to use rigorous research methods to detail the practical approaches utilized by schools to avoid reliance on exclusion. The report will also outline specific recommendations for schools, LEAs, and DC Government.

¹⁵ D.C. Code §38-236.06.

¹⁶ United States Commission on Civil Rights. Beyond Suspensions: Examining School Discipline Policies and the Connections to the School-to-Prison Pipeline for Students of Color with Disabilities, Briefing Report July 2019, 93-95. Washington, DC. 2019.

¹⁷ Cuellar, A. E., & Markowitz, S. (2015). School suspension and the school-to-prison pipeline. *International Review of Law and Economics*, 43, 98–106.

¹⁸ D.C. Code §38-236.06

As a result, OSSE has begun conducting school discipline working groups to allow LEAs the opportunity to share promising practices regarding various topics such as trauma-informed practices, supporting students with disabilities, and PBIS.

The working groups were established to provide OSSE the opportunity to collaborate with LEA and school-level personnel to explore school discipline policies and procedures. The collaborative sessions help advance OSSE's understanding of the discipline landscape and the challenges and successes communicated by LEA- and school-level personnel. OSSE invited all LEAs to participate in the working groups, which included a diverse representation of LEAs and schools from across the District of Columbia. Through this working group, OSSE is working to better define data elements consistent with local law.

In addition, OSSE organized focus groups at schools to evaluate and review school-level policies and practices. Topics discussed included: exclusionary discipline policies and practices, parent and community engagement activities, multi-tiered behavioral frameworks, and evidence-based interventions. The focus groups allowed OSSE the opportunity to engage and understand the perspectives of teachers, administrators, parents, and students on school discipline and school climate.

Lastly, OSSE also designed and distributed two surveys to gather information on discipline data collection and school-level policies and practices. The discipline-related surveys were accessible online through a secure link from August through October 2019. The Student Behavior Data Systems Survey was administered to explore how LEA's collect and store their discipline data, and the School Discipline Policy and Practices Survey examined information on school-level discipline policies and behavioral interventions.

The school discipline projects mentioned above will be described in OSSE's evaluative discipline report which will be submitted to the Council in Spring 2020.

Restorative Justice

Through a contract with OSSE, Restorative DC works with youth to improve conflict resolution skills amongst District of Columbia students. Through this program, schools receive customized, on-site support to implement restorative practices with the goal of reducing the use of suspensions and expulsions. The Restorative DC team works with schools on seven major focus areas: Leadership, Staff Engagement, Positive School Culture and Climate, Restorative Discipline Policies & Practices, Youth Engagement, Community Engagement, and Assessment. Appendix B displays a list of schools currently participating in Restorative DC across various levels of involvement.

Data Collection and Analysis

Discipline Data Collection

By August 15th of each year, District of Columbia law requires each LEA to submit a student-level report to OSSE on all reported disciplinary incidents, including but not limited to in-school suspensions, out-of-school suspensions, expulsions, and involuntary dismissals.¹⁹

In conjunction with the data collection, OSSE produces and distributes the Student Discipline Data Collection Guidance²⁰ and a collection template in order to provide LEAs with the information they need to submit complete and accurate data on all disciplinary incidents. OSSE also provides data collection training for LEA personnel, as well as year-round technical support as requested.

Once data is received, OSSE performs data validation checks. See Appendix C for data validation details. OSSE also conducts quality control checks on the data that may reveal non-compliance or data inconsistencies and provides an opportunity for LEAs to address those inconsistencies or instances of non-compliance.

In the 2018-19 school year, there were newly required data elements included in the discipline collection template (see Appendix D for a list of elements). The newly required data elements and reporting requirements went into effect on October 1, 2018, and as a result, LEAs may not have collected all newly required data elements throughout the 2018-19 school year. LEAs were required to submit all data collected in the 2018-19 school year. However, in instances where the LEA did not collect the newly required data or did not collect it in a manner consistent with OSSE's template, LEAs were asked to submit a written explanation detailing the missing or improperly collected data element(s) and any barrier(s) to data collection for that element. See Appendix E for LEAs that submitted incomplete discipline data.

Guidance and documentation were released for the 2019-20 school year in September 2019. It is expected that all LEAs collect all data elements in the 2019-20 school year as required by local law.

Student Population included in 2018-19 Analysis

The student population for the 2018-19 school year discipline analysis consists of 98,108 students attending 66 LEAs and 238 schools. This population includes all students who were enrolled in a public LEA during the 2018-19 school year, ranging from grades pre-K3 to adult programs. Consistent with prior years, students attending schools for incarcerated youth - Maya Angelou Academy at New Beginnings, Youth Services Center, and Inspiring Youth Program - were excluded from this report. OSSE does not collect discipline data from non-public schools; therefore, students that only attended non-public schools during the 2018-19 school year are excluded. 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 school 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

¹⁹ § 38–236.09 (b)

²⁰ [“Student Discipline Data Collection Guidance.”](#) Office of the State Superintendent of Education. September 4, 2019.

type. For example, a student will count once in the total number of students who receive out-of-school suspensions, no matter how many of those actions occurred. Analyses at the disciplinary action level will calculate the total number of disciplinary actions for all students.

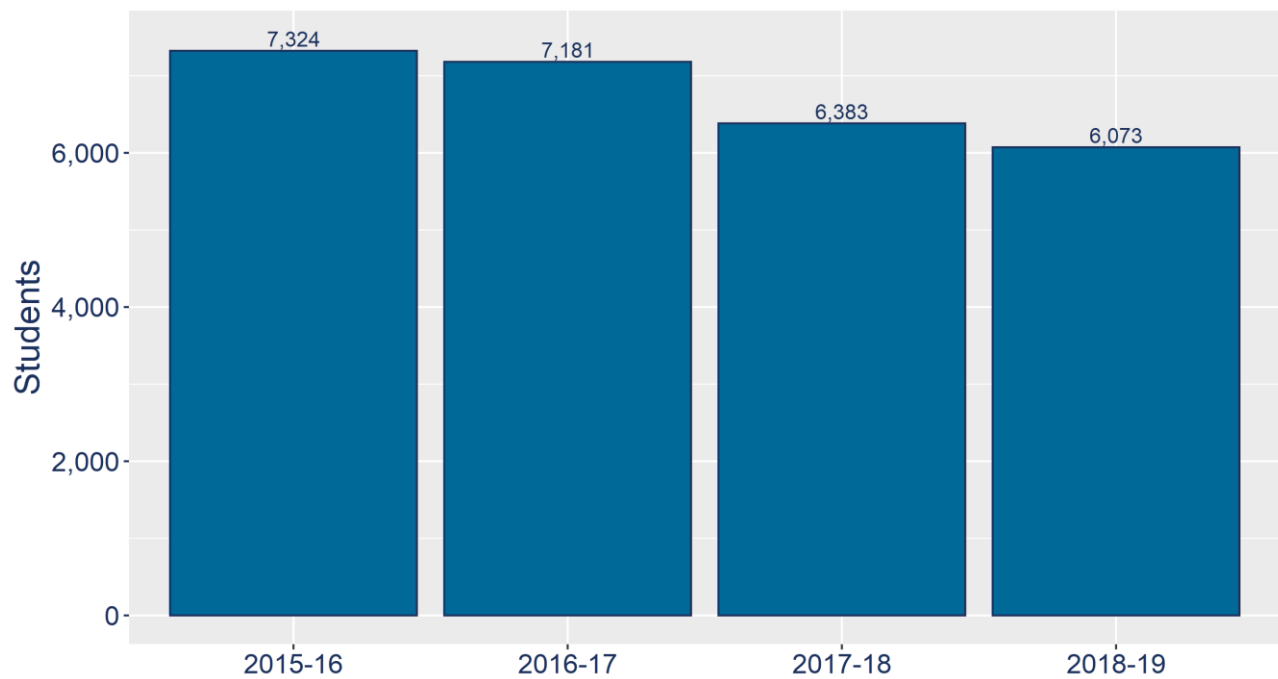
Out-of-School Suspensions

Out-of-school suspensions are the most frequently reported disciplinary action in the District of Columbia.

In the 2018-19 school year, 6,073 students received a total of 10,387 out-of-school suspensions at 53 LEAs and 201 schools. Approximately six percent of the student population in the District of Columbia received an out-of-school suspension in the 2018-19 school year.

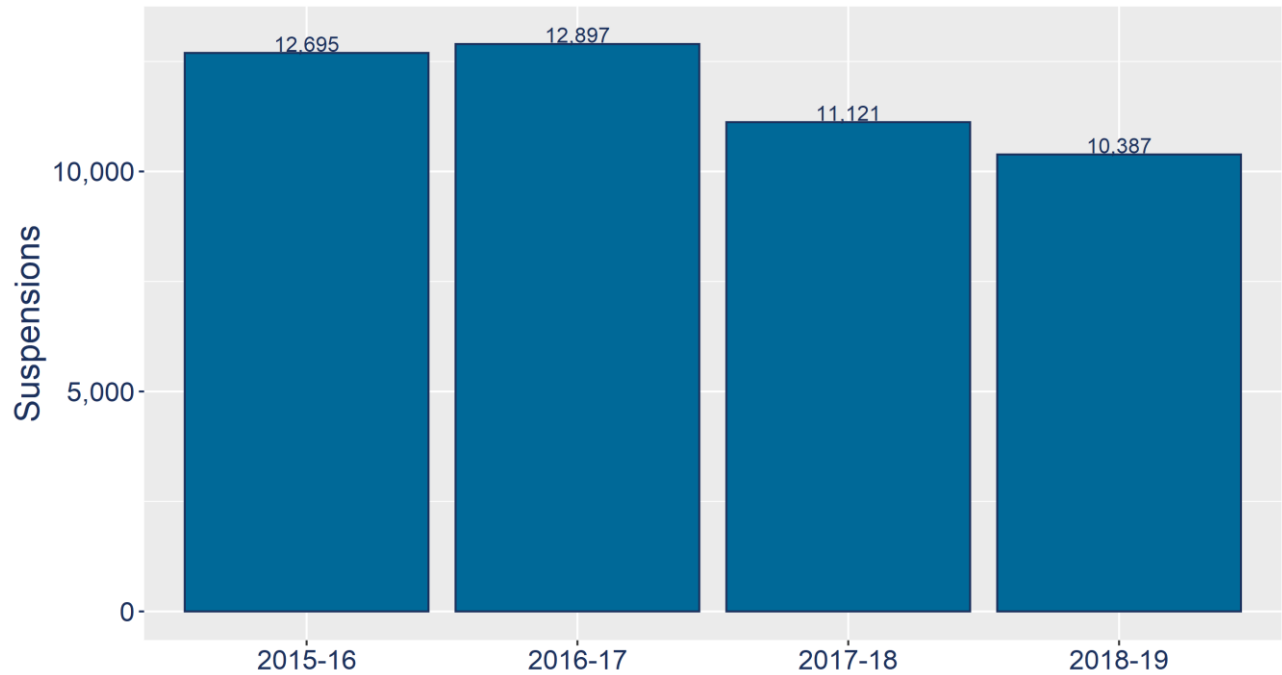
Since the 2015-16 school year, the number of students receiving an out-of-school suspension has experienced a consistent decline (Figure 1).

Figure 1. Number of Students Receiving an Out-of-School Suspension by School Year, 2015-16 through 2018-19



Similarly, the number of incidents resulting in an out-of-school suspension has also shown a consistent decline since the 2016-17 school year (Figure 2). These findings demonstrate that the vital work done by schools to reduce exclusionary discipline practices is making a difference in the number of overall out-of-school suspensions.

Figure 2. Number of Out-of-School Suspensions by School Year, 2015-16 through 2018-19

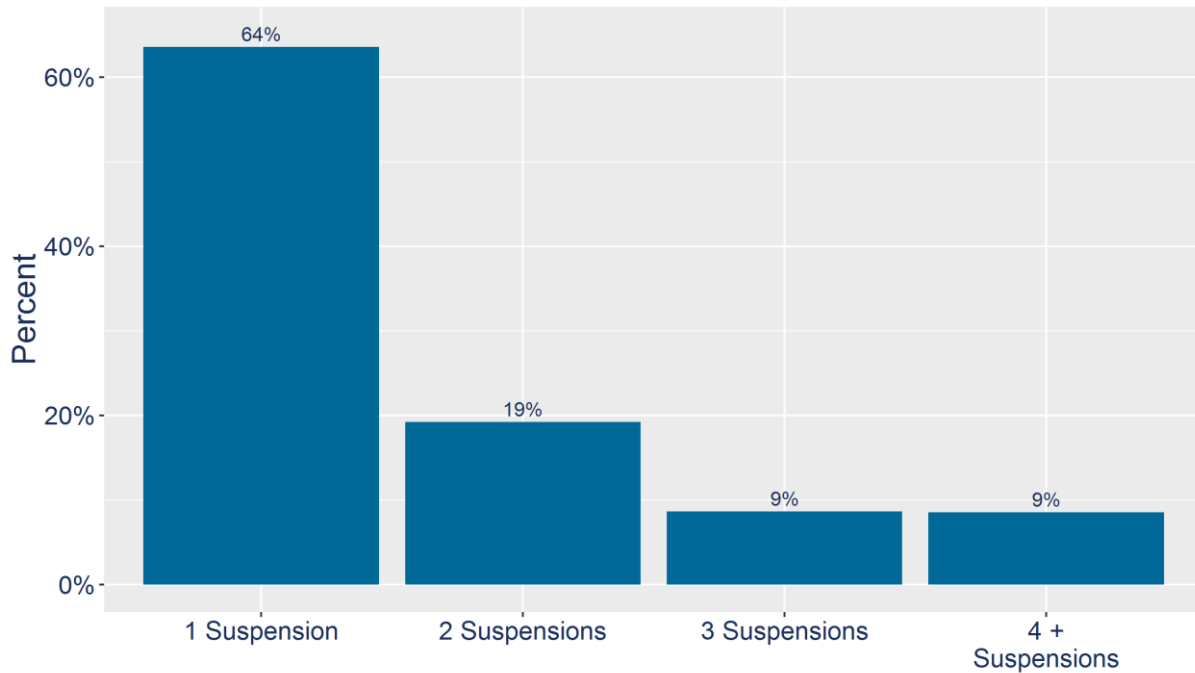


See Appendix F for LEA-level suspension rates. About six percent of District of Columbia students received at least one out-of-school suspension, representing a slight decrease from the 2017-18 school year. See Appendix G for counts of students receiving more than one out-of-school suspension by LEA and school.

One-third of suspended students were suspended at least twice during the school year.

Figure 3 displays the percent of suspended students, by the number of suspensions, during the 2018-19 school year. Sixty-four percent of suspended students received just one out-of-school suspension, 19% received two suspensions, 9% received three suspensions, and 9% received four or more suspensions.²¹ Multiple suspensions in a given school year result in compounding loss of instructional time and indicate that underlying behavioral issues that lead to out-of-school suspensions were not successfully addressed.

Figure 3: Proportion of Recurring Out-of-School Suspensions, 2018-19

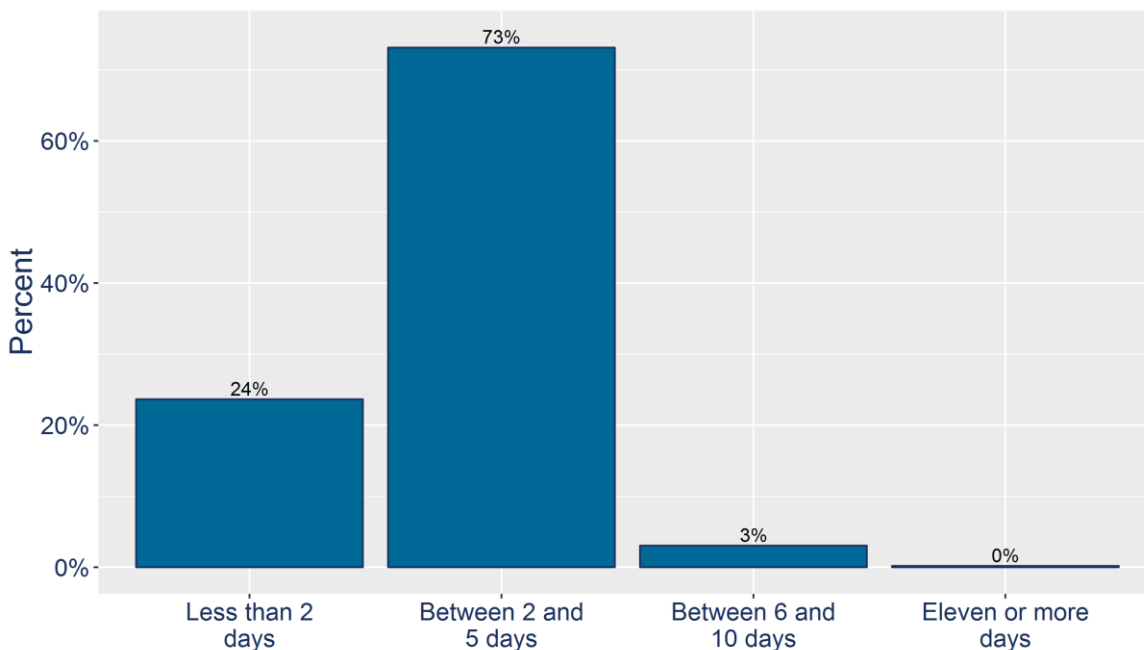


²¹ Totals add up to over 100% as a result of rounding.

Nearly three-quarters of suspensions resulted in students missing between two and five instructional days.

Seventy-three percent of students suspended during the school year missed between two and five days of instruction throughout the school year (Figure 4). Twenty-four percent of suspensions accounted for students missing fewer than two days. Less than 1% of all suspended students missed eleven days or more of school.²² See Appendix H for LEA and school-level rates of total instructional days lost due to out-of-school suspensions.

Figure 4: Number of Days Missed as a Result of Out-of-School Suspensions, 2018-19

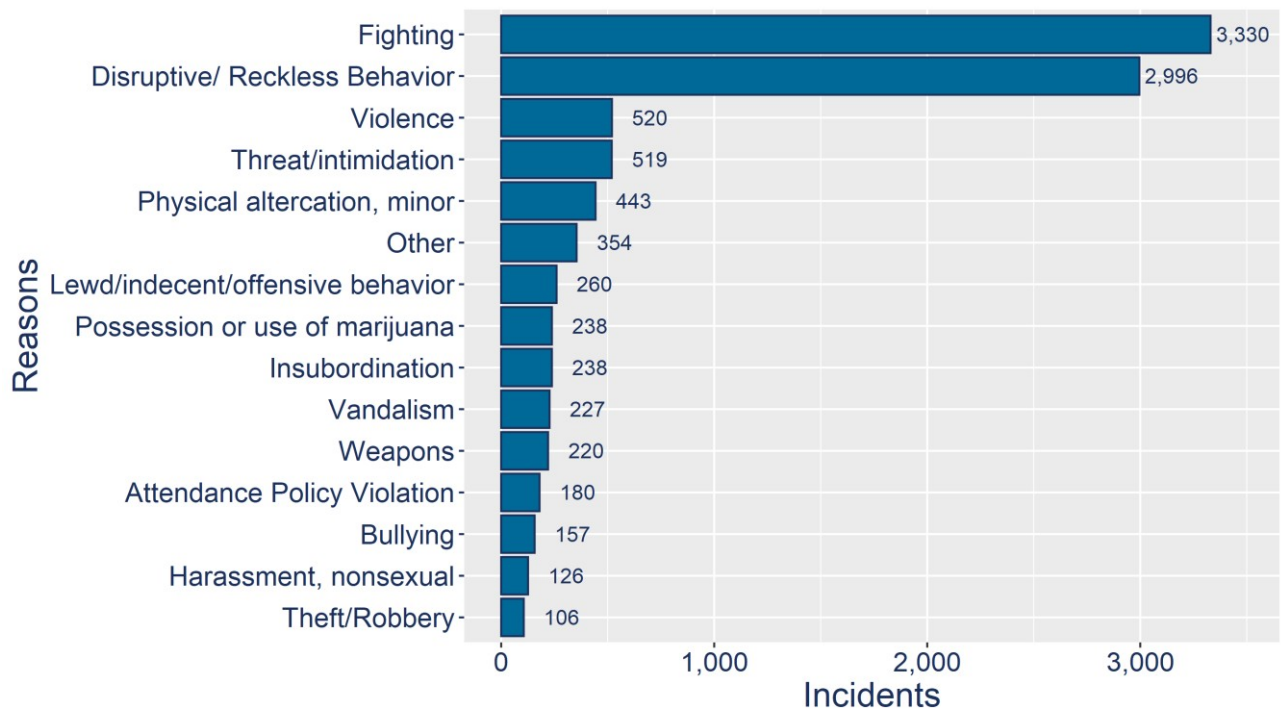


²² Instructional days missed represent the total number of days missed throughout the school year due to suspension. For students with multiple suspensions, the total number of days missed is represented in the figure.

Two-thirds of out-of-school suspensions resulted from fighting or disruptive/reckless behavior.

There are similar trends in the primary reasons for out-of-school suspensions, as exist for expulsions and in-school suspensions; fighting (3,330), disruptive/reckless behavior (2,996), and violence (656) were the primary reasons for out-of-school suspensions (Figure 5). Collectively, these offenses accounted for 67% of all out-of-school suspensions.

Figure 5: Primary Reasons for Out-of-School Suspension, 2018-19²³

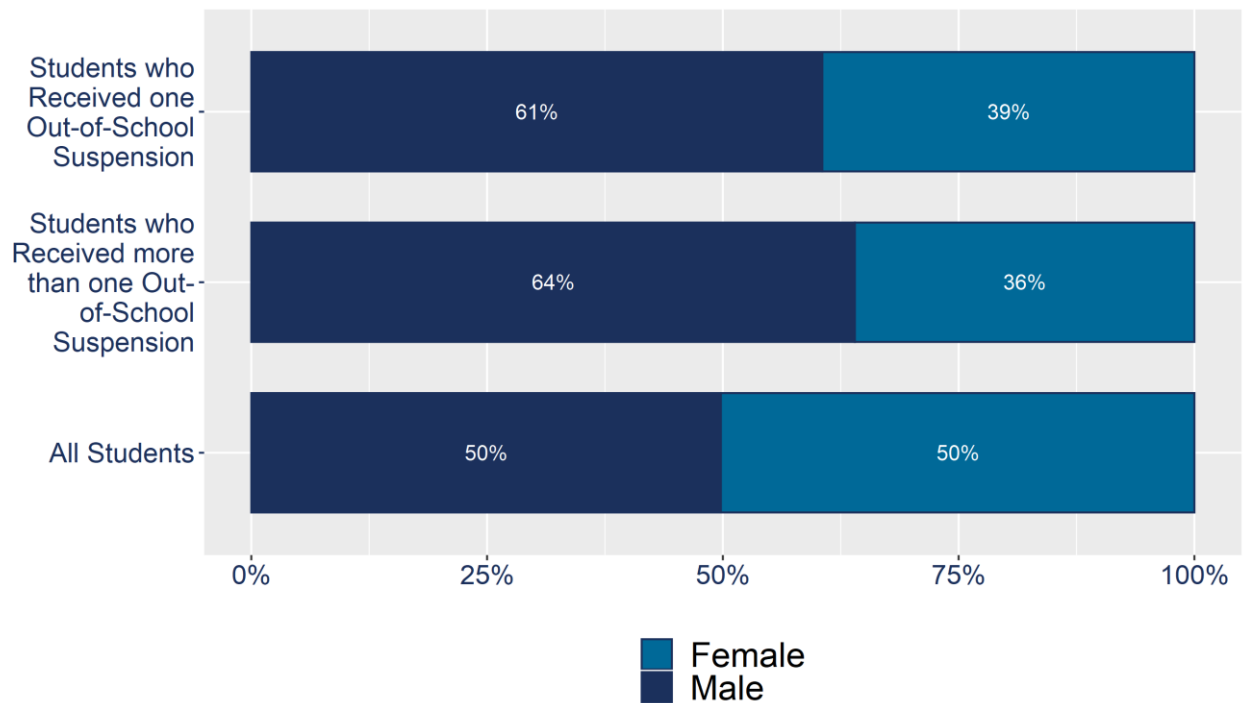


²³ This figure lists all primary reasons mapped from LEA discipline submissions for a disciplinary action to the simplified categories shown above.

Eight percent of all male students and 6% of all female students in the District of Columbia received at least one out-of-school suspension.

Figure 6 shows the proportion of students enrolled during the 2018-19 school year who received at least one out-of-school suspension by gender; 61% of students who received a suspension were males, despite making up only 50% of the student population. Sixty-four percent of students who received more than one suspension were males.

Figure 6: Out-of-School Suspension Disproportionality by Gender, 2018-19



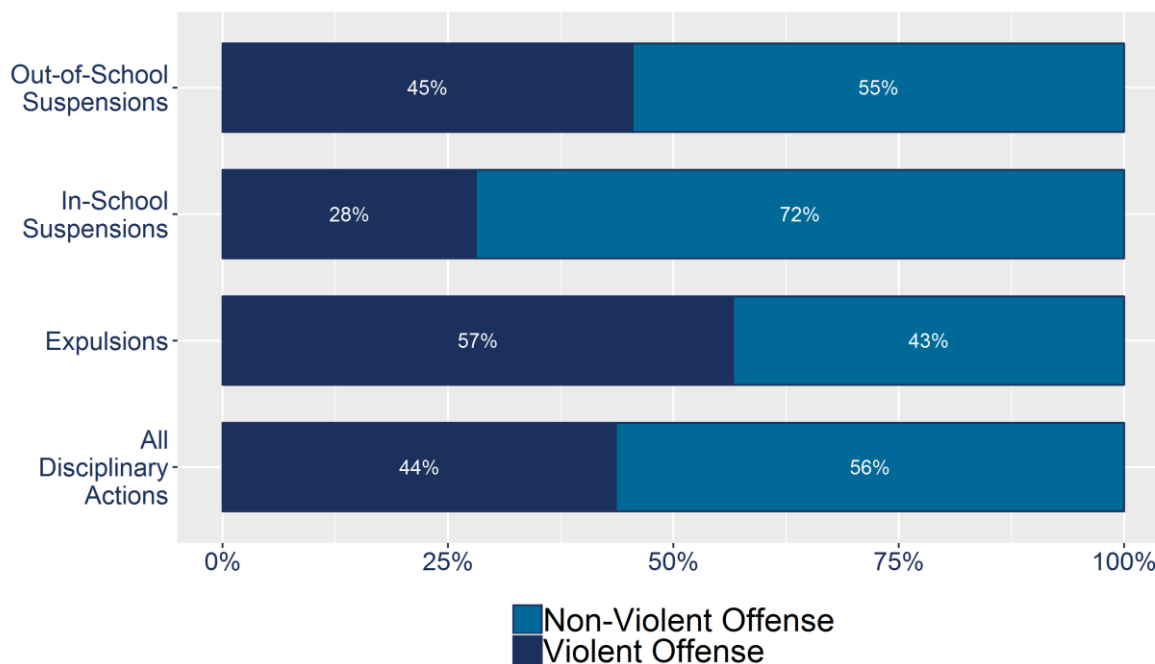
Incidents of violence led to 45% of out-of-school suspensions.

According to the Civil Rights Data Collection (CRDC), incidents of violence include the following behavioral offenses: sexual assault, robbery with and without a weapon, fight with and without a weapon, threats of physical attack with and without a weapon, possession of a firearm or explosive device, and use of a firearm or homicide.²⁴

Figure 7 shows the percent of each type of disciplinary action that resulted from violent and non-violent offenses. Twenty-eight percent of in-school suspensions resulted from violent offenses, while 45% of out-of-school suspensions and 57% expulsions were a result of violent behavior. Altogether, 44% of all disciplinary actions were due to violent offenses.

Violence and student safety continues to be a significant challenge for schools in the District of Columbia and will require attention and redress to reduce the number of exclusionary discipline incidents while maintaining safe learning environments.

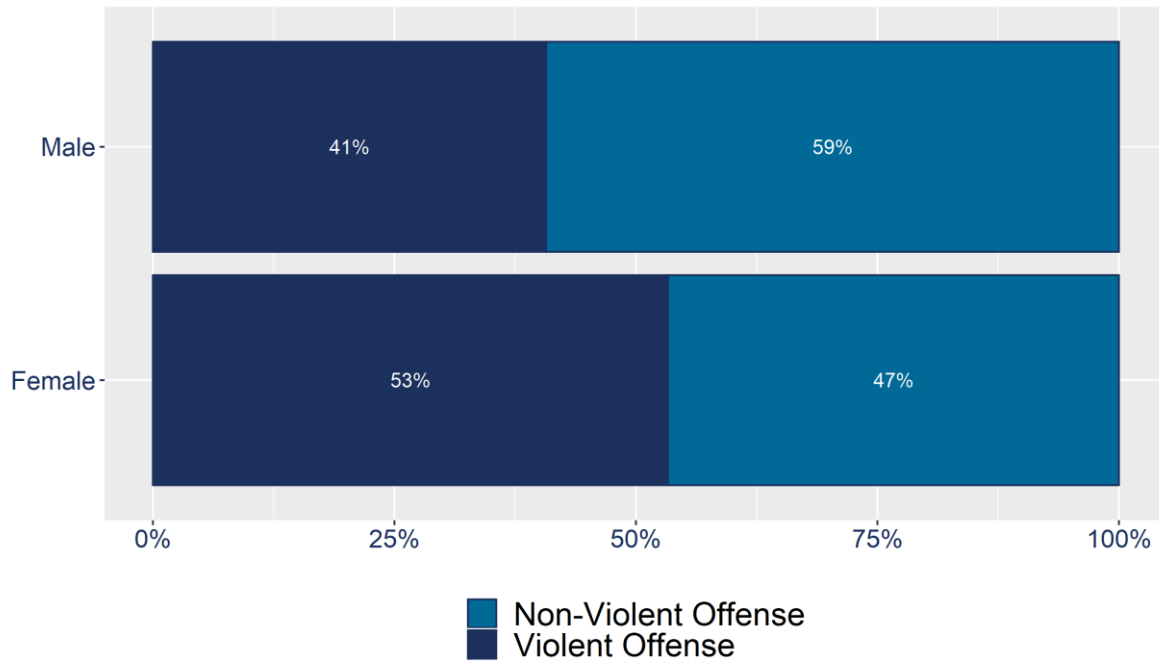
Figure 7: Proportion of Disciplinary Actions by Violent and Non-Violent Incidents, 2018-19



²⁴ Musu, L., Zhang, A., Wang, K., Zhang, J., & Oudekerk, B. A. (2019). Indicators of School Crime and Safety: 2018. Indicators of School Crime and Safety: 2018. U.S. Department of Education.

It is worth noting that while males received more total out-of-school suspensions than their female counterparts, 59% of those suspensions were a result of non-violent incidents. Only 47% of out-of-school suspensions given to females were a result of non-violent incidents (Figure 8).

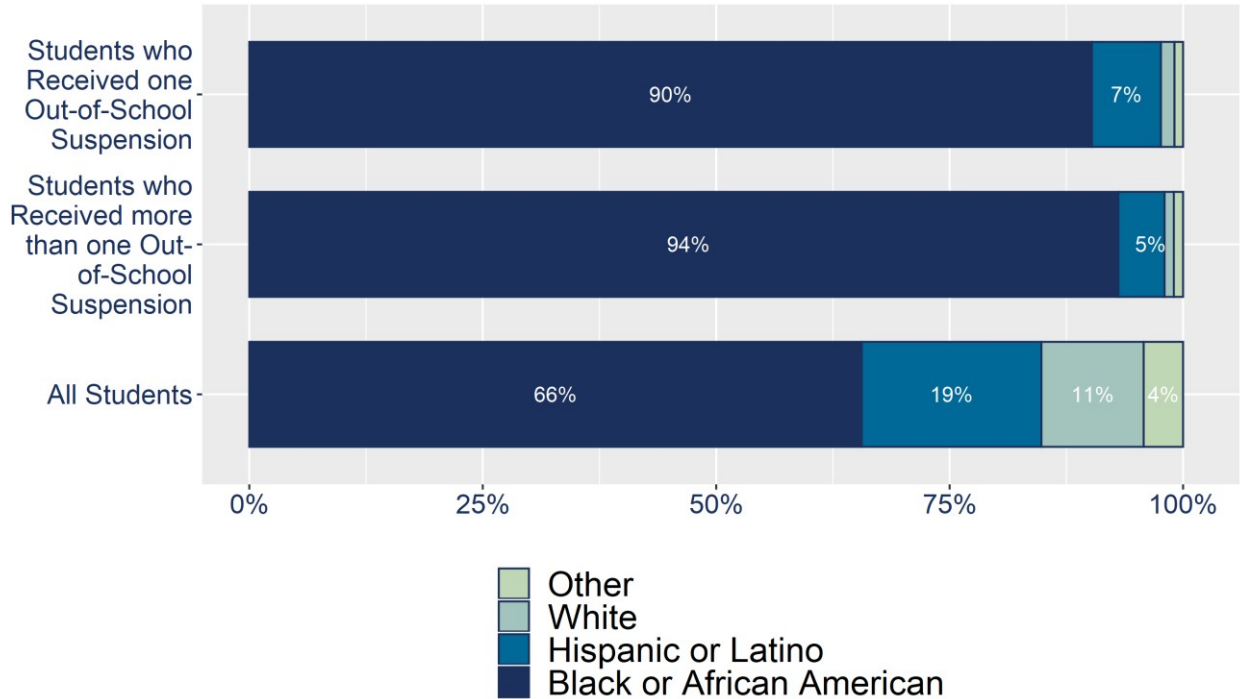
Figure 8. The Proportion of Violent and Non-Violent Out-of-School Suspensions by Gender, 2018-19



Black or African-American students are disproportionately represented amongst disciplined students, especially those receiving more than one out-of-school suspension.

There continue to be disproportionate rates of out-of-school suspensions by race and ethnicity in the District of Columbia. Although Black or African-American students make up about 66% percent of the District’s student population, they account for almost 90% of students who received an out-of-school suspension (Figure 9).

Figure 9: Out-of-School Suspension Disproportionality by Race, 2018-19



Thirty-six percent of suspended students received more than one out-of-school suspension in the 2018-19 school year. Figure 9 shows that among students who received more than one out-of-school suspension, 94% were Black or African American. This rate is consistent with the 2017-18 school year, where Black or African American students also comprised 94% of students receiving multiple out-of-school suspensions.

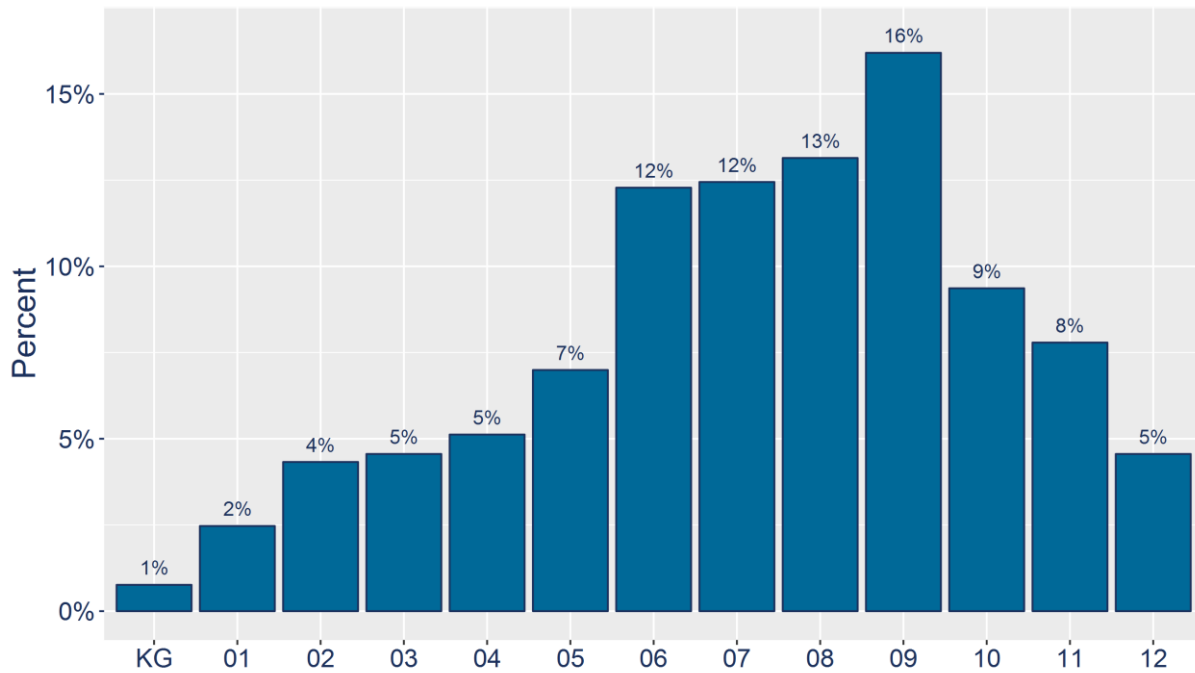
Since the 2015-16 school year, Black or African-American students in the District have been disproportionately suspended. Black students have made up more than 90% of out-of-school suspensions in each of the previous three school years while only accounting for about 67% of the student population.

Students in grades six through nine account for a majority of out-of-school suspensions.

Students in grades six through nine comprised 53% of the students receiving out-of-school suspensions (Figure 10). Kindergarten (1%) and first grade (2%) represented the lowest proportion of students who received an out-of-school suspension in the 2018-19 school year. Pre-Kindergarten students were not included because fewer than ten students in these grades received an out-of-school suspension.

See *section Populations in Focus – Middle School Students* to better understand the high rates of suspension in middle school and how it contributes to a high suspension rate in ninth grade.

Figure 10: Proportion of Out-of-School Suspensions by Grade, 2018-19



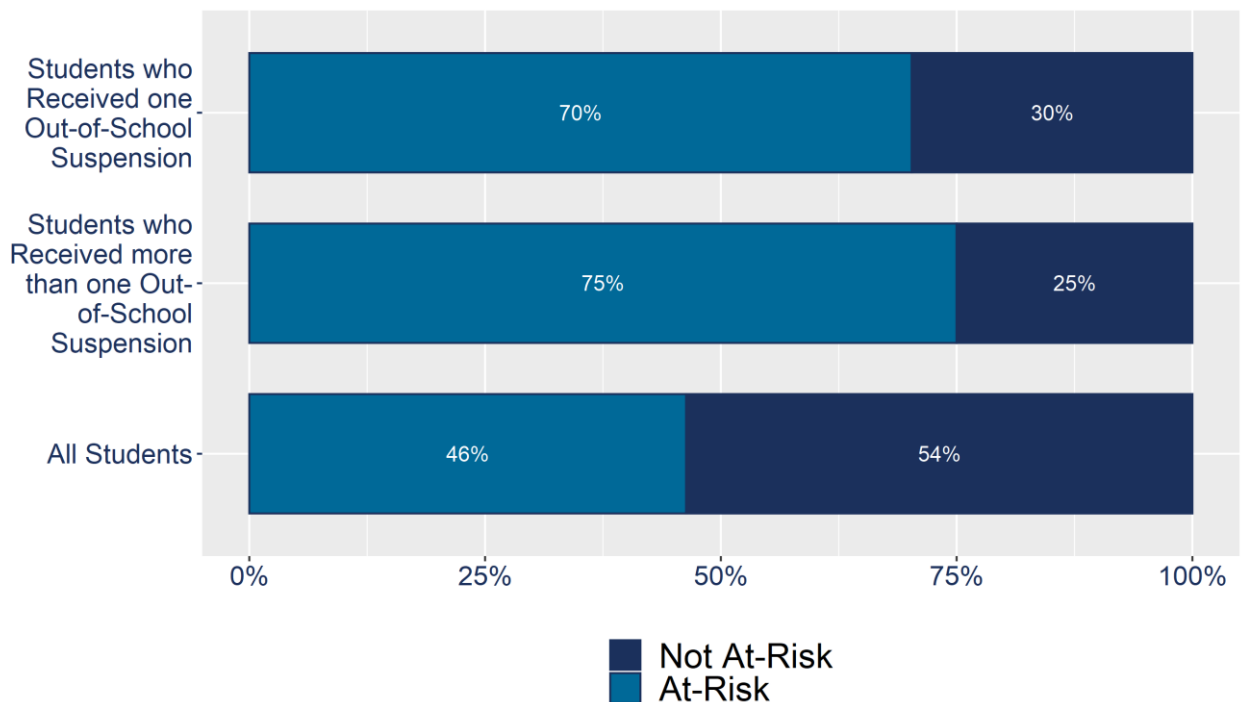
At-risk students are much more likely than their peers to receive an out-of-school suspension.

In the 2018-19 school year, students identified as at-risk were almost three times more likely to receive at least one out-of-school suspension as students who were not at-risk.²⁵ At-risk is defined as students who are homeless, in foster care, qualify for TANF or SNAP, or are one year or older than then expected age for their grade and in high school.²⁶

At-risk students made up 70% of the disciplined population, but only 46% of the District of Columbia’s student population. Furthermore, at-risk students are disproportionately represented among students who received more than one suspension. Figure 11 shows that among students who were suspended more than once, 75% are students who are considered at-risk.

The disproportionate suspension of at-risk students highlights the challenge and necessity of supporting positive behavior for students who face significant obstacles like poverty or being overage for their grade.

Figure 11: Out-of-School Suspension Disproportionality by At-Risk Status, 2018-19



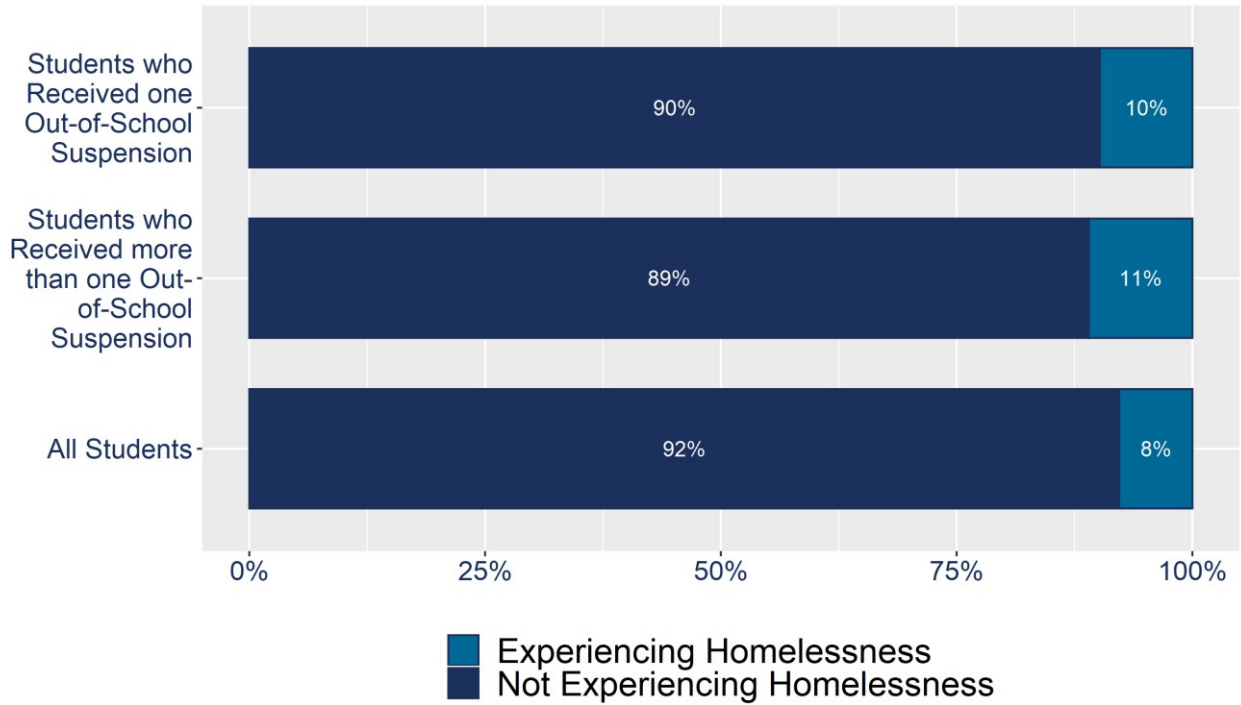
²⁵ Results derived from a logistic regression. Logistic regression is a type of regression analysis that is used when the outcome variable is binary (i.e., student received an out-of-school suspension [1] versus student did not receive an out-of-school suspension [0]).

²⁶ Office of the State Superintendent of Education. (2018). DC School Report Card and Star Framework Technical Guide. DC School Report Card and STAR Framework Technical Guide. Retrieved from [https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2018 DC School Report Card and STAR Framework Technical Guide.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2018%20DC%20School%20Report%20Card%20and%20STAR%20Framework%20Technical%20Guide.pdf)

Homeless students receive out-of-school suspensions at similar rates as their peers.

Figure 12 shows the proportion of students enrolled during the 2018-19 school year who received at least one out-of-school suspension by their status as a homeless student. Students experiencing homelessness made up 8% of the total population and 10% of the students who received an out-of-school suspension. Figure 12 also shows that among students who were suspended more than once, almost 11% experienced homelessness. Despite the difficulty housing instability introduces to receiving an education, students experiencing homelessness are only marginally more likely to receive an out-of-school suspension than their peers.

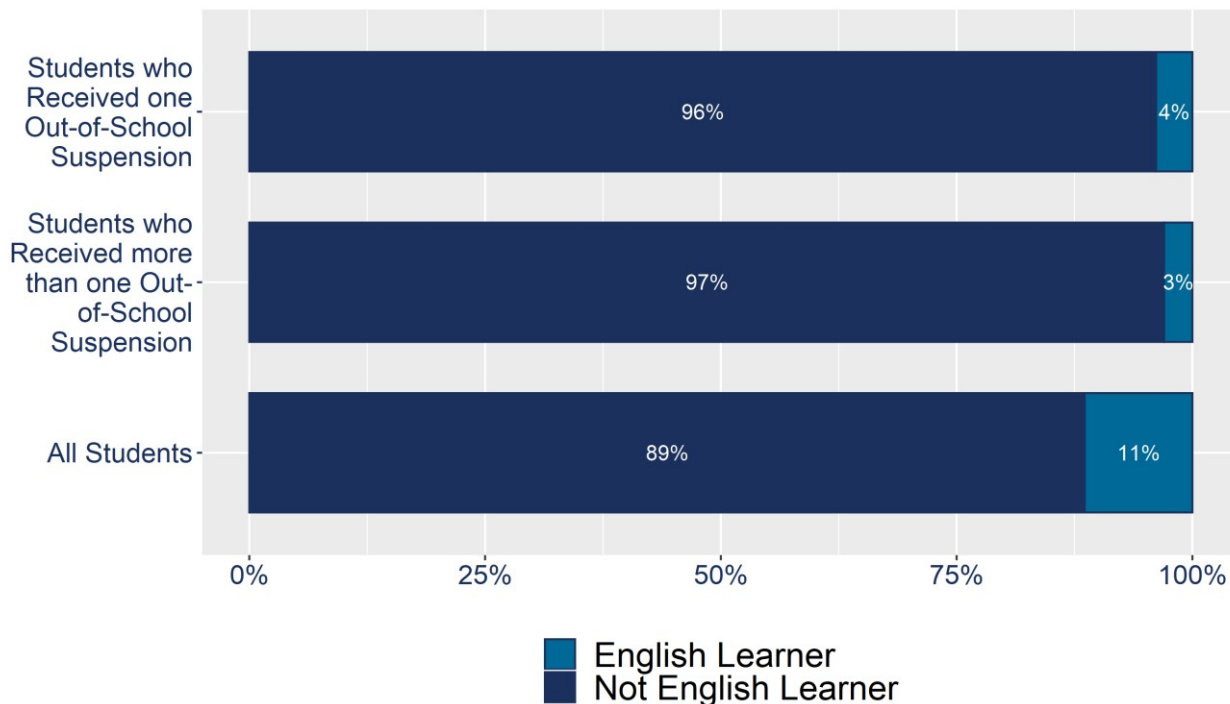
Figure 12: Out-of-School Suspension Disproportionality by Homeless Status, 2018-19



English Learners students are less likely to receive an out-of-school suspension than their peers.

In the 2018-19 school year, English Learner students were less likely to receive at least one out-of-school suspension compared to students who were not English Learners.²⁷ Figure 13 shows the proportion of students enrolled during the 2018-19 school year who received at least one out-of-school suspension by their English Learner status. Students who were identified as English Learners made up 11% of the total student population and 4% of the suspended population. Figure 13 also shows that among students who were suspended more than once, only 3% were English Learners.

Figure 13: Out-of-School Suspension Disproportionality by English Learner Status, 2018-19

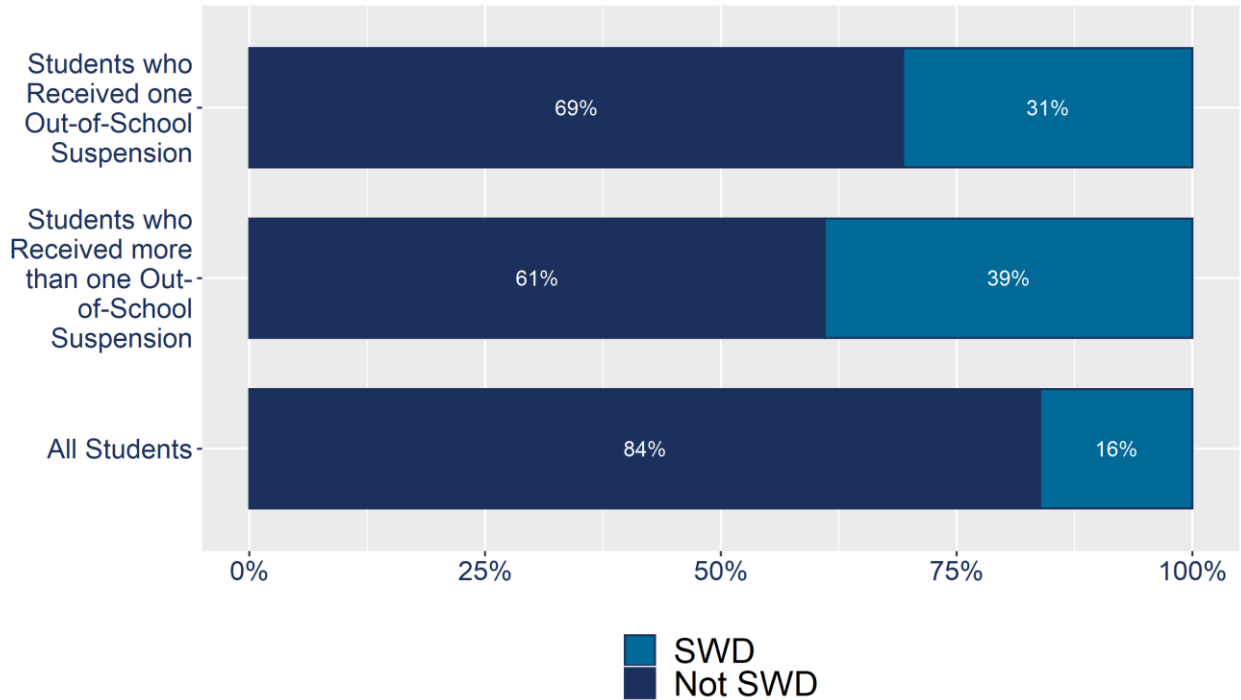


²⁷ Results derived from a logistic regression. Logistic regression is a type of regression analysis that is used when the outcome variable is binary (i.e., student received an out-of-school suspension [1] versus student did not receive an out-of-school suspension [0]).

Students with Disabilities account for one-third of all students receiving an out-of-school suspension.

In the 2018-19 school year, students with disabilities were twice as likely to receive at least one out-of-school suspension as students who were not identified as having a disability.²⁸ Figure 14 shows the proportion of students enrolled during the 2018-19 school year who received at least one out-of-school suspension by their status as a student with a disability. Students with disabilities made up 31% of the suspended population; however, they represented 16% of the total student population. Figure 14 also shows that among students who were suspended more than once, 39% were students with a disability.

Figure 14: Out-of-School Suspension Disproportionality by SWD Status, 2018-19



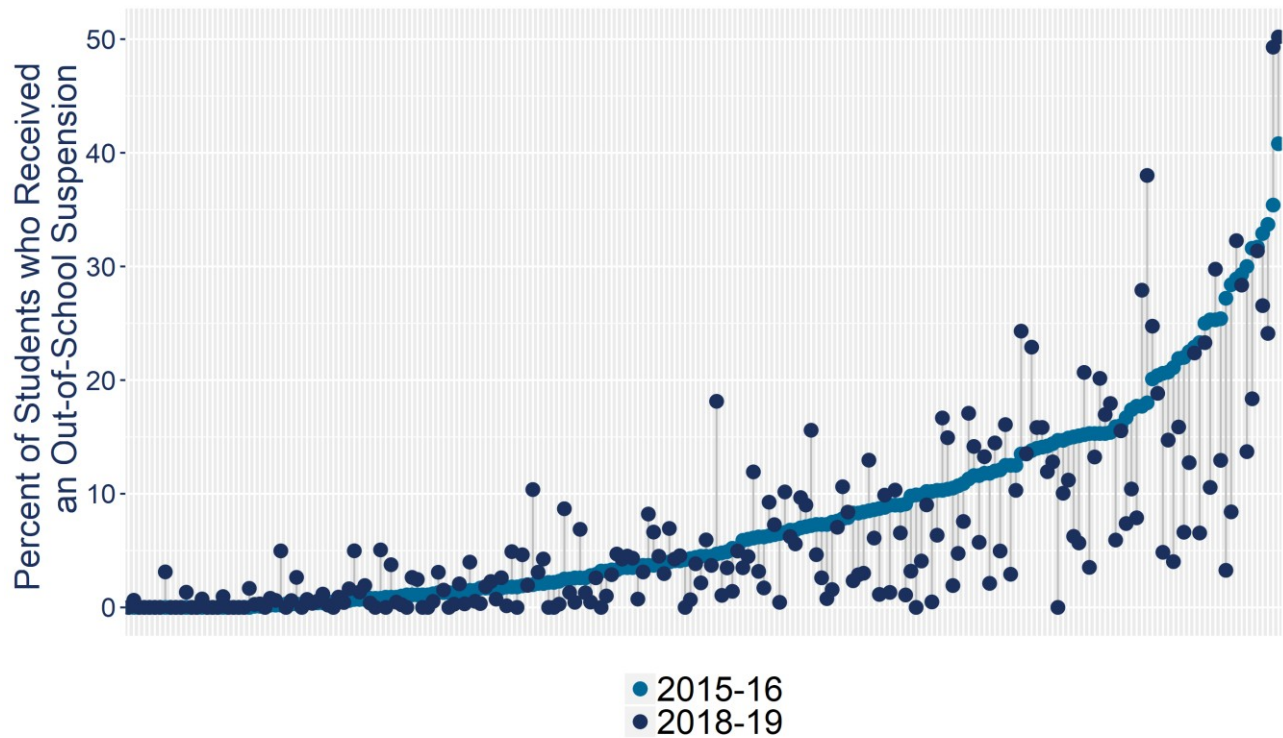
²⁸ Results derived from a logistic regression. Logistic regression is a type of regression analysis that is used when the outcome variable is binary (i.e., student received an out-of-school suspension [1] versus student did not receive an out-of-school suspension [0]).

Twelve schools have decreased their out-of-school suspension rate by more than ten percentage points over the past four years, while five schools have increased their rate by ten or more percentage points.

These changes in out-of-school suspension rates demonstrate that some schools have taken significant steps to decrease exclusionary discipline practices. Figure 15 displays the percent of students who received an out-of-school suspension in the 2015-16 and 2018-19 school years by school.

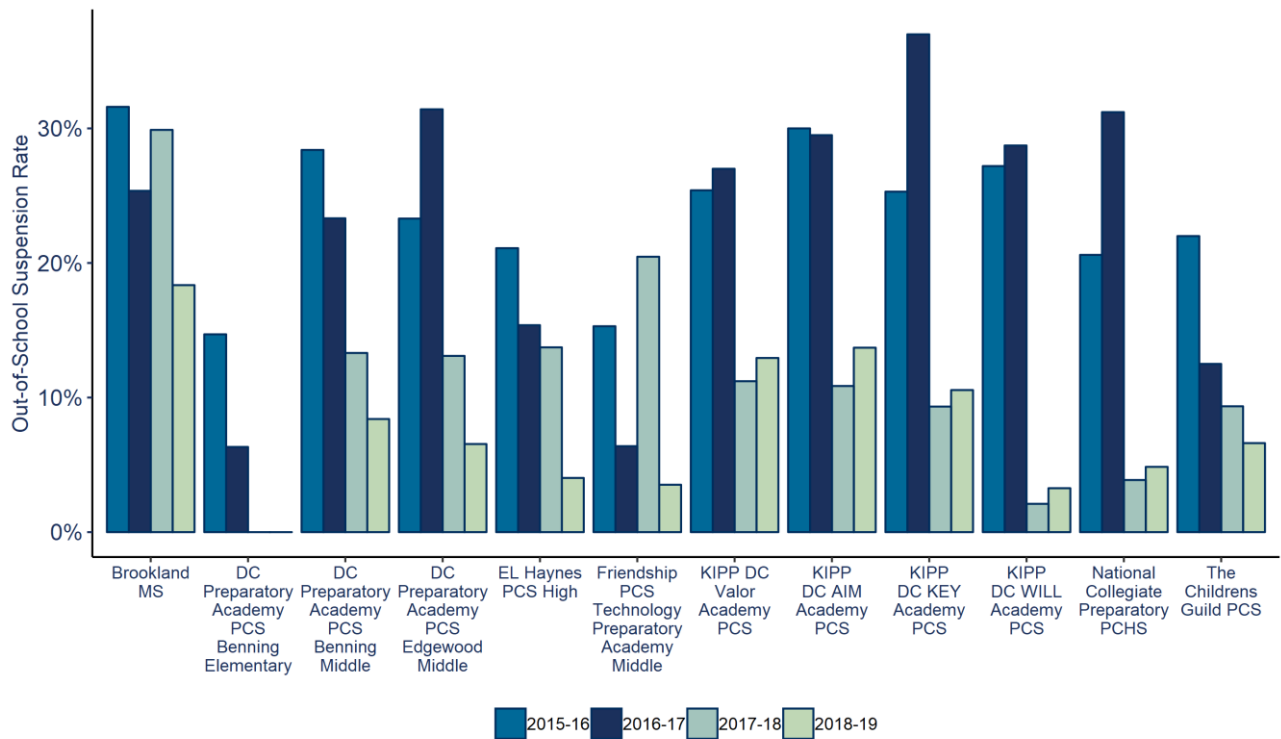
In Figure 15, the light blue dot represents the school's suspension rate in 2015-16, and the dark blue dot represents the school's suspension rate in 2018-19. A dark blue dot far from the light blue dot represents a more considerable change in out-of-school suspension rates. Blue dots below light blue dots represent a decrease in the out-of-school suspension rate.

Figure 15: Out-of-School Suspension Rates, 2015-16 and 2018-19



Ten of the twelve schools who decreased their out-of-school suspension rates by more than 10% have sustained lower suspension rates since the 2015-16 school year (Figure 16). This finding may indicate sustained efforts by these schools to address the use of exclusionary discipline practices. Better understanding the changes these schools implemented to address high out-of-school suspension rates could help provide more insight to school leaders about what works to reduce exclusionary discipline in the District of Columbia.

Figure 16: Out-of-School Suspension Rates of Schools who have Decreased Their Suspension Rate by Ten or More Percentage Points since 2015-16



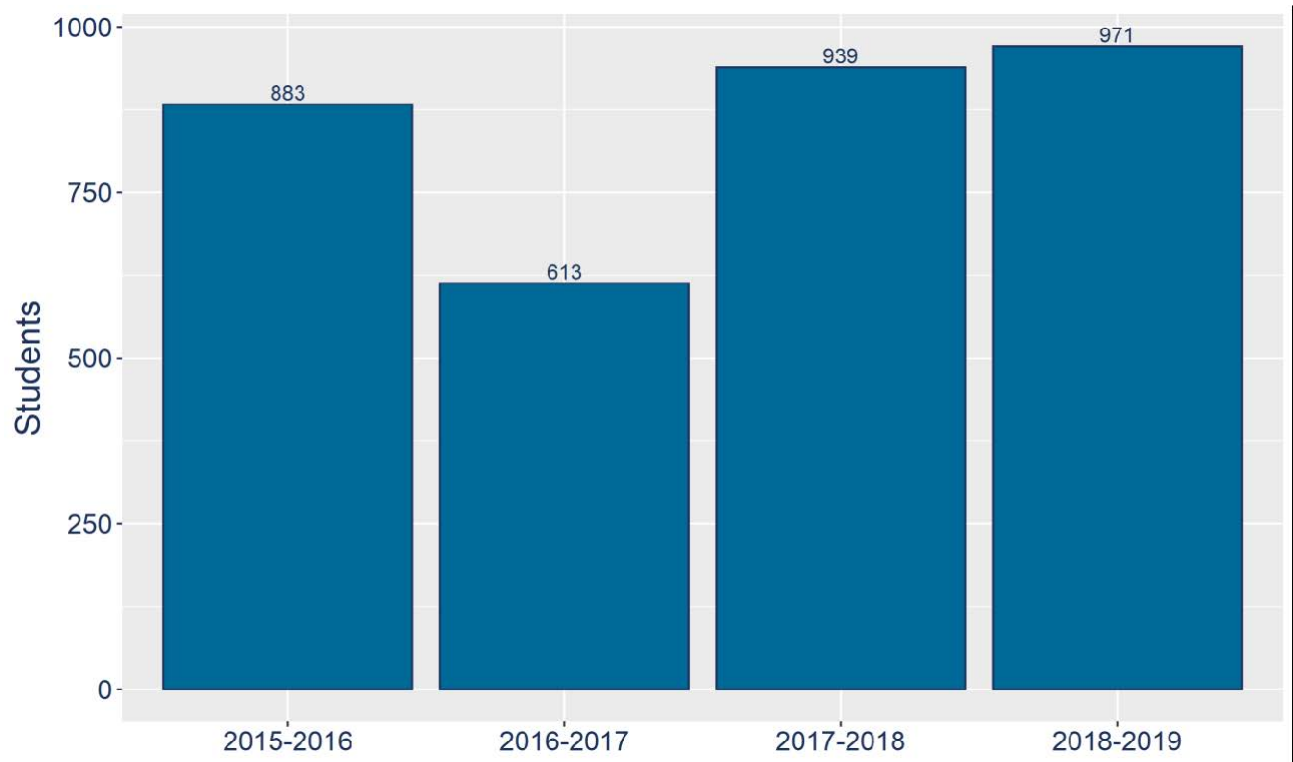
Overall, between the 2015-16 and 2018-19 school years, 102 schools (46%) experienced declines in their out-of-school suspension rates; this decline ranged from 1% to 24%. Forty-five schools reported identical rates. Seventy-three schools (33%) experienced a rise in suspension rates which ranged from 1% to 20%. See Appendix I for a detailed list of changes in suspension rates between the 2015-16 and 2018-19 school years.

In-School Suspensions

Local law describes an in-school suspension as “temporarily removing a student from the student's regular class schedule as a disciplinary consequence, during which time the student remains on school grounds under the supervision of school personnel who are physically in the same location as the student.”²⁹ In the 2018-19 school year, the proportion of students receiving an in-school suspension (0.98%) was almost identical to the percentage in the 2017-18 school year (0.97%). A total of 971 students received an in-school suspension during the 2018-19 school year. LEAs may use a variety of resources to reduce exclusionary practices, including in-school suspension, restorative practices, counseling, or school-based interventions.

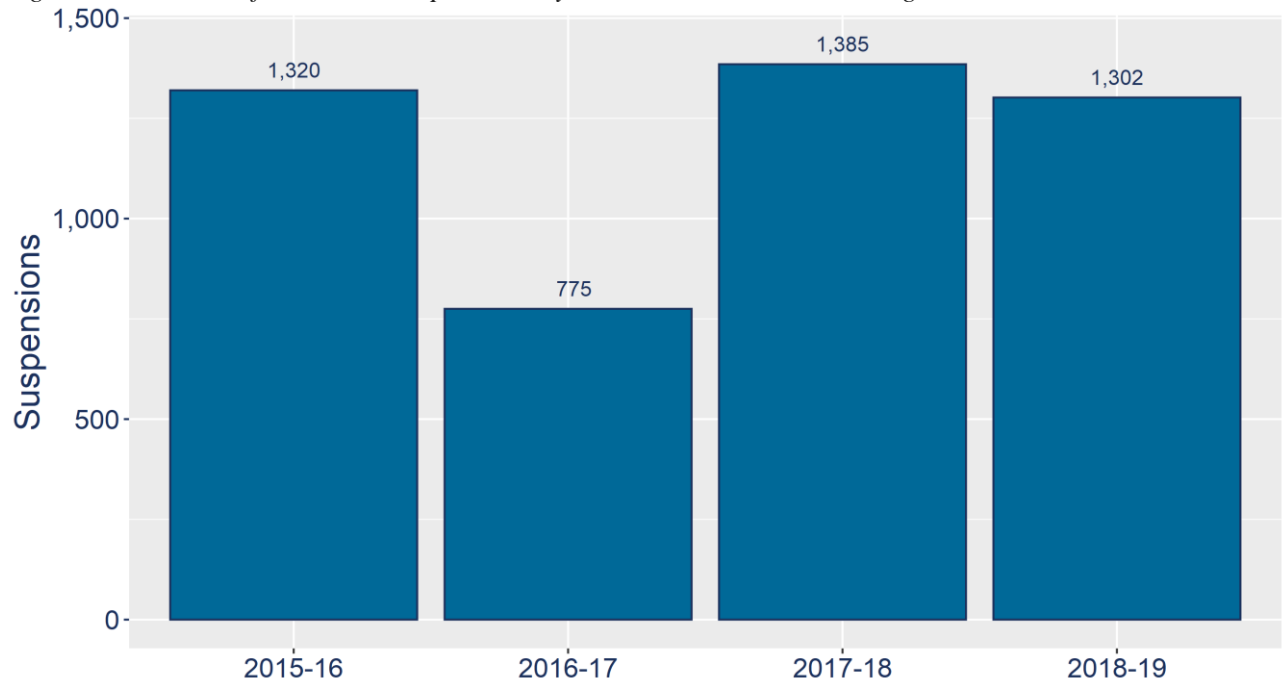
The number of students receiving in-school suspensions has been inconsistent during the last four school years. There was a decrease of 270 students receiving an in-school suspension between 15-16 and 16-17; however, the number of students who received an in-school suspension increased in both 2017-18 and 2018-19 (Figure 17). The total number of in-school suspensions incidents have been relatively consistent since the 2015-16 school year, except for the 2016-17 school year (Figure 18).

Figure 17: Number of Students Receiving an In-School Suspension by School Year, 2015-16 through 2018-19



²⁹ D.C. Code §38-236.01

Figure 18: Number of In-School Suspensions by School Year, 2015-16 through 2018-19



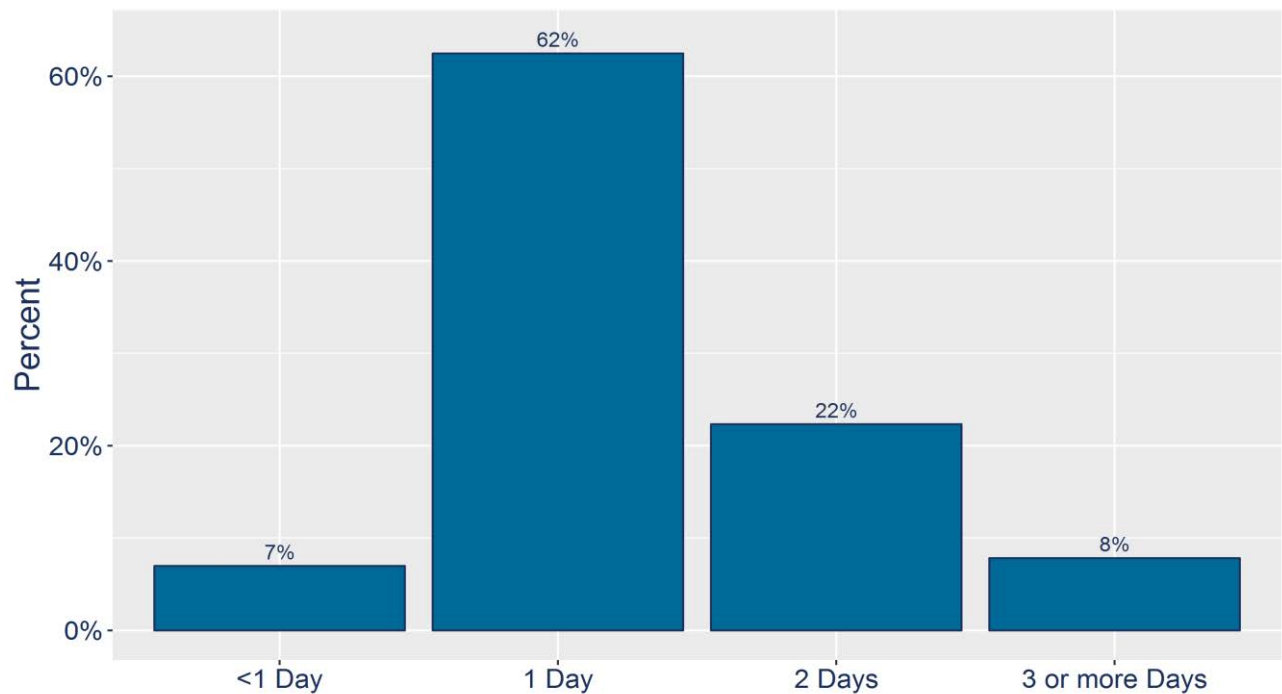
In-school suspensions are reported inconsistently across LEAs. Practices and policies on the use of in-school suspensions differ across LEAs. When LEAs report zero in-school suspensions, OSSE asks the LEAs for additional confirmation for accuracy. Appendix J shows Verified and Unverified Zero Counts of In-School Suspensions. In the 2018-19 school year, 22 LEAs reported zero in-school suspensions and certified this reporting with OSSE during data collection, while 22 LEAs reported zero in-school suspensions, but did not certify these zero counts. This may be due to an LEA not using in-school suspensions at all, using in-school suspensions but not issuing any, or failure to report. As OSSE continues to strengthen processes for discipline data collection to implement local law, in-school suspensions will be an area of added focus. As part of OSSE's work authorized under the Students Fair Access to School Act, OSSE is collaborating with LEAs to understand better how they utilize in-school suspensions and maintain data on these incidents.

In-school suspensions occurred at 23 of District of Columbia’s 66 LEAs.

Ninety-five schools in 23 LEAs reported in-school suspensions during the 2018-19 school year. Seventy percent of in-school suspensions occurred at two LEAs. See Appendix F for a detailed account of in-school suspensions by LEA and school.

In-school suspension duration varied from zero to ten days with one-day suspensions accounting for 62% of all in-school suspensions (Figure 19). In-school suspensions of two and three-days accounted for 22% and 7% of all in-school suspensions, respectively.

Figure 19: Duration of In-School Suspensions, 2018-19

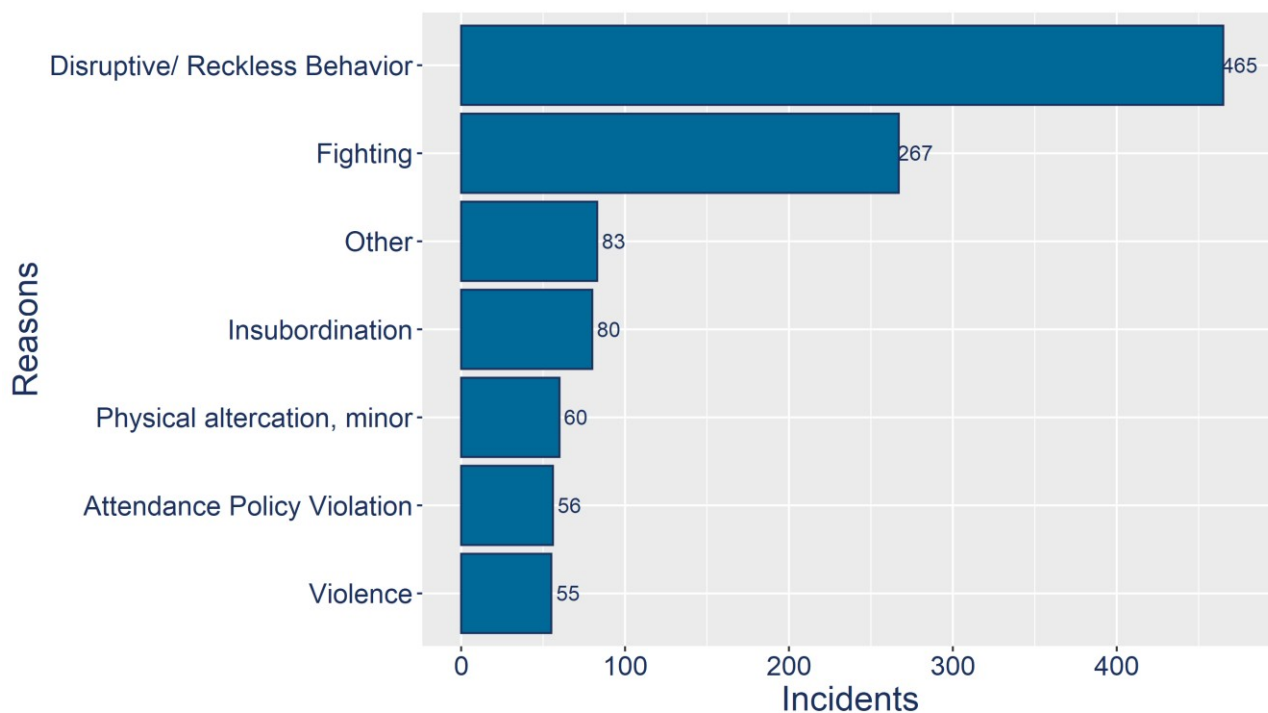


More than half of in-school suspensions were a result of disruptive/reckless behavior or fighting.

In 2018-19, there were 465 instances of disruptive/reckless behavior and 267 instances of fighting, which led to an in-school suspension (Figure 20). The category "other," which resulted in 83 in-school suspensions, may include a variety of behaviors, including but not limited to: use of alcohol, gambling, forgery, hazing, or extortion. Disruptive/reckless behavior and fighting accounted for 36% and 20% of disciplinary incidents resulting in an in-school suspension, respectively. Reasons that resulted in fewer than 50 in-school suspensions are excluded from Figure 2 but are displayed in Appendix K.

Addressing fighting and disruptive/reckless behavior is essential in reducing exclusionary discipline practices as it makes up a significant portion of all disciplinary incidents – in-school suspensions, out-of-school suspensions, and expulsions.

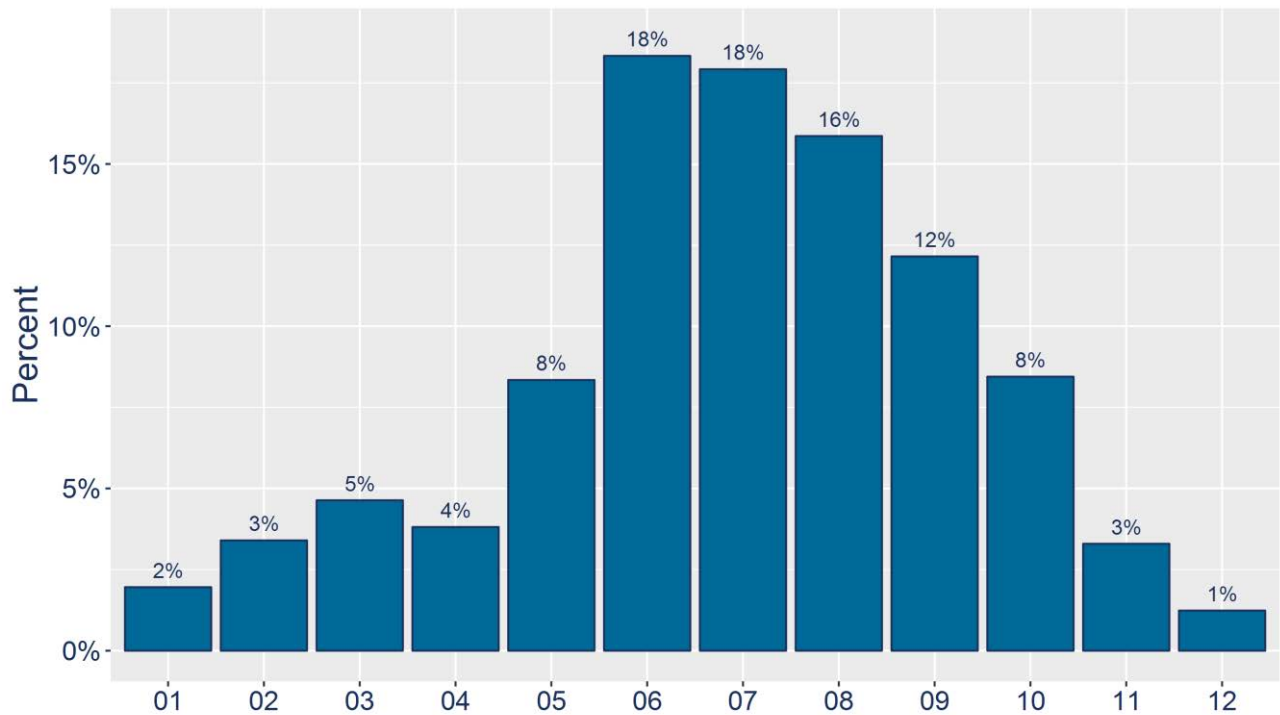
Figure 20: Primary Reasons for In-School Suspensions, 2018-19



Students in grades six through eight accounted for a majority of in-school suspensions.

Students in sixth, seventh, and eighth grades comprised 52% of the students who received an in-school suspension in 2018-19 (Figure 21). Students in sixth and seventh grades incurred 36% of all in-school suspensions, with each grade accounting for 18%. Kindergarten and Pre-K students are excluded from the figure below because fewer than ten students in each grade received an in-school suspension.

Figure 21: Percent of Students Receiving an In-School-Suspension by Grade, 2018-19

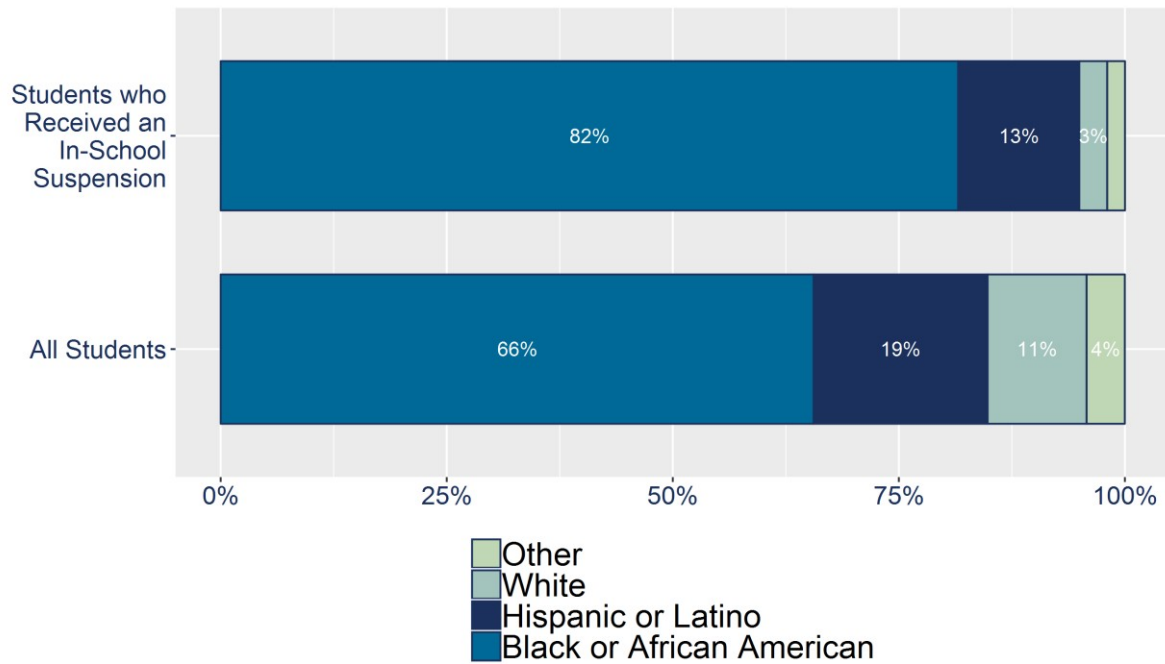


In-school suspensions of sixth through eighth-grade students have composed a substantial portion of all in-school suspensions over the past four years. Furthermore, since the 2015-16 school year, there has been a steady rise in the percent of in-school suspensions accounted for by students in grades six through eight. See section *Populations in Focus – Middle School Students* for additional analysis on this population.

Black or African American students are overrepresented among students receiving in-school suspensions.

Black or African American students represented 82% of students who received an in-school suspension while making up only 66% of all District students (Figure 22). White students made up 11% of the student population, but only 3% of students who received an in-school suspension.

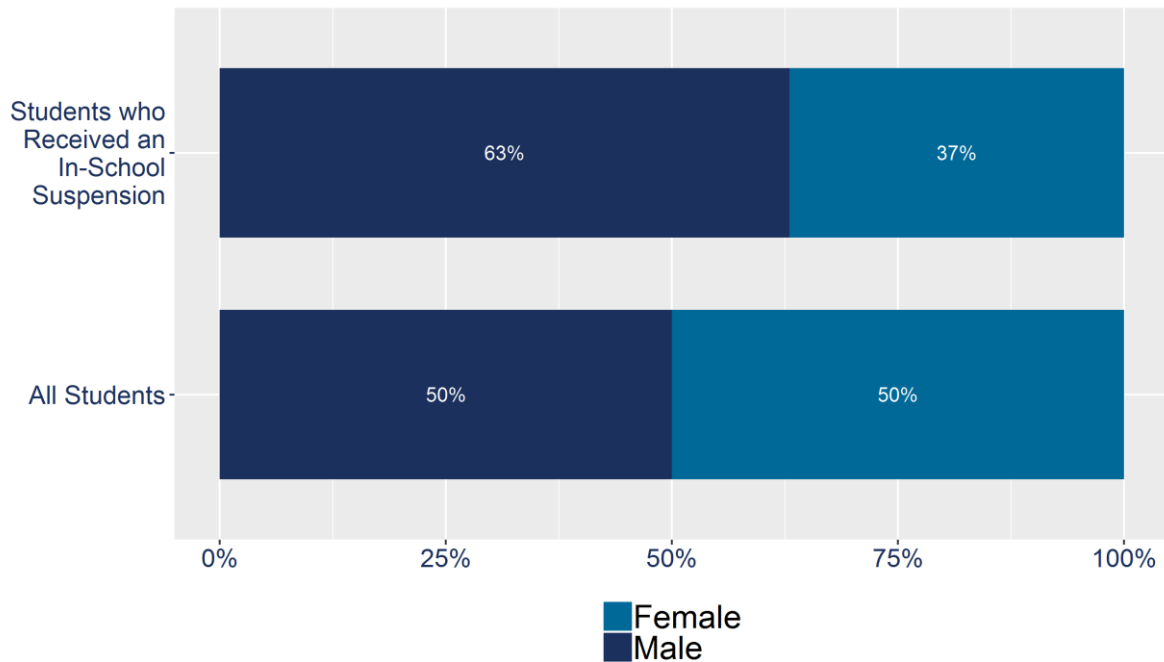
Figure 22: In-School Suspension Disproportionality by Race, 2018-19



Males accounted for nearly two-thirds of all in-school suspensions.

During the 2018-19 school year, male students were disproportionately represented in students receiving an in-school suspension; males accounted for 50% of the District student population, but 63% of students receiving an in-school suspension (Figure 23).

Figure 23: In-School Suspension Disproportionality by Gender, 2018-19



Involuntary Dismissals

Involuntary dismissal is defined as “removal of the student from school attendance for less than half of a school day for disciplinary reasons, during which time the student is not under the supervision of school personnel and is not allowed on school grounds.”³⁰ The 2018-19 school year was the first year in which OSSE collected data on involuntary dismissals. There were 347 reported instances of involuntary dismissals during the 2018-19 school year, which occurred at 7 LEAs and 18 schools. See Appendix L for a list of LEAs who submitted involuntary dismissal data. All LEAs have been notified that they are required to collect and report this data in the 2019-20 school year.

Similar to other disciplinary actions, most involuntary dismissals resulted from disruptive/reckless behavior (205), violence (43), minor physical altercation (40), and fighting (36). Collectively, these offenses accounted for 93.3% of all involuntary dismissal incidences.

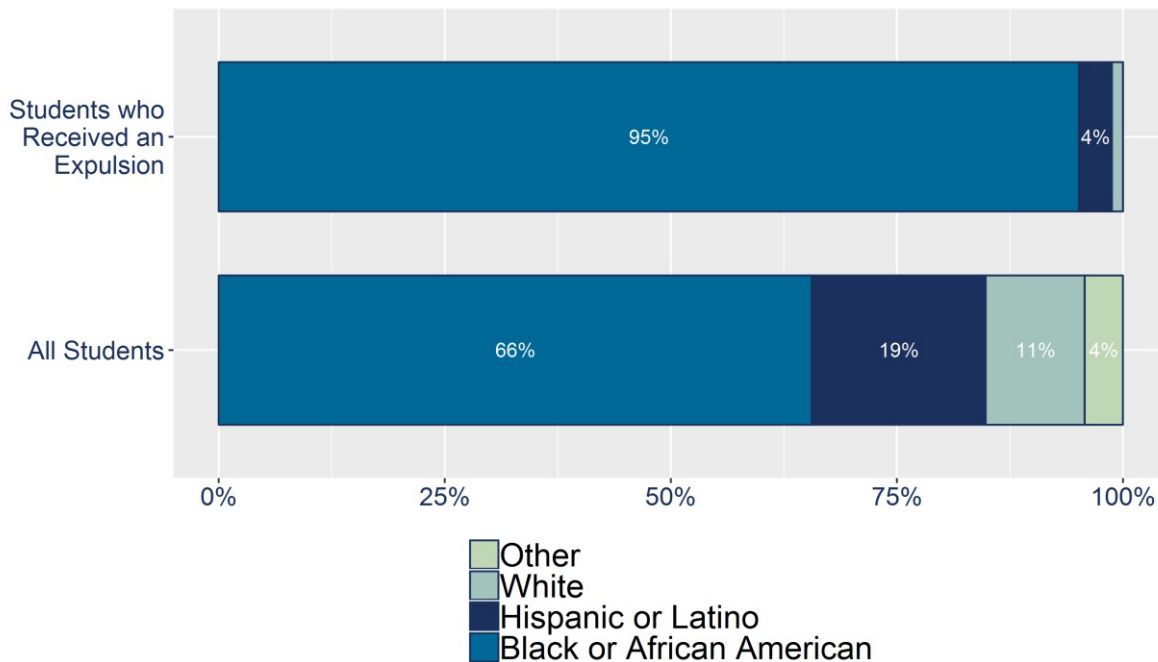
Black or African-American, male, and at-risk students were over-represented in the students who received an involuntary dismissal during the 2018-19 school year.

³⁰D.C. Code §38-236.01

Expulsions

During the 2018-19 school year, there were a total of 82 students expelled at 22 LEAs and 29 schools. Similar to in-school and out-of-school suspensions, expulsions were disproportionately distributed across the student population. Black or African American, male, and at-risk students received disproportionate rates of expulsions compared to their overall representation in the student population. Black or African American students represent 66% of the District of Columbia’s student population but accounted for 95% of expulsions in the 2018-19 school year (Figure 24). Male students accounted for 55% of expulsions while representing 50% of the District’s population in 2018-19 (see Appendix M). Students who are identified as at-risk received 76% of all expulsions, while only accounting for 46% of the District student population (see Appendix M). High school students (9-12) accounted for 70% of expulsions during the 2018-19 school year (see Appendix M).

Figure 24: Expulsion Disproportionality by Race, 2018-19



Fighting and threat/intimidation are the most frequent reasons reported for expulsions.

During the 2018-19 school year, fighting (19.2%), threat/intimidation (14.4%), and weapons (12%) were the most frequent reasons for expulsions.

Fifty-seven percent of expulsions were due to an incidence of violence during the 2018-19 school year. The non-violent cases that received an expulsion included, but were not limited to: flammables, vandalism, non-sexual harassment, possession of marijuana, disruptive behavior, and engaging in sexual acts.

Among all of the reasons provided, only possession of a weapon or firearm is a federal requirement for expulsion.

Most students expelled during the 2016-17 school year re-enrolled for the 2017-18 and 2018-19 school years.

An expulsion is a significant disciplinary action that removes a student from the school setting for a significant length of time; therefore, it is essential that once the period of expulsion ends, students are re-engaged into school. Ideally, disciplinary action and additional supports should improve the student's behavior. The data shows that many students are reengaging in education after an expulsion. Of the 106 students expelled in the 2016-17 school year, 81% of them re-enrolled in school in the 2017-18 school year. The vast majority of these students, 88%, persisted in a public or public charter school again during the 2018-19 school year.

The data also shows that these students are not getting expelled in the future at high rates. Most notably, students who are expelled and return to school are not frequently expelled again upon their return. Furthermore, none of the students who were expelled in 2016-17 or 2017-18 received an expulsion in the 2018-19 school year.

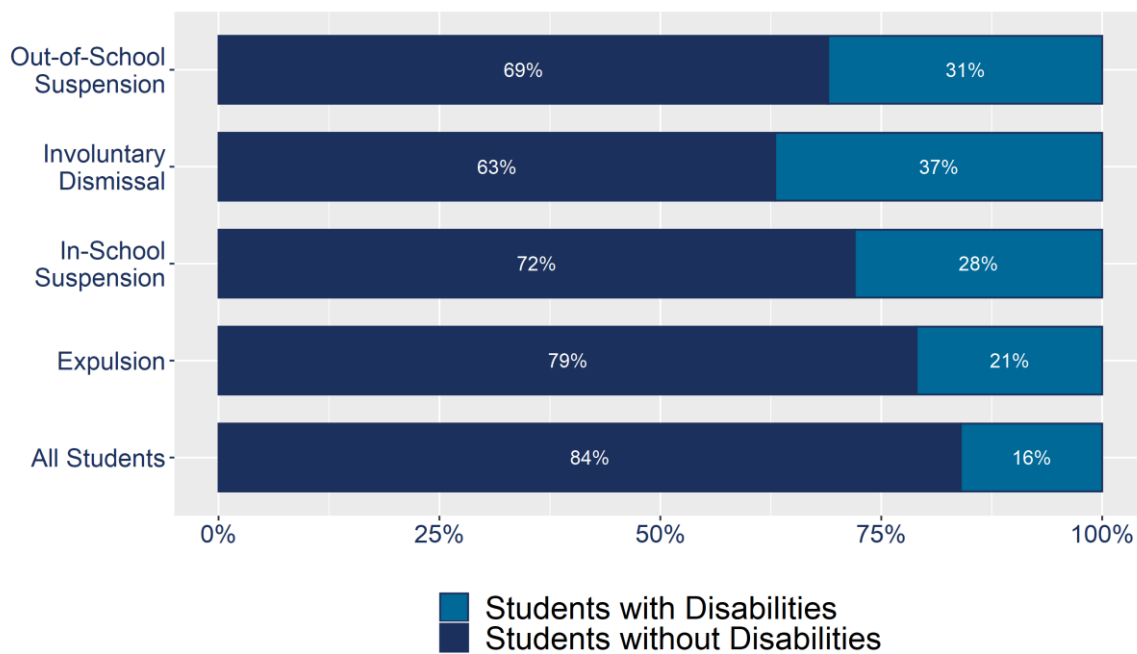
It is encouraging to see that many students who have been expelled are successfully re-engaging in education after their expulsion. The District of Columbia should continue to encourage re-engagement in school after incidents of expulsion and other disruptions to education.

Population in Focus – Students with Disabilities

In the 2018-2019 school year, students with disabilities were more than twice as likely to receive an out-of-school suspension as students without disabilities. Students with disabilities made-up only 16% of the student population, but 31% of students receiving at least one out-of-school suspension.

Furthermore, students with disabilities accounted for nearly 39% of students who received more than one out-of-school suspension while making up 31% of the suspended population. Overall, students with disabilities were overrepresented in each disciplinary action as they also accounted for 28% of students who received an in-school suspension, 21% of expulsions, and 37% of involuntary dismissals in the 2018-19 school year (Figure 25).

Figure 25. Students with Disabilities Disproportionality Across All Disciplinary Actions



As a result of the inequitable distribution of suspensions amongst students with disabilities, OSSE sought to better understand the students affected by the disproportionate use of exclusionary discipline practices. OSSE ran a Hierarchical Linear Model (HLM) to predict the likelihood of students with disabilities receiving an out-of-school suspension in the District of Columbia. The model looks for differences in the likelihood of suspension among students with a disability based on primary disability and controlling for other demographic factors.

Students whose primary disability is Emotional Disturbance are more likely to be suspended than other students with disabilities.

Students designated with a primary disability of Emotional Disturbance (ED) are more frequently suspended compared to students with other primary disabilities; they are almost 6.5 times more likely as students with other primary disabilities to receive an out-of-school suspension. See Appendix N for HLM results table.

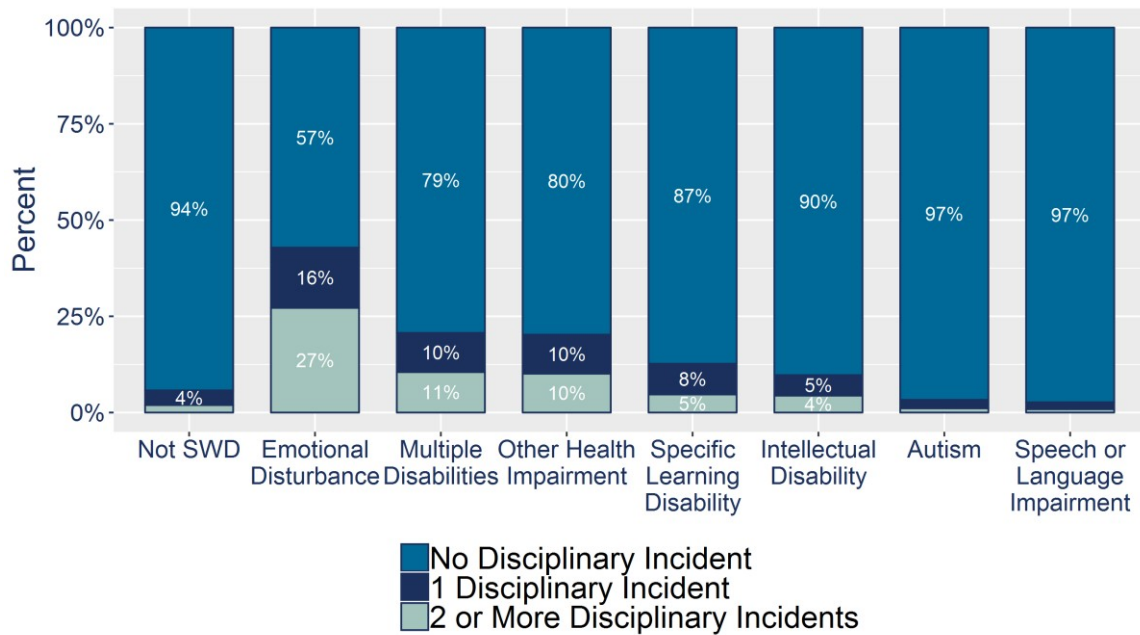
Each student with a disability has a primary disability designated on their Individualized Education Plan. Six percent of students in the District of Columbia have a primary disability of Emotional Disturbance. IDEA defines emotional disturbance as “a condition exhibiting one or more of the following characteristics over a long period and to a marked degree that adversely affects a child’s educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.”³¹

Students with Emotional Disturbance as a primary disability reported the highest suspension rates, and Speech-Language Impairment students were found to have the lowest rates among students with disabilities (Figure 26).

³¹ Code of Federal Regulations, Title 34, §300.8(c)(4)(i)

Figure 26: Percent of Students with Recurring Disciplinary Incidents by SWD Category, 2018-19



** Primary Disability Categories with n-size <200 not displayed

Forty-three percent of students with a primary disability of Emotional Disturbance were suspended at least once, 27% were suspended more than once.

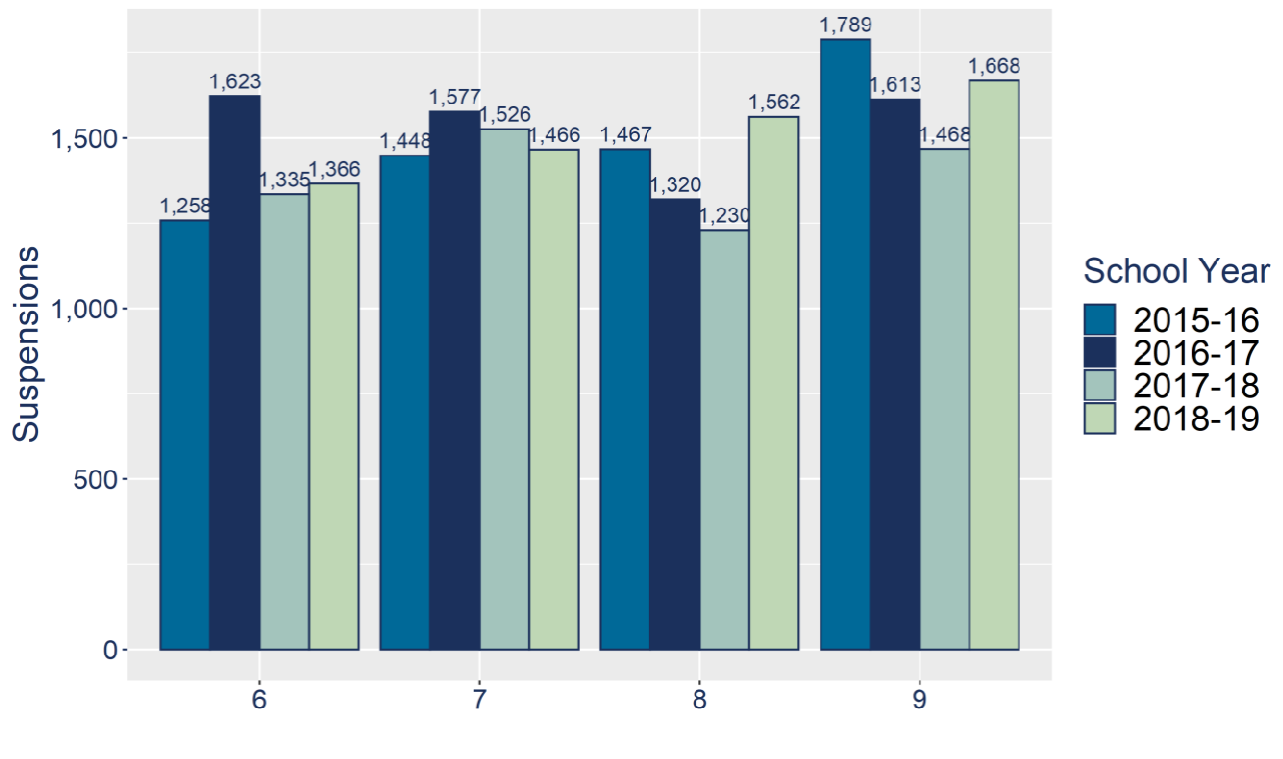
As part of OSSE’s strategic plan, it is committed to accelerating improved outcomes for students with disabilities. To learn more about students with disabilities in the District of Columbia, see [Students with Disabilities in the District of Columbia Landscape Analysis](#). Additionally, as part of OSSE’s work leading to the report on school discipline practices, OSSE is exploring challenges and best practices in supporting positive behavior amongst students with disabilities.

Population in Focus – Middle School Students

During the 2018-19 school year, middle school students received a majority of disciplinary actions across the District of Columbia. The concentration of disciplinary incidents in middle school calls for a better understanding of the challenges students, schools, and families face during these years of growth and transition.

Middle school students in grades six to eight have represented the majority of out-of-school suspensions over the past four school years. After ninth-grade students, middle school students have consistently represented the grades with the most students receiving out-of-school suspensions (see Figure 27), indicating a need for a concerted effort to address the behaviors and policies resulting in such concentrated occurrences in out-of-school suspensions.

Figure 27. Number of Out-of-School Suspensions in Grades 6-9, by School Year



Middle school is a critical time for young adolescents as they experience physical and emotional changes, combined with heightened academic and social expectations. The disproportionate suspension rates suggest a need to focus resources on developing positive and supportive school climates for students in middle school grades through initiatives that support mental health, violence prevention, conflict resolution, restorative justice, youth leadership, and positive behavioral practices.

Middle school students represent more than half of students receiving an in-school suspension.

Together, students in grades six through eight accounted for 52% of the students who received an in-school suspension (Figure 21). Sixth grade represented the highest proportion of students receiving in-school suspensions (18.3%), followed by seventh (17.9%), and eighth grades (15.8%). Middle school students are more prone to receive exclusionary discipline. It is critical to address the behavioral challenges in this grade range in order to reduce suspension rates across the District of Columbia.

Sixth through eighth-grade students display high rates of out-of-school suspensions.

Students in grades six through eight received nearly 37% of all out-of-school suspensions (Figure 10). Ninth-grade students represented the highest rate (16%) of out-of-school suspensions, followed by eighth grade (13%), seventh grade (12%), and sixth grade (12%), respectively. During the 2018-19 school year, 14% of students in grades six through eight, and 12% of high school students (9-12) received suspensions (see Appendix O). That means that more than 1 out of 8 middle school students in the District of Columbia missed instructional time as a result of an out-of-school suspension during the 2018-19 school year.

Middle school students are more likely to receive multiple suspensions than students in other grades.

Forty-three percent of suspended students in grades six through eight received more than one out-of-school suspension. Eighth-grade students accounted for 16% of students receiving multiple out-of-school suspensions, followed by seventh (14%) and sixth grades (13%). Repeat suspensions indicate that students are not receiving the supports they need after a disciplinary incident to address and improve their behavior.

Out-of-school suspensions spike after fifth grade and gradually decline after ninth grade.

Discipline data shows that suspensions increase between fifth and sixth grade, and decrease between ninth and tenth grade (Figure 10). Further research could investigate the transitions and changes that lead to the increase of exclusionary disciplinary actions after fifth grade, and the gradual decline following ninth grade.

Fighting and disruptive/reckless behavior accounted for more than two-thirds of out-of-school suspensions.

Among grades six through eight, fighting (34%) and disruptive/reckless behavior (32%) were the most frequent primary reasons for out-of-school suspensions in the 2018-19 school year.

The majority of middle school out-of-school suspensions were concentrated at six schools in wards 6, 7, and 8.

While suspensions are primarily concentrated in grades 6-8, they are even further concentrated at a handful of neighborhood middle schools. Although middle school students represent a high proportion of suspensions, the majority of suspensions occurred at several campuses. Kelly Miller Middle School, Kramer Middle School, Eliot-Hine Middle School, Johnson Middle School, Hart Middle School, and Jefferson Middle School accounted for 33% of all students receiving an out-of-school suspension in grades six through eight while serving only 14% of students in grades six through eight. Each of these middle school campuses is located in Wards 6, 7, or 8. Kramer Middle School, Kelly Miller Middle School, and Eliot-Hine Middle School reported the highest total of out-of-school suspensions with 398, 324, and 263, respectively.

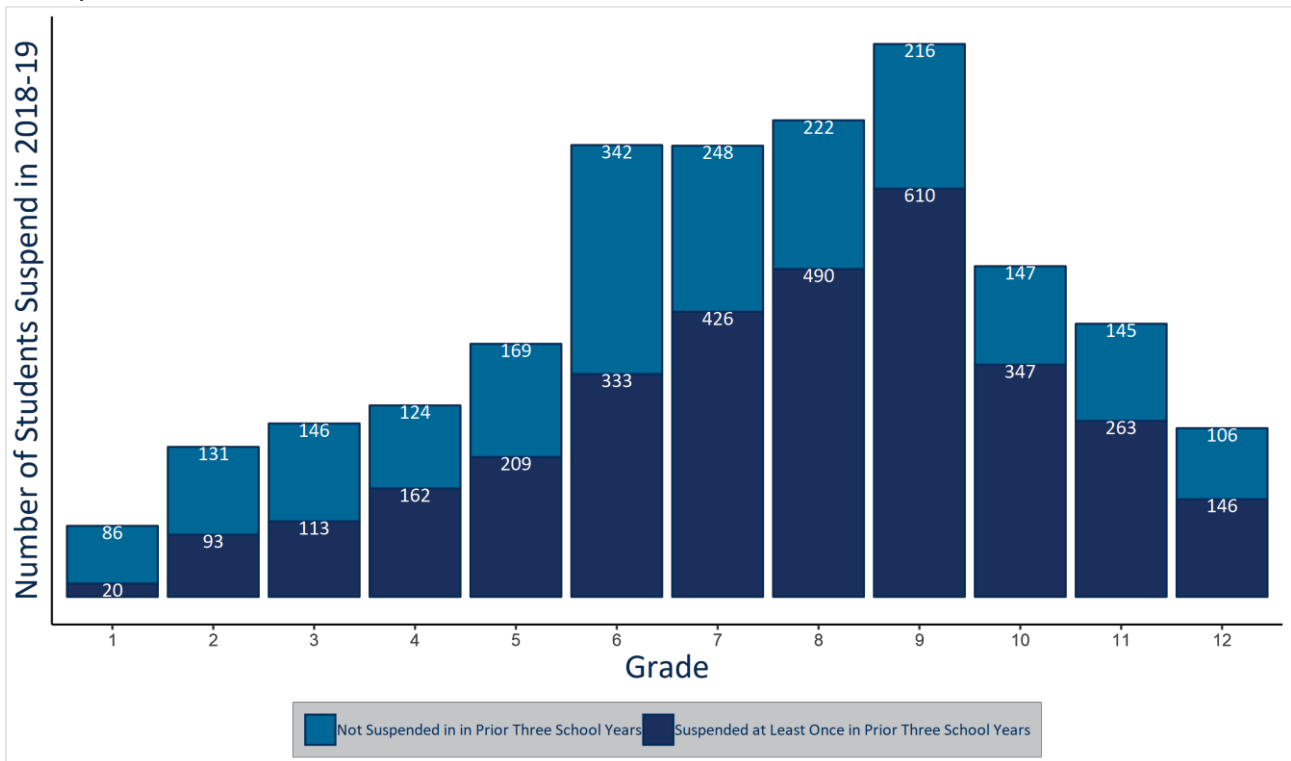
The discipline data suggests that middle schools with high rates of suspension may need additional supports to address the specific needs at those campuses. For example, disruptive/reckless behavior and fighting were frequently identified as the primary reason (s) for disciplinary actions for students in the District of Columbia. Regarding Kramer Middle School, Kelly Miller Middle School, and Eliot-Hine Middle School, disruptive/reckless behavior or fighting were the primary reasons for 68%, 78%, and 72% of their out-of-

school suspensions. Resources, supports, and interventions focusing on conflict resolution and appropriate behaviors may help address a high proportion of middle school disciplinary actions.

Half students who received an out-of-school suspension in sixth grade had not received an out-of-school suspension in the three years prior.

Half of sixth graders who received an out-of-school suspension in the 2018-19 school year had not received an out-of-school suspension in the prior three years (Figure 28). The rate of first-time suspensions decreases after the sixth grade, implying that many of the same students continue to accumulate out-of-school suspensions over their educational experience and that establishing positive behavior patterns in sixth grade would help to decrease suspension rates in future grades.

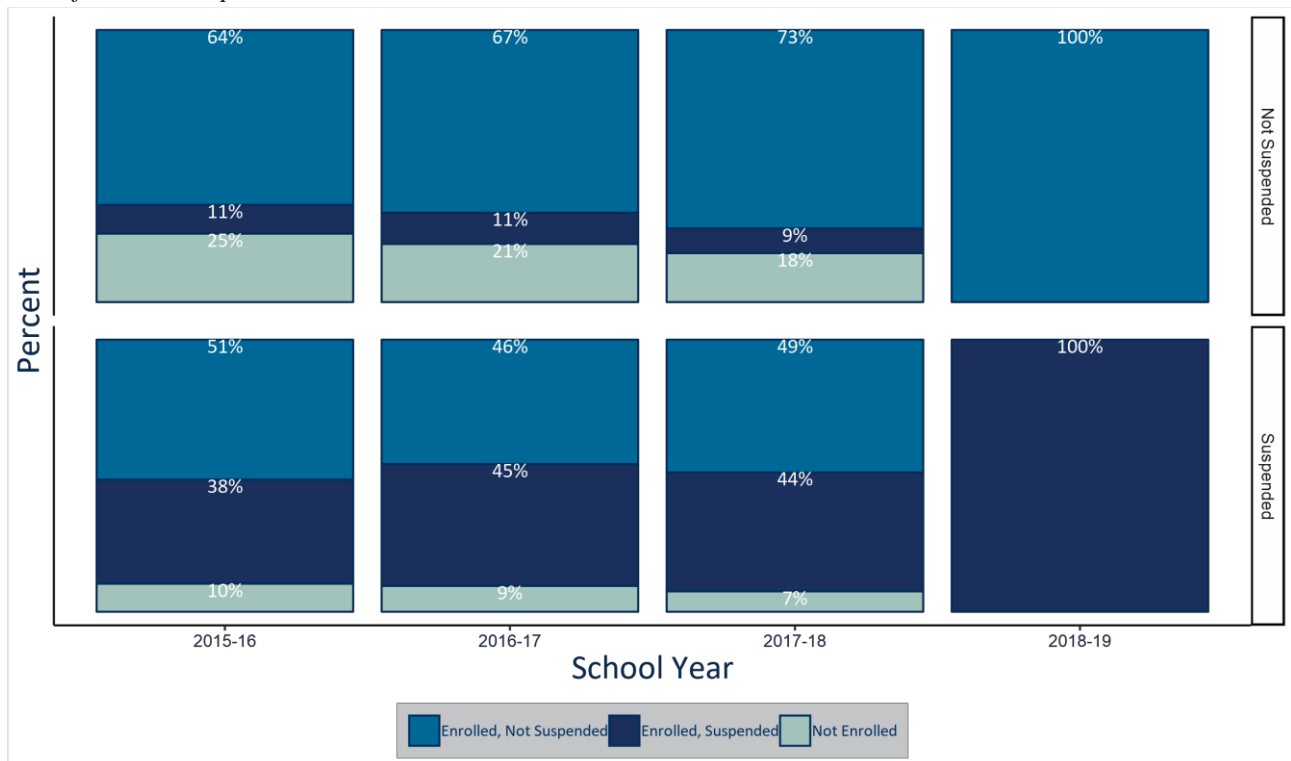
Figure 28: Total Students Who Received an Out-of-School Suspension in 2018-19, by Grade and Suspension History



Most ninth-grade students who receive an out-of-school suspension were suspended in at least two of the three prior school years.

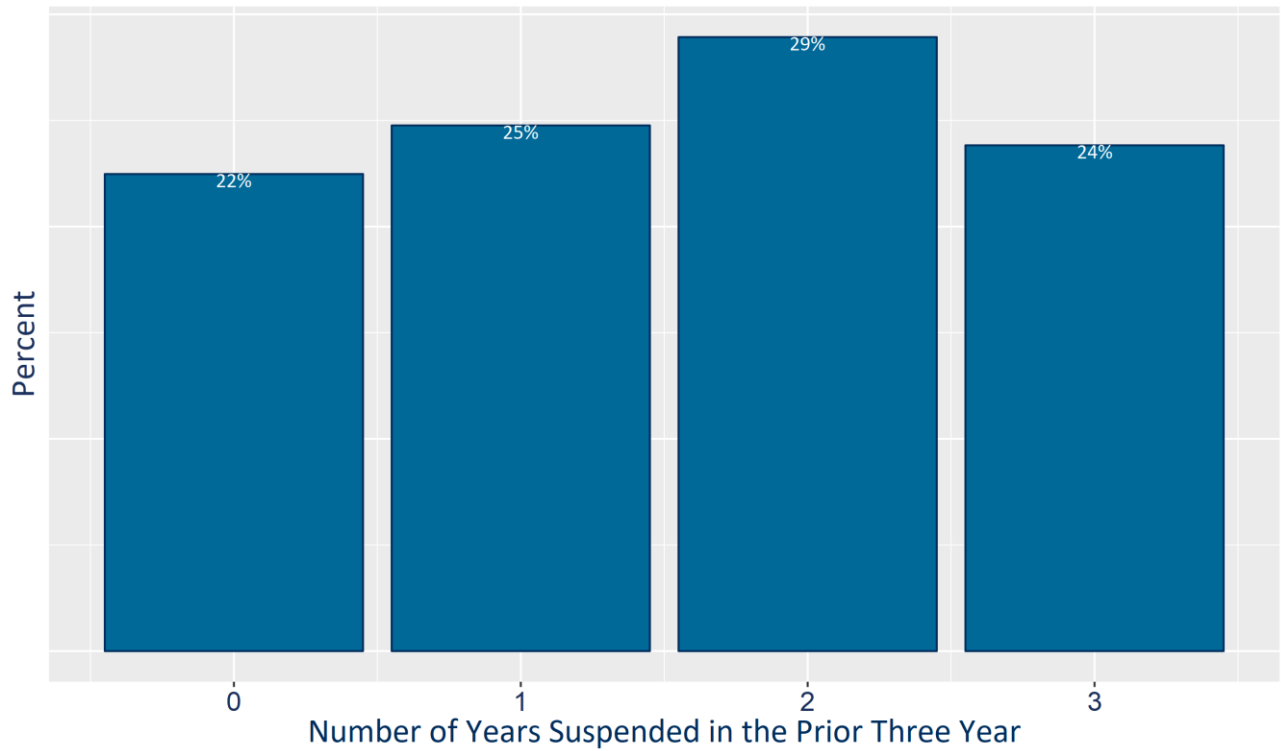
Figure 29 shows the previous out-of-school suspension history of ninth-graders who were not suspended (top row) and were suspended (bottom row). Forty-four percent of ninth-grade students suspended in 2018-19 were suspended in 2017-18, compared to 9% of ninth-grade students who did not receive a suspension in 2018-19. Addressing behavioral challenges in middle school is key to preparing students for high school and would likely help reduce the ninth grade suspension rate.

Figure 29: Out-of-School Suspension History for Students Enrolled in Ninth Grade in 2018-19, by 2018-19 Out-of-School Suspension Status



Only 22% of ninth graders suspended in 2018-19 had not been suspended at all in the prior three years. Fifty-three percent of ninth graders suspended in 2018-19 had been suspended in at least two of the prior school years (Figure 30). While ninth-graders display the highest out-of-school suspension rates, this data suggests that disciplinary issues start before ninth grade for many students.

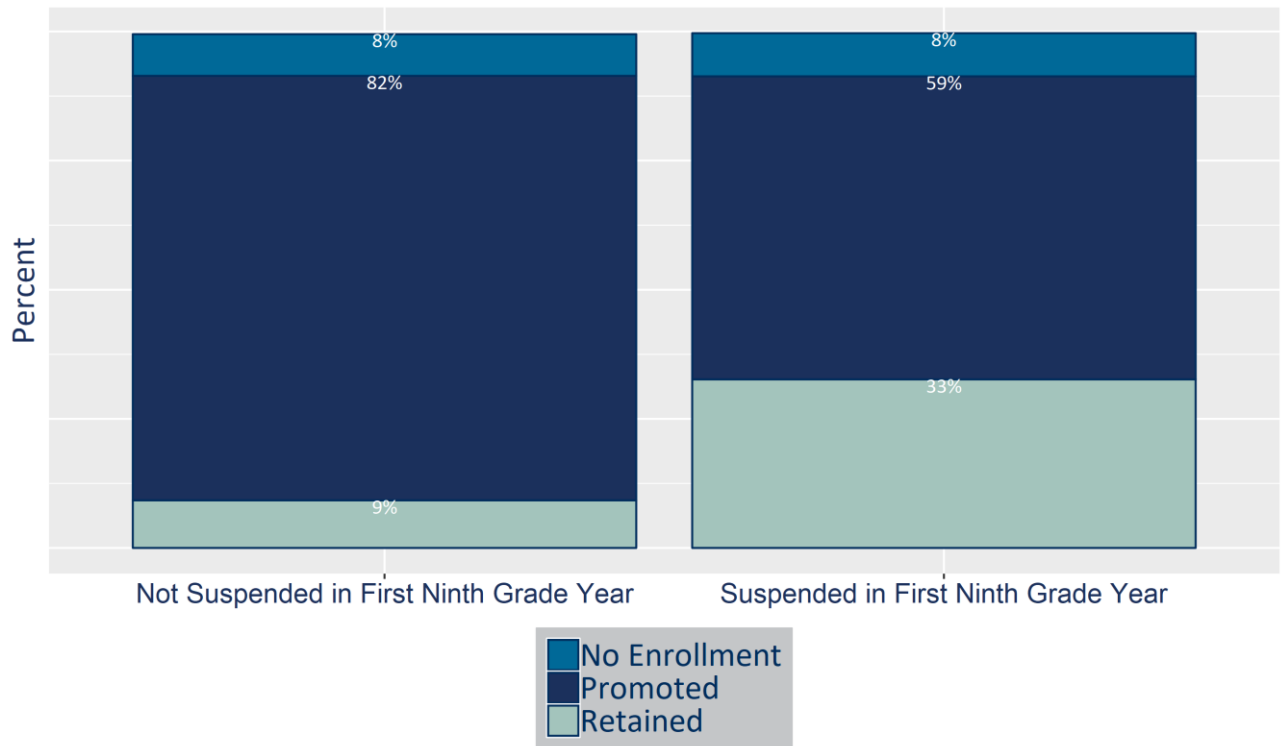
Figure 30: Number of Years in Which Ninth Graders Receiving an Out-of-School Suspension in 2018-19 Received an Out-of-School Suspension in the Prior Three Years



Middle school discipline patterns carried into the ninth grade influence a student’s chances of graduation.

Discipline incidents during the ninth grade year, frequently predicted by discipline incidents in middle school, can have significant implications on a student’s educational trajectory. One-third of students who received an out-of-school suspension during their first ninth grade year in 2017-18 were retained in the ninth grade during the 2018-19 school year, compared to 9% who did not receive an out-of-school suspension (see Figure 31). Being retained in the ninth grade decreases the likelihood that a student will graduate from high school, underlining the importance of addressing behavioral challenges before the ninth grade so that students are ready to succeed in high school and beyond.

Figure 31: Grade Promotion for First Time Ninth Graders in 2017-18, by Out-of-School Suspension Status



Conclusion

Over the past several years, the District has seen a decline in out-of-school suspensions. However, inequities continue to affect students who are Black or African American, at-risk, male, or a student with a disability. These subcategories of students have been frequently identified in each of OSSE's discipline reports.

Similarly, reporting has shown consistent and high rates of suspensions in each of the past three school years among middle school students. In the 2018-19 school year, middle school students accounted for 52% of the students who received an in-school suspension and 37% of all out-of-school suspensions. Further investigation into disciplinary practices at middle schools will help OSSE gain an understanding of how better to support the unique developmental and behavioral needs of students in grades six through eight. Supporting this population will help positively impact and address elements such as discipline, attendance, and high school completion.

Lastly, OSSE is proud to be a collaborative partner with LEAs and schools with ongoing discipline activities, as authorized under the Students Fair Access to School Act. Current research projects seek to help advance OSSE's understanding of the discipline landscape and the challenges and successes communicated by LEA- and school-level personnel. The information collected throughout the 2019-20 school year will be made available to the public in May 2020.

Appendices

Appendix A: Data Methodology

Definitions

Disciplinary Unenrollment: The expulsion (including modified expulsion) or involuntary transfer of a student from a school.

Emergency Removal: The immediate out-of-school suspension or disciplinary unenrollment of a student based on the school's reasonable belief that the student's presence poses an immediate and continuing danger to other students or school staff.

Expulsion: Removal of a student from the student's school of enrollment for disciplinary reasons for the remainder of the school year or longer in accordance with LEA policy.

In-School Suspension: Temporarily removing a student from his/her regular class schedule for disciplinary reasons, during which time the student remains on school grounds under the supervision of school personnel who are physically in the same location as the student.

Involuntary Dismissal: The removal of the student from school attendance for less than half of a school day for disciplinary reasons, during which time the student is not under the supervision of school personnel and is not allowed on school grounds.

Involuntary Transfer: The removal of a student from the student's school of enrollment for disciplinary reasons for the remainder of the school year, or longer, and the student's enrollment in another school within the same LEA, in accordance with LEA policy.

Modified Expulsions: Removal of a student from the student's school or enrollment resulting from violations of the Gun-Free Schools Act that are modified to less than 365 days.

Out-of-School Suspension: Temporarily removing a student from school attendance to another setting for disciplinary reasons, during which time the student is not under the supervision of the school's personnel and is not allowed on school grounds.

School-Based Intervention: Temporarily removing a student from the student's regular class schedule for the purpose of providing the student with school-based targeted supports, such as behavioral therapy, in response to student conduct that would otherwise warrant an in-school suspension.

Data Sources

The student universe and subgroup identification are based on the data validation file that DCPS and public charter school schools certified at the end of the 2018-19 school year. Disciplinary action data are based on self-reported data provided by LEAs and PCSB. Data files provided by LEAs and PCSB that contained altered field names and values were mapped to OSSE's template for state-level reporting. OSSE has participated in

several conversations with PCSB to develop consistencies between both discipline collection templates. As a result, OSSE published its 2019-20 school year guidance in September 2019 to allow LEAs to collect and enter discipline data in real-time.

Data Cleaning and Limitations

Several students included in the student universe in this report had missing or invalid demographic values for one or more reported subgroup analyses. These students are included in state, LEA, and school-level totals but are not included in analyses by subgroup. 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.

Counts of Disciplinary Actions

Counts of in-school suspensions, out-of-school suspensions, expulsions, involuntary transfers, removals to an interim alternative educational setting, and disciplinary actions were obtained from the discipline data collected by OSSE from the LEAs. Each unique student disciplinary action date and disciplinary action type were calculated once for this report.

Student-Level Analyses

This report includes various calculations of student-level data, including:

- Number of students with at least one in-school suspension (in-school suspension rate)
- Number of students with at least one expulsion (expulsion rate)
- 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

Reporting at the state level, students are counted once to calculate the total number of disciplinary actions. Regarding complete counts of disciplinary incidents, students with multiple disciplinary incidents are counted based on their sum of disciplinary actions.

Appendix B: Restorative DC

Table 1: *Schools Getting Started with Restorative DC*

School
DC Scholars ES Public Charter (Started Program in 2018-19)
Monument Academy Public Charter (Started Program in 2017-18)
Washington Metropolitan HS DCPS (Started Program in 2017-18)
Wheatley Education Campus DCPS (Started Program in 2018-19)
Miner ES DCPS (Started Program in 2018-19)
Paul International HS Public Charter (Started Program in 2018-19)
Neval Thomas ES DCPS (Started Program in 2018-19)
Stuart Hobson MS DCPS (Started Program in 2018-19)
Excel Academy DCPS (Started Program in 2018-19)

Table 2: *Schools Increasing Efforts with Restorative DC*

School
Kingsman Academy Public Charter (Started Program in 2017-18)
Mundo Verde Bilingual Public Charter (Started Program in 2017-18)
SEED Public Charter (Started Program in 2016-17)
Washington Leadership Academy Public Charter (Started Program in 2017-18)

Table 3: *Sustainability and Maintenance Schools*

School
Hart Middle School DCPS (Started Program in 2016-17)
Columbia Heights Educational Campus DCPS (Started Program in 2015-16)

Table 4: *Supplemental Technical Assistance Schools*

School
Achievement Prep ES Public Charter
Achievement Prep MS Public Charter
Burrville DCPS
Burroughs DCPS
Cesar Chavez Capitol Hill Public Charter
Center Trinidad Public Charter
DC Scholars MS
Kelly Miller MS DCPS
Walker Jones DCPS
CW Harris DCPS
Boone (Orr) Elementary DCPS
Raymond Elementary DCPS
Smothers DCPS
Center City Brightwood Public Charter
Center City Petworth Public Charter

School
Center City Shaw Public Charter
Eagle Academy Public Charter
Imagine Hope Public Charter
KIPP The Learning Center Public Charter
HD Cooke DCPS
EL Haynes- 3 Schools Public Charter

Appendix C: Newly Required Data Elements for 2018-19 School Year

For the 2018-19 school year and beyond, the Student Fair Access Act required OSSE to expand its Discipline Data Collection Template to include the following data elements:

- Whether the student was subject to an in-school suspension;
- Whether the student was subject to an out-of-school suspension exceeding the time limits and a summary of the written justifications provided by the LEA for the disciplinary action;
- Whether the student was subject to an involuntary transfer (including removal to an alternative education setting);
- Whether the student was subject to an involuntary dismissal for less than half the school day;
- Whether the student was subject to an emergency removal;
- Whether the student was subject to a school-related arrest;
- Whether the student was referred to law enforcement;
- Whether the student voluntarily withdrew or transferred;
- Whether the student engaged in any school-based behavioral interventions and a description of these interventions;
- For students with disabilities, an indication of whether the student received a functional behavioral assessment, behavior intervention plan or manifestation determination review as a result of a disciplinary incident;
- Whether the student willfully caused, attempted to cause, or threatened to cause bodily injury to another person related to the disciplinary incident; and
- An indication of whether the student was subject to removal from school or enrollment resulting from violations of the Gun-Free Schools Act that are modified to less than 365 days.

Appendix D: Incomplete Discipline Data Elements

New data elements were introduced for LEAs to collect during the 2018-19 school year; however, the data collection and reporting requirements in the Act did not go into effect until October 1, 2018. As a result, LEAs may not have collected all or any of the newly required data elements. For the newly required data elements in the 2018-19 school year, LEA's were required to submit all data collected. In circumstances where the LEA did not collect the newly required data or did not collect it in a manner consistent with OSSE's template, the LEA had to submit a written explanation detailing (1) the missing or improperly collected data element (s) and (2) any barrier (s) to data collection for that element. Table 5 below details each LEA that did not submit data for the newly required elements but sent explanations to OSSE. The list also includes those LEAs who did not provide a letter to OSSE, explaining the missing data or barriers to the collection for the new elements.

Table 5: *LEAs Who Explained Missing Data Elements with Letter to OSSE*

LEA
Academy of Hope Adult PCS
Achievement Preparatory Academy PCS
Bridges PCS
Capital City PCS
Center City PCS
Cesar Chavez PCS for Public Policy
DC Prep PCS
DC Scholars PCS
District of Columbia International School
District of Columbia Public Schools
E.L. Haynes PCS
Ingenuity Prep PCS
KIPP DC PCS
Kingsman Academy PCS
Maya Angelou PCS
Meridian PCS
Perry Street Preparatory PCS
Rocketship PCS
Roots PCS
The SEED PCS of Washington, DC
Thurgood Marshall Academy PCS
Two Rivers PCS
Washington Global PCS
Washington Leadership Academy PCS

LEA
Washington Yu Ying PCS
Youthbuild PCS

Table 6: *LEAs with Missing Data Elements and No Written Explanation to OSSE*

LEA
DC Bilingual PCS
Digital Pioneers Academy PCS
Early Childhood Academy PCS
Elsie Whitlow Stokes Community Freedom PCS
Friendship PCS
Goodwill Excel Center PCS
Harmony DC PCS
Hope Community PCS
Howard University Middle School of Mathematics and Science PCS
IDEA PCS
Inspired Teaching Demonstration PCS
Lee Montessori PCS
Mary McLeod Bethune Day Academy PCS
Monument Academy PCS
Richard Wright PCS for Journalism and Media Arts
Sela PCS
Shining Stars Montessori Academy PCS
Washington Latin PCS

Appendix E: Attendance and Enrollment Data Validation

The 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. Schools enter attendance data through their LEA's student information system daily, 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. Beginning SY 2017-18, 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 an Excel template that is sent to OSSE by LEAs at the end of the school year. OSSE processes this data to ensure all values match from all LEA submissions and match 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 are 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 demographics, attendance, and discipline data (including the counts of disciplinary and calculation of rates) were verified by all LEAs during Metric Calculation Confirmation before 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.

Appendix F: Disciplinary Action Counts and Rates by LEA and School

Table 7: LEA Disciplinary Actions Counts and Rates

LEA	Out-of-School Suspension Student Count	Percent	In-School Suspension Student Count	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	70	8.35	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	11	1.71	19	2.96	n<10	n<10
Breakthrough Montessori PCS	n<10	n<10	n<10	n<10	n<10	n<10
Bridges PCS	16	3.76	n<10	n<10	n<10	n<10
Briya PCS	n<10	n<10	n<10	n<10	n<10	n<10
Capital City PCS	69	6.85	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	44	2.96	60	4.04	n<10	n<10
Cesar Chavez PCS for Public Policy	148	15.13	56	5.73	n<10	n<10
City Arts & Prep PCS	35	7.56	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
Creative Minds International PCS	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
DC Prep PCS	56	2.84	n<10	n<10	n<10	n<10
DC Scholars PCS	71	12.96	n<10	n<10	n<10	n<10
Democracy Prep Congress Heights PCS	143	17.94	n<10	n<10	n<10	n<10
Digital Pioneers Academy PCS	15	11.81	n<10	n<10	n<10	n<10
District of Columbia International School	48	4.5	94	8.82	n<10	n<10
District of Columbia Public Schools	3477	6.61	591	1.12	n<10	n<10
E.L. Haynes PCS	82	7.07	n<10	n<10	n<10	n<10
Eagle Academy PCS	14	1.61	n<10	n<10	n<10	n<10

LEA	Out-of-School Suspension Student Count	Percent	In-School Suspension Student Count	Percent	Students with Expulsions	Percent
Early Childhood Academy PCS	13	4.98	n<10	n<10	n<10	n<10
Elsie Whitlow Stokes Community Freedom PCS	11	2.23	n<10	n<10	n<10	n<10
Friendship PCS	184	4.51	66	1.62	n<10	n<10
Goodwill Excel Center PCS	13	2.26	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	16	2.05	n<10	n<10	n<10	n<10
Howard University Middle School of Mathematics and Science PCS	46	16.08	n<10	n<10	n<10	n<10
IDEA PCS	95	28.36	n<10	n<10	10	2.99
Ideal Academy PCS	31	11.92	n<10	n<10	n<10	n<10
Ingenuity Prep PCS	45	7.88	n<10	n<10	n<10	n<10
Inspired Teaching Demonstration PCS	22	4.63	17	3.58	n<10	n<10
KIPP DC PCS	538	8.42	n<10	n<10	12	.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	14	3.17	n<10	n<10	n<10	n<10
Maya Angelou PCS	70	12.89	n<10	n<10	n<10	n<10
Meridian PCS	41	6.1	n<10	n<10	n<10	n<10
Monument Academy PCS	70	49.3	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	13	4.85	n<10	n<10	n<10	n<10
Paul PCS	64	8.57	n<10	n<10	n<10	n<10
Perry Street Preparatory PCS	n<10	n<10	n<10	n<10	n<10	n<10
Richard Wright PCS for Journalism and Media Arts	41	13.53	n<10	n<10	n<10	n<10
Rocketship DC PCS	14	1.24	n<10	n<10	n<10	n<10
Roots PCS	n<10	n<10	n<10	n<10	n<10	n<10

LEA	Out-of-School Suspension Student Count	Percent	In-School Suspension Student Count	Percent	Students with Expulsions	Percent
SEED PCS of Washington, DC	77	26.55	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	106	24.31	n<10	n<10	10	2.29
St. Coletta Special Education PCS	n<10	n<10	n<10	n<10	n<10	n<10
Statesman College Preparatory Academy for Boys PCS	n<10	n<10	n<10	n<10	n<10	n<10
The Children's Guild DC PCS	26	6.62	n<10	n<10	n<10	n<10
The Family Place PCS	n<10	n<10	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	63	15.83	n<10	n<10	n<10	n<10
Two Rivers PCS	23	2.62	29	3.3	n<10	n<10
Washington Global PCS	33	14.93	n<10	n<10	n<10	n<10
Washington Latin PCS	68	9.62	n<10	n<10	n<10	n<10
Washington Leadership Academy PCS	36	11.39	n<10	n<10	n<10	n<10
Washington Yu Ying PCS	n<10	n<10	n<10	n<10	n<10	n<10
Youthbuild PCS	24	14.55	n<10	n<10	n<10	n<10

Table 8: *Disciplinary Action Counts and Rates by School*³²

School	Out-of-School Suspension Student Count	Percent	In-School Suspension Student Count	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 Middle School	DS	DS	n<10	n<10	n<10	n<10
Achievement Preparatory Academy PCS - Wahler Place Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
AppleTree Early Learning Center PCS - Douglas Knoll	n<10	n<10	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 - Oklahoma Avenue	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 - Southwest	n<10	n<10	n<10	n<10	n<10	n<10
AppleTree Early Learning Center PCS - Parklands at THEARC	n<10	n<10	n<10	n<10	n<10	n<10
BASIS DC PCS	11	1.71	19	2.96	n<10	n<10
Breakthrough Montessori PCS	n<10	n<10	n<10	n<10	n<10	n<10
Bridges PCS	16	3.76	n<10	n<10	n<10	n<10
Briya PCS	n<10	n<10	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
Capital City PCS - Middle School	DS	DS	n<10	n<10	n<10	n<10
Capital City PCS - High School	45	13.24	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 - Trinidad	n<10	n<10	n<10	n<10	n<10	n<10

³² DS represents “Dual Suppression.”

School	Out-of-School Suspension Student Count	Percent	In-School Suspension Student Count	Percent	Students with Expulsions	Percent
Center City PCS - Brightwood	n<10	n<10	n<10	n<10	n<10	n<10
Center City PCS - Petworth	n<10	n<10	11	4.31	n<10	n<10
Center City PCS - Capitol Hill	16	5.93	24	8.89	n<10	n<10
Center City PCS - Congress Heights	n<10	n<10	n<10	n<10	n<10	n<10
Center City PCS - Shaw	11	4.64	20	8.44	n<10	n<10
Cesar Chavez PCS for Public Policy - Parkside Middle School	12	9.02	n<10	n<10	n<10	n<10
Cesar Chavez PCS for Public Policy - Chavez Prep	41	17.08	18	7.5	n<10	n<10
Cesar Chavez PCS for Public Policy - Capitol Hill	39	15.54	n<10	n<10	n<10	n<10
Cesar Chavez PCS for Public Policy - Parkside High School	57	15.83	27	7.5	n<10	n<10
City Arts & Prep PCS	35	7.56	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
Creative Minds International PCS	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
DC Prep PCS - Anacostia Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
DC Prep PCS - Edgewood Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
DC Prep PCS - Benning Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
DC Prep PCS - Benning Middle School	29	8.41	n<10	n<10	n<10	n<10
DC Prep PCS - Edgewood Middle School	22	6.55	n<10	n<10	n<10	n<10
DC Scholars PCS	71	12.96	n<10	n<10	n<10	n<10
Democracy Prep Congress Heights PCS	143	17.94	n<10	n<10	n<10	n<10
Digital Pioneers Academy PCS	15	11.81	n<10	n<10	n<10	n<10
District of Columbia International School	48	4.5	94	8.82	n<10	n<10
Nalle Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Thomson Elementary School	n<10	n<10	n<10	n<10	n<10	n<10

School	Out-of-School Suspension Student Count	Percent	In-School Suspension Student Count	Percent	Students with Expulsions	Percent
Turner Elementary School	30	5.59	n<10	n<10	n<10	n<10
Brent Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
School-Within-School @ Goding	n<10	n<10	n<10	n<10	n<10	n<10
McKinley Middle School	60	22.9	64	24.43	n<10	n<10
Amidon-Bowen Elementary School	23	6.35	n<10	n<10	n<10	n<10
Benjamin Banneker High School	n<10	n<10	n<10	n<10	n<10	n<10
Kelly Miller Middle School	182	32.27	n<10	n<10	n<10	n<10
King Elementary School	14	4.08	n<10	n<10	n<10	n<10
Cleveland Elementary School	10	3.1	n<10	n<10	n<10	n<10
Houston Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Kimball Elementary School @ Davis	22	5.73	n<10	n<10	n<10	n<10
MacFarland Middle School	37	9.49	23	5.9	n<10	n<10
LaSalle-Backus Education Campus	19	4.25	n<10	n<10	n<10	n<10
Simon Elementary School	19	6.55	n<10	n<10	n<10	n<10
Van Ness Elementary School	n<10	n<10	14	4.79	n<10	n<10
Johnson Middle School	101	31.37	23	7.14	n<10	n<10
Hardy Middle School	14	2.92	n<10	n<10	n<10	n<10
Langdon Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Anacostia High School	97	24.74	n<10	n<10	n<10	n<10
Whittier Education Campus	n<10	n<10	n<10	n<10	n<10	n<10
School Without Walls High School	10	1.68	n<10	n<10	n<10	n<10
Eliot-Hine Middle School	104	38.24	n<10	n<10	n<10	n<10
Malcolm X Elementary School @ Green	23	8.21	n<10	n<10	n<10	n<10
Leckie Education Campus	26	4.51	n<10	n<10	n<10	n<10
School Without Walls @ Francis-Stevens	13	2.61	n<10	n<10	n<10	n<10
Marie Reed Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Woodrow Wilson High School	89	4.7	42	2.22	n<10	n<10
McKinley Technology High School	45	7.05	21	3.29	n<10	n<10

School	Out-of-School Suspension Student Count	Percent	In-School Suspension Student Count	Percent	Students with Expulsions	Percent
Dunbar High School	139	18.83	20	2.71	n<10	n<10
Maury Elementary School @ Eliot-Hine	n<10	n<10	n<10	n<10	n<10	n<10
Peabody Elementary School (Capitol Hill Cluster)	n<10	n<10	n<10	n<10	n<10	n<10
Capitol Hill Montessori School @ Logan	10	2.61	n<10	n<10	n<10	n<10
Plummer Elementary School	11	2.88	n<10	n<10	n<10	n<10
Patterson Elementary School	21	4.75	n<10	n<10	n<10	n<10
Duke Ellington School of the Arts	12	2.07	n<10	n<10	n<10	n<10
Burrville Elementary School	17	5.06	n<10	n<10	n<10	n<10
Coolidge High School	35	9.26	n<10	n<10	n<10	n<10
Bruce-Monroe Elementary School @ Park View	n<10	n<10	n<10	n<10	n<10	n<10
Seaton Elementary School	11	2.64	n<10	n<10	n<10	n<10
Randle Highlands Elementary School	18	4.96	n<10	n<10	n<10	n<10
Brightwood Education Campus	58	6.95	n<10	n<10	n<10	n<10
Moten Elementary School	12	2.97	14	3.47	n<10	n<10
Miner Elementary School	16	3.84	n<10	n<10	n<10	n<10
Hendley Elementary School	45	10.32	18	4.13	n<10	n<10
Stuart-Hobson Middle School (Capitol Hill Cluster)	67	14.47	n<10	n<10	n<10	n<10
Langley Elementary School	19	5.67	n<10	n<10	n<10	n<10
Columbia Heights Education Campus	94	6.63	n<10	n<10	n<10	n<10
Burroughs Elementary School	12	3.99	n<10	n<10	n<10	n<10
Savoy Elementary School	31	10.62	n<10	n<10	n<10	n<10
Ballou STAY High School	45	6.32	n<10	n<10	n<10	n<10
General Education Residential Schools	n<10	n<10	n<10	n<10	n<10	n<10
Deal Middle School	66	4.26	n<10	n<10	n<10	n<10
Ludlow-Taylor Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Roosevelt High School	79	10.3	n<10	n<10	n<10	n<10
C.W. Harris Elementary School	13	4.96	n<10	n<10	n<10	n<10

School	Out-of-School Suspension Student Count	Percent	In-School Suspension Student Count	Percent	Students with Expulsions	Percent
Jefferson Middle School Academy	88	24.11	n<10	n<10	n<10	n<10
Cardozo Education Campus	141	16.97	22	2.65	n<10	n<10
Stanton Elementary School	31	5.94	n<10	n<10	n<10	n<10
H.D. Cooke Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Barnard Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Garrison Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Washington Metropolitan High School	30	15.87	n<10	n<10	n<10	n<10
Tubman Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Powell Elementary School	14	2.46	15	2.64	n<10	n<10
J.O. Wilson Elementary School	24	4.55	n<10	n<10	n<10	n<10
Garfield Elementary School	16	4.91	n<10	n<10	n<10	n<10
Stoddert Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Hearst Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Eaton Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Tyler Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Sousa Middle School	53	20.15	n<10	n<10	n<10	n<10
Drew Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Browne Education Campus	15	3.49	n<10	n<10	n<10	n<10
Takoma Education Campus	25	4.33	n<10	n<10	n<10	n<10
West Education Campus	n<10	n<10	n<10	n<10	n<10	n<10
Roosevelt STAY High School	28	3.31	n<10	n<10	n<10	n<10
Thomas Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Luke C. Moore High School	70	18.13	n<10	n<10	n<10	n<10
Bancroft Elementary School @ Sharpe	n<10	n<10	n<10	n<10	n<10	n<10
River Terrace Education Campus	n<10	n<10	n<10	n<10	n<10	n<10
Beers Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Ballou High School	222	29.76	35	4.69	n<10	n<10
Hart Middle School	99	23.29	n<10	n<10	n<10	n<10
Shepherd Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Smothers Elementary School	30	10.42	n<10	n<10	n<10	n<10

School	Out-of-School Suspension Student Count	Percent	In-School Suspension Student Count	Percent	Students with Expulsions	Percent
Lawrence E. Boone Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Janney Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Walker-Jones Education Campus	70	15.59	n<10	n<10	n<10	n<10
Truesdell Education Campus	13	1.92	n<10	n<10	n<10	n<10
Phelps Architecture, Construction and Engineering High School	45	16.67	15	5.56	n<10	n<10
Aiton Elementary School	12	4.48	n<10	n<10	n<10	n<10
Mann Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
H.D. Woodson High School	151	27.91	n<10	n<10	n<10	n<10
Eastern High School	105	12.8	n<10	n<10	n<10	n<10
Wheatley Education Campus	15	4.25	n<10	n<10	n<10	n<10
Dorothy I. Height Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Brookland Middle School	58	18.35	n<10	n<10	n<10	n<10
Ron Brown College Preparatory High School	53	19.13	11	3.97	n<10	n<10
Raymond Education Campus	n<10	n<10	n<10	n<10	n<10	n<10
Payne Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Noyes Elementary School	25	8.68	n<10	n<10	n<10	n<10
Oyster-Adams Bilingual School	10	1.35	n<10	n<10	n<10	n<10
Excel Academy	36	7.14	n<10	n<10	n<10	n<10
Bunker Hill Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Watkins Elementary School (Capitol Hill Cluster)	17	3.7	n<10	n<10	n<10	n<10
Ross Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Ketcham Elementary School	28	8.38	n<10	n<10	n<10	n<10
Murch Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Lafayette Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Hyde-Addison Elementary School @ Meyer	n<10	n<10	n<10	n<10	n<10	n<10
Key Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Kramer Middle School	129	50.19	114	44.36	n<10	n<10

School	Out-of-School Suspension Student Count	Percent	In-School Suspension Student Count	Percent	Students with Expulsions	Percent
E.L. Haynes PCS - Middle School	53	14.72	n<10	n<10	n<10	n<10
E.L. Haynes PCS - Elementary School	11	3.12	n<10	n<10	n<10	n<10
E.L. Haynes PCS - High School	18	4.03	n<10	n<10	n<10	n<10
Eagle Academy PCS - Congress Heights	DS	DS	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
Early Childhood Academy PCS	13	4.98	n<10	n<10	n<10	n<10
Elsie Whitlow Stokes Community Freedom PCS - Brookland	DS	DS	n<10	n<10	n<10	n<10
Elsie Whitlow Stokes Community Freedom PCS - East End	n<10	n<10	n<10	n<10	n<10	n<10
Friendship PCS - Woodridge Middle School	23	10.04	n<10	n<10	n<10	n<10
Friendship PCS - Southeast Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Friendship PCS - Blow Pierce Elementary School	12	3.01	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 - Chamberlain Elementary School	n<10	n<10	n<10	n<10	n<10	n<10
Friendship PCS - Online	n<10	n<10	n<10	n<10	n<10	n<10
Friendship PCS - Southeast Middle School	n<10	n<10	n<10	n<10	n<10	n<10
Friendship PCS - Armstrong	n<10	n<10	17	4.08	n<10	n<10
Friendship PCS - Chamberlain Middle School	11	3.48	n<10	n<10	n<10	n<10
Friendship PCS - Blow Pierce Middle School	28	11.2	37	14.8	n<10	n<10
Friendship PCS - Technology Preparatory High School	n<10	n<10	n<10	n<10	n<10	n<10
Friendship PCS - Technology Preparatory Middle School	n<10	n<10	n<10	n<10	n<10	n<10

School	Out-of-School Suspension Student Count	Percent	In-School Suspension Student Count	Percent	Students with Expulsions	Percent
Friendship PCS - Collegiate Academy	76	13.26	n<10	n<10	n<10	n<10
Goodwill Excel Center PCS	13	2.26	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
Hope Community PCS - Lamond	n<10	n<10	n<10	n<10	n<10	n<10
Hope Community PCS - Tolson	DS	DS	n<10	n<10	n<10	n<10
Howard University Middle School of Mathematics and Science PCS	46	16.08	n<10	n<10	n<10	n<10
IDEA PCS	95	28.36	n<10	n<10	10	2.99
Ideal Academy PCS	31	11.92	n<10	n<10	n<10	n<10
Ingenuity Prep PCS	45	7.88	n<10	n<10	n<10	n<10
Inspired Teaching Demonstration PCS	22	4.63	17	3.58	n<10	n<10
KIPP DC - Lead Academy PCS	40	9.66	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 - Connect Academy PCS	n<10	n<10	n<10	n<10	n<10	n<10
KIPP DC - Heights Academy PCS	15	3.18	n<10	n<10	n<10	n<10
KIPP DC - Spring Academy PCS	29	6.87	n<10	n<10	n<10	n<10
KIPP DC - Valor Academy PCS	44	12.94	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 - Promise Academy PCS	38	7.28	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 - AIM Academy PCS	54	13.71	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 - Quest Academy PCS	51	11.94	n<10	n<10	n<10	n<10
KIPP DC - WILL Academy PCS	11	3.26	n<10	n<10	n<10	n<10
KIPP DC - KEY Academy PCS	36	10.56	n<10	n<10	n<10	n<10

School	Out-of-School Suspension Student Count	Percent	In-School Suspension Student Count	Percent	Students with Expulsions	Percent
KIPP DC - Northeast Academy PCS	33	9.88	n<10	n<10	n<10	n<10
KIPP DC - College Preparatory Academy PCS	184	22.38	n<10	n<10	n<10	n<10
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	14	3.17	n<10	n<10	n<10	n<10
Maya Angelou PCS - High School	49	20.68	n<10	n<10	n<10	n<10
Maya Angelou PCS - Young Adult Learning Center	21	6.67	n<10	n<10	n<10	n<10
Meridian PCS	41	6.1	n<10	n<10	n<10	n<10
Monument Academy PCS	70	49.3	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	13	4.85	n<10	n<10	n<10	n<10
Paul PCS - International High School	30	6.25	n<10	n<10	n<10	n<10
Paul PCS - Middle School	34	12.73	n<10	n<10	n<10	n<10
Perry Street Preparatory PCS	n<10	n<10	n<10	n<10	n<10	n<10
Richard Wright PCS for Journalism and Media Arts	41	13.53	n<10	n<10	n<10	n<10
Rocketship DC PCS - Legacy Prep	n<10	n<10	n<10	n<10	n<10	n<10
Rocketship DC PCS - Rise Academy	DS	DS	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	77	26.55	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	106	24.31	n<10	n<10	10	2.29
St. Coletta Special Education PCS	n<10	n<10	n<10	n<10	n<10	n<10

School	Out-of-School Suspension Student Count	Percent	In-School Suspension Student Count	Percent	Students with Expulsions	Percent
Statesman College Preparatory Academy for Boys PCS	n<10	n<10	n<10	n<10	n<10	n<10
The Children's Guild PCS	26	6.62	n<10	n<10	n<10	n<10
The Family Place PCS	n<10	n<10	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	63	15.83	n<10	n<10	n<10	n<10
Two Rivers PCS - 4th St	DS	DS	DS	DS	n<10	n<10
Two Rivers PCS - Young	n<10	n<10	n<10	n<10	n<10	n<10
Washington Global PCS	33	14.93	n<10	n<10	n<10	n<10
Washington Latin PCS - Upper School	30	9.01	n<10	n<10	n<10	n<10
Washington Latin PCS - Middle School	38	10.16	n<10	n<10	n<10	n<10
Washington Leadership Academy PCS	36	11.39	n<10	n<10	n<10	n<10
Washington Yu Ying PCS	n<10	n<10	n<10	n<10	n<10	n<10
Youthbuild PCS	24	14.55	n<10	n<10	n<10	n<10

Appendix G: Students Receiving More than One Out-of-School Suspension

Table 9: *More than One Suspension Count and Rate by LEA, 2018-19*

LEA	More than One Out-of-School Suspension Student Count	Percent
Academy of Hope Adult PCS	n<10	n<10
Achievement Preparatory Academy PCS	16	1.91
AppleTree Early Learning PCS	n<10	n<10
Basis DC PCS	n<10	n<10
Breakthrough Montessori PCS	n<10	n<10
Bridges PCS	n<10	n<10
Briya PCS	n<10	n<10
Capital City PCS	32	3.18
Carlos Rosario International PCS	n<10	n<10
Cedar Tree Academy PCS	n<10	n<10
Center City PCS	14	.94
Cesar Chavez PCS for Public Policy	56	5.73
City Arts & Prep PCS	13	2.81
Community College Preparatory Academy PCS	n<10	n<10
Creative Minds International PCS	n<10	n<10
DC Bilingual PCS	n<10	n<10
DC Prep PCS	18	.91
DC Scholars PCS	24	4.38
Democracy Prep Congress Heights PCS	60	7.53
Digital Pioneers Academy PCS	n<10	n<10
District of Columbia International School	n<10	n<10
District of Columbia Public Schools	1289	2.45
E.L. Haynes PCS	23	1.98
Eagle Academy PCS	n<10	n<10
Early Childhood Academy PCS	n<10	n<10
Elsie Whitlow Stokes Community Freedom PCS	n<10	n<10
Friendship PCS	29	.71
Goodwill Excel Center PCS	n<10	n<10
Harmony DC PCS	n<10	n<10
Hope Community PCS	n<10	n<10
Howard University Middle School of Mathematics and Science PCS	11	3.85
IDEA PCS	39	11.64
Ideal Academy PCS	15	5.77

LEA	More than One Out-of-School Suspension Student Count	Percent
Ingenuity Prep PCS	25	4.38
Inspired Teaching Demonstration PCS	11	2.32
KIPP DC PCS	204	3.19
Kingsman Academy PCS	n<10	n<10
LAYC Career Academy PCS	n<10	n<10
Latin American Montessori Bilingual PCS	n<10	n<10
Lee Montessori PCS	n<10	n<10
Mary McLeod Bethune Day Academy PCS	n<10	n<10
Maya Angelou PCS	28	5.16
Meridian PCS	17	2.53
Monument Academy PCS	50	35.21
Mundo Verde Bilingual PCS	n<10	n<10
National Collegiate Preparatory PCHS	n<10	n<10
Paul PCS	21	2.81
Perry Street Preparatory PCS	n<10	n<10
Richard Wright PCS for Journalism and Media Arts	14	4.62
Rocketship DC PCS	n<10	n<10
Roots PCS	n<10	n<10
SEED PCS of Washington, DC	29	10
Sela PCS	n<10	n<10
Shining Stars Montessori Academy PCS	n<10	n<10
Somerset Preparatory Academy PCS	37	8.49
St. Coletta Special Education PCS	n<10	n<10
Statesman College Preparatory Academy for Boys PCS	n<10	n<10
The Children's Guild DC PCS	25	6.36
The Family Place PCS	n<10	n<10
The Next Step/El Proximo Paso PCS	n<10	n<10
Thurgood Marshall Academy PCS	n<10	n<10
Two Rivers PCS	n<10	n<10
Washington Global PCS	n<10	n<10
Washington Latin PCS	17	2.4
Washington Leadership Academy PCS	13	4.11
Washington Yu Ying PCS	n<10	n<10
Youthbuild PCS	n<10	n<10

Table 10: More than One Suspension Count and Rate by School, 2018-19

School	More than One Out-of-School Suspension Student Count	Percent
Academy of Hope Adult PCS	n<10	n<10
Achievement Preparatory Academy PCS - Wahler Place Elementary School	n<10	n<10
Achievement Preparatory Academy PCS - Wahler Place Middle School	DS	DS
AppleTree Early Learning Center PCS - Columbia Heights	n<10	n<10
AppleTree Early Learning Center PCS - Southwest	n<10	n<10
AppleTree Early Learning Center PCS - Oklahoma Avenue	n<10	n<10
AppleTree Early Learning Center PCS - Douglas Knoll	n<10	n<10
AppleTree Early Learning Center PCS - Parklands at THEARC	n<10	n<10
AppleTree Early Learning Center PCS - Lincoln Park	n<10	n<10
BASIS DC PCS	n<10	n<10
Breakthrough Montessori PCS	n<10	n<10
Bridges PCS	n<10	n<10
Briya PCS	n<10	n<10
Capital City PCS - Lower School	n<10	n<10
Capital City PCS - Middle School	DS	DS
Capital City PCS - High School	20	5.88
Carlos Rosario International PCS	n<10	n<10
Cedar Tree Academy PCS	n<10	n<10
Center City PCS - Brightwood	n<10	n<10
Center City PCS - Congress Heights	n<10	n<10
Center City PCS - Trinidad	n<10	n<10
Center City PCS - Petworth	n<10	n<10
Center City PCS - Capitol Hill	n<10	n<10
Center City PCS - Shaw	n<10	n<10
Cesar Chavez PCS for Public Policy - Parkside Middle School	n<10	n<10
Cesar Chavez PCS for Public Policy - Capitol Hill	DS	DS
Cesar Chavez PCS for Public Policy - Parkside High School	14	3.89
Cesar Chavez PCS for Public Policy - Chavez Prep	25	10.42
City Arts & Prep PCS	13	2.81
Community College Preparatory Academy PCS	n<10	n<10
Creative Minds International PCS	n<10	n<10

School	More than One Out-of-School Suspension Student Count	Percent
DC Bilingual PCS	n<10	n<10
DC Prep PCS - Benning Elementary School	n<10	n<10
DC Prep PCS - Anacostia Elementary School	n<10	n<10
DC Prep PCS - Edgewood Elementary School	n<10	n<10
DC Prep PCS - Edgewood Middle School	n<10	n<10
DC Prep PCS - Benning Middle School	11	3.19
DC Scholars PCS	24	4.38
Democracy Prep Congress Heights PCS	60	7.53
Digital Pioneers Academy PCS	n<10	n<10
District of Columbia International School	n<10	n<10
River Terrace Education Campus	n<10	n<10
Tyler Elementary School	n<10	n<10
Van Ness Elementary School	n<10	n<10
Brent Elementary School	n<10	n<10
Drew Elementary School	n<10	n<10
Bunker Hill Elementary School	n<10	n<10
Ludlow-Taylor Elementary School	n<10	n<10
Eaton Elementary School	n<10	n<10
Ross Elementary School	n<10	n<10
Benjamin Banneker High School	n<10	n<10
Mann Elementary School	n<10	n<10
School Without Walls High School	n<10	n<10
Shepherd Elementary School	n<10	n<10
Hyde-Addison Elementary School @ Meyer	n<10	n<10
Barnard Elementary School	n<10	n<10
Raymond Education Campus	n<10	n<10
School-Within-School @ Goding	n<10	n<10
Peabody Elementary School (Capitol Hill Cluster)	n<10	n<10
Stoddert Elementary School	n<10	n<10
Murch Elementary School	n<10	n<10
Duke Ellington School of the Arts	n<10	n<10
Thomson Elementary School	n<10	n<10
General Education Residential Schools	n<10	n<10
H.D. Cooke Elementary School	n<10	n<10
Seaton Elementary School	n<10	n<10
Lawrence E. Boone Elementary School	n<10	n<10
Bruce-Monroe Elementary School @ Park View	n<10	n<10
Browne Education Campus	n<10	n<10
Dorothy I. Height Elementary School	n<10	n<10
Moten Elementary School	n<10	n<10

School	More than One Out-of-School Suspension Student Count	Percent
Bancroft Elementary School @ Sharpe	n<10	n<10
Houston Elementary School	n<10	n<10
Hearst Elementary School	n<10	n<10
Janney Elementary School	n<10	n<10
West Education Campus	n<10	n<10
Lafayette Elementary School	n<10	n<10
Whittier Education Campus	n<10	n<10
Langdon Elementary School	n<10	n<10
Tubman Elementary School	n<10	n<10
Key Elementary School	n<10	n<10
Oyster-Adams Bilingual School	n<10	n<10
Maury Elementary School @ Eliot-Hine	n<10	n<10
School Without Walls @ Francis-Stevens	n<10	n<10
Miner Elementary School	n<10	n<10
Simon Elementary School	n<10	n<10
Garrison Elementary School	n<10	n<10
Truesdell Education Campus	n<10	n<10
Hardy Middle School	n<10	n<10
Payne Elementary School	n<10	n<10
Takoma Education Campus	n<10	n<10
Randle Highlands Elementary School	n<10	n<10
Nalle Elementary School	n<10	n<10
Aiton Elementary School	n<10	n<10
Beers Elementary School	n<10	n<10
Thomas Elementary School	n<10	n<10
Watkins Elementary School (Capitol Hill Cluster)	n<10	n<10
McKinley Technology High School	n<10	n<10
Marie Reed Elementary School	n<10	n<10
Kimball Elementary School @ Davis	n<10	n<10
Garfield Elementary School	n<10	n<10
Coolidge High School	n<10	n<10
Powell Elementary School	n<10	n<10
Washington Metropolitan High School	n<10	n<10
C.W. Harris Elementary School	n<10	n<10
Leckie Education Campus	n<10	n<10
King Elementary School	n<10	n<10
Malcolm X Elementary School @ Green	n<10	n<10
Capitol Hill Montessori School @ Logan	n<10	n<10
Cleveland Elementary School	n<10	n<10
Burroughs Elementary School	n<10	n<10

School	More than One Out-of-School Suspension Student Count	Percent
Plummer Elementary School	n<10	n<10
Wheatley Education Campus	n<10	n<10
LaSalle-Backus Education Campus	n<10	n<10
Ketcham Elementary School	n<10	n<10
Amidon-Bowen Elementary School	n<10	n<10
Excel Academy	n<10	n<10
Stanton Elementary School	n<10	n<10
Langley Elementary School	n<10	n<10
MacFarland Middle School	n<10	n<10
Roosevelt STAY High School	n<10	n<10
Patterson Elementary School	n<10	n<10
Burrville Elementary School	n<10	n<10
Turner Elementary School	n<10	n<10
Ballou STAY High School	11	1.54
Savoy Elementary School	11	3.77
Smothers Elementary School	13	4.51
Noyes Elementary School	13	4.51
J.O. Wilson Elementary School	14	2.65
Sousa Middle School	14	5.32
Woodrow Wilson High School	14	.74
Ron Brown College Preparatory High School	17	6.14
Phelps Architecture, Construction and Engineering High School	19	7.04
Hendley Elementary School	19	4.36
Brightwood Education Campus	23	2.75
Deal Middle School	25	1.61
Luke C. Moore High School	25	6.48
Walker-Jones Education Campus	25	5.57
Roosevelt High School	27	3.52
Columbia Heights Education Campus	27	1.9
McKinley Middle School	28	10.69
Stuart-Hobson Middle School (Capitol Hill Cluster)	30	6.48
Brookland Middle School	30	9.49
Eastern High School	32	3.9
Hart Middle School	38	8.94
Jefferson Middle School Academy	39	10.68
Anacostia High School	42	10.71
Johnson Middle School	44	13.66
Dunbar High School	45	6.1
H.D. Woodson High School	60	11.09

School	More than One Out-of-School Suspension Student Count	Percent
Eliot-Hine Middle School	65	23.99
Cardozo Education Campus	66	7.94
Kelly Miller Middle School	74	13.12
Kramer Middle School	82	31.91
Ballou High School	103	13.81
E.L. Haynes PCS - High School	n<10	n<10
E.L. Haynes PCS - Elementary School	n<10	n<10
E.L. Haynes PCS - Middle School	16	4.44
Eagle Academy PCS - Capitol Riverfront	n<10	n<10
Eagle Academy PCS - Congress Heights	n<10	n<10
Early Childhood Academy PCS	n<10	n<10
Elsie Whitlow Stokes Community Freedom PCS - East End	n<10	n<10
Elsie Whitlow Stokes Community Freedom PCS - Brookland	n<10	n<10
Friendship PCS - Chamberlain Elementary School	n<10	n<10
Friendship PCS - Online	n<10	n<10
Friendship PCS - Chamberlain Middle School	n<10	n<10
Friendship PCS - Southeast Middle School	n<10	n<10
Friendship PCS - Southeast Elementary School	n<10	n<10
Friendship PCS - Armstrong	n<10	n<10
Friendship PCS - Woodridge Elementary School	n<10	n<10
Friendship PCS - Technology Preparatory Middle School	n<10	n<10
Friendship PCS - Technology Preparatory High School	n<10	n<10
Friendship PCS - Blow Pierce Elementary School	n<10	n<10
Friendship PCS - Blow Pierce Middle School	n<10	n<10
Friendship PCS - Woodridge Middle School	n<10	n<10
Friendship PCS - Collegiate Academy	12	2.09
Goodwill Excel Center PCS	n<10	n<10
Harmony DC PCS - School of Excellence	n<10	n<10
Hope Community PCS - Lamond	n<10	n<10
Hope Community PCS - Tolson	n<10	n<10
Howard University Middle School of Mathematics and Science PCS	11	3.85
IDEA PCS	39	11.64
Ideal Academy PCS	15	5.77
Ingenuity Prep PCS	25	4.38
Inspired Teaching Demonstration PCS	11	2.32
KIPP DC - Arts and Technology Academy PCS	n<10	n<10

School	More than One Out-of-School Suspension Student Count	Percent
KIPP DC - Discover Academy PCS	n<10	n<10
KIPP DC - LEAP Academy PCS	n<10	n<10
KIPP DC - Grow Academy PCS	n<10	n<10
KIPP DC - Connect Academy PCS	n<10	n<10
KIPP DC - WILL Academy PCS	n<10	n<10
KIPP DC - Heights Academy PCS	n<10	n<10
KIPP DC - Spring Academy PCS	n<10	n<10
KIPP DC - KEY Academy PCS	11	3.23
KIPP DC - AIM Academy PCS	14	3.55
KIPP DC - Promise Academy PCS	14	2.68
KIPP DC - Northeast Academy PCS	16	4.79
KIPP DC - Valor Academy PCS	20	5.88
KIPP DC - Lead Academy PCS	21	5.07
KIPP DC - Quest Academy PCS	21	4.92
KIPP DC - College Preparatory Academy PCS	72	8.76
Kingsman Academy PCS	n<10	n<10
LAYC Career Academy PCS	n<10	n<10
Latin American Montessori Bilingual PCS	n<10	n<10
Lee Montessori PCS	n<10	n<10
Mary McLeod Bethune Day Academy PCS	n<10	n<10
Maya Angelou PCS - Young Adult Learning Center	n<10	n<10
Maya Angelou PCS - High School	DS	DS
Meridian PCS	17	2.53
Monument Academy PCS	50	35.21
Mundo Verde Bilingual PCS	n<10	n<10
National Collegiate Preparatory PCHS	n<10	n<10
Paul PCS - International High School	n<10	n<10
Paul PCS - Middle School	DS	DS
Perry Street Preparatory PCS	n<10	n<10
Richard Wright PCS for Journalism and Media Arts	14	4.62
Rocketship DC PCS - Legacy Prep	n<10	n<10
Rocketship DC PCS - Rise Academy	n<10	n<10
Roots PCS	n<10	n<10
SEED PCS of Washington DC	29	10
Sela PCS	n<10	n<10
Shining Stars Montessori Academy PCS	n<10	n<10
Somerset Preparatory Academy PCS	37	8.49
St. Coletta Special Education PCS	n<10	n<10
Statesman College Preparatory Academy for Boys PCS	n<10	n<10

School	More than One Out-of-School Suspension Student Count	Percent
The Children's Guild PCS	25	6.36
The Family Place PCS	n<10	n<10
The Next Step El Proximo Paso PCS	n<10	n<10
Thurgood Marshall Academy PCS	n<10	n<10
Two Rivers PCS - 4th St	n<10	n<10
Two Rivers PCS - Young	n<10	n<10
Washington Global PCS	n<10	n<10
Washington Latin PCS - Upper School	n<10	n<10
Washington Latin PCS - Middle School	n<10	n<10
Washington Leadership Academy PCS	13	4.11
Washington Yu Ying PCS	n<10	n<10

Appendix H: Total Instructional Days Missed Due to Out-of-School Suspension by School

Table 11: *Instructional Days Missed During the 2018-19 School Year Due to Out-of-School Suspension, by School*

School Name	Less than 2 Days	Percent	Between 2 and 5 Days	Percent	Between 6 and 10 Days	Percent	Eleven or More Days	Percent
Academy of Hope Adult PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Achievement Preparatory Academy PCS - Wahler Place Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Achievement Preparatory Academy PCS - Wahler Place Middle School	17	26.15	44	67.69	n<10	n<10	n<10	n<10
Aiton Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Amidon-Bowen Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Anacostia High School	10	10.31	56	57.73	23	23.71	n<10	n<10
BASIS DC PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Ballou High School	16	7.21	137	61.71	48	21.62	21	9.46
Ballou STAY High School	2	4.44	31	68.89	12	26.67	n<10	n<10
Bancroft Elementary School @ Sharpe	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Barnard Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Beers Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Benjamin Banneker High School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Bridges PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Brightwood Education Campus	24	41.38	26	44.83	n<10	n<10	n<10	n<10
Brookland Middle School	4	6.9	39	67.24	11	18.97	n<10	n<10
Browne Education Campus	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Bunker Hill Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Burroughs Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Burrville Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
C.W. Harris Elementary School	DS	DS	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	Eleven or More Days	Percent
Capital City PCS - High School	10	22.22	22	48.89	n<10	n<10	n<10	n<10
Capital City PCS - Lower School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Capital City PCS - Middle School	1	4.76	16	76.19	n<10	n<10	n<10	n<10
Capitol Hill Montessori School @ Logan	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Cardozo Education Campus	7	4.96	83	58.87	36	25.53	15	10.64
Carlos Rosario International PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Center City PCS - Brightwood	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Center City PCS - Capitol Hill	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Center City PCS - Congress Heights	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Center City PCS - Petworth	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Center City PCS - Shaw	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Center City PCS - Trinidad	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Cesar Chavez PCS for Public Policy - Capitol Hill	0	0	27	69.23	n<10	n<10	n<10	n<10
Cesar Chavez PCS for Public Policy - Chavez Prep	4	9.76	12	29.27	13	31.71	12	29.27
Cesar Chavez PCS for Public Policy - Parkside High School	0	0	35	61.4	18	31.58	n<10	n<10
Cesar Chavez PCS for Public Policy - Parkside Middle School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
City Arts & Prep PCS	4	11.43	23	65.71	n<10	n<10	n<10	n<10
Cleveland Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Columbia Heights Education Campus	2	2.13	71	75.53	13	13.83	n<10	n<10
Coolidge High School	0	0	30	85.71	n<10	n<10	n<10	n<10
Creative Minds International PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
DC Bilingual PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
DC Prep PCS - Benning Middle School	15	51.72	14	48.28	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	Eleven or More Days	Percent
DC Prep PCS - Edgewood Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
DC Prep PCS - Edgewood Middle School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
DC Scholars PCS	25	35.21	40	56.34	n<10	n<10	n<10	n<10
Deal Middle School	18	27.27	34	51.52	10	15.15	n<10	n<10
Democracy Prep Congress Heights PCS	22	15.38	74	51.75	32	22.38	15	10.49
Digital Pioneers Academy PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
District of Columbia International School	30	62.5	14	29.17	n<10	n<10	n<10	n<10
Dorothy I. Height Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Drew Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Duke Ellington School of the Arts	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Dunbar High School	11	7.91	88	63.31	28	20.14	12	8.63
E.L. Haynes PCS - Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
E.L. Haynes PCS - High School	0	0	15	83.33	n<10	n<10	n<10	n<10
E.L. Haynes PCS - Middle School	22	41.51	18	33.96	n<10	n<10	n<10	n<10
Eagle Academy PCS - Capitol Riverfront	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Eagle Academy PCS - Congress Heights	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Early Childhood Academy PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Eastern High School	7	6.67	73	69.52	19	18.1	n<10	n<10
Eliot-Hine Middle School	21	20.19	44	42.31	26	25	13	12.5
Elsie Whitlow Stokes Community Freedom PCS - Brookland	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Excel Academy	4	11.11	25	69.44	n<10	n<10	n<10	n<10
Friendship PCS - Armstrong	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Friendship PCS - Blow Pierce Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Friendship PCS - Blow Pierce Middle School	1	3.57	24	85.71	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	Eleven or More Days	Percent
Friendship PCS - Chamberlain Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Friendship PCS - Chamberlain Middle School	0	0	11	100	n<10	n<10	n<10	n<10
Friendship PCS - Collegiate Academy	1	1.32	55	72.37	13	17.11	n<10	n<10
Friendship PCS - Southeast Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Friendship PCS - Southeast Middle School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Friendship PCS - Technology Preparatory High School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Friendship PCS - Technology Preparatory Middle School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Friendship PCS - Woodridge Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Friendship PCS - Woodridge Middle School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Garfield Elementary School	4	25	12	75	n<10	n<10	n<10	n<10
Garrison Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Goodwill Excel Center PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
H.D. Woodson High School	8	5.3	94	62.25	35	23.18	14	9.27
Hardy Middle School	0	0	13	92.86	n<10	n<10	n<10	n<10
Harmony DC PCS - School of Excellence	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Hart Middle School	9	9.09	68	68.69	21	21.21	n<10	n<10
Hearst Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Hendley Elementary School	24	53.33	21	46.67	n<10	n<10	n<10	n<10
Hope Community PCS - Lamond	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Hope Community PCS - Tolson	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Houston Elementary School	DS	DS	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	Eleven or More Days	Percent
Howard University Middle School of Mathematics and Science PCS	4	8.7	33	71.74	n<10	n<10	n<10	n<10
Hyde-Addison Elementary School @ Meyer	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
IDEA PCS	1	1.05	56	58.95	20	21.05	18	18.95
Ideal Academy PCS	1	3.23	23	74.19	n<10	n<10	n<10	n<10
Ingenuity Prep PCS	18	40	18	40	n<10	n<10	n<10	n<10
Inspired Teaching Demonstration PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
J.O. Wilson Elementary School	4	16.67	11	45.83	n<10	n<10	n<10	n<10
Janney Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Jefferson Middle School Academy	18	20.45	39	44.32	27	30.68	n<10	n<10
Johnson Middle School	5	4.95	64	63.37	22	21.78	10	9.9
KIPP DC - AIM Academy PCS	20	37.04	25	46.3	n<10	n<10	n<10	n<10
KIPP DC - Arts and Technology Academy PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
KIPP DC - College Preparatory Academy PCS	22	11.96	100	54.35	40	21.74	22	11.96
KIPP DC - Connect Academy PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
KIPP DC - Heights Academy PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
KIPP DC - KEY Academy PCS	2	5.56	28	77.78	n<10	n<10	n<10	n<10
KIPP DC - Lead Academy PCS	14	35	20	50	n<10	n<10	n<10	n<10
KIPP DC - Northeast Academy PCS	4	12.12	22	66.67	n<10	n<10	n<10	n<10
KIPP DC - Promise Academy PCS	23	60.53	12	31.58	n<10	n<10	n<10	n<10
KIPP DC - Quest Academy PCS	17	33.33	31	60.78	n<10	n<10	n<10	n<10
KIPP DC - Spring Academy PCS	15	51.72	13	44.83	n<10	n<10	n<10	n<10
KIPP DC - Valor Academy PCS	12	27.27	27	61.36	n<10	n<10	n<10	n<10
KIPP DC - WILL Academy PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Kelly Miller Middle School	13	7.14	113	62.09	34	18.68	22	12.09

School Name	Less than 2 Days	Percent	Between 2 and 5 Days	Percent	Between 6 and 10 Days	Percent	Eleven or More Days	Percent
Ketcham Elementary School	6	21.43	20	71.43	n<10	n<10	n<10	n<10
Key Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Kimball Elementary School @ Davis	9	40.91	11	50	n<10	n<10	n<10	n<10
King Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Kingsman Academy PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Kramer Middle School	20	15.5	41	31.78	37	28.68	31	24.03
LaSalle-Backus Education Campus	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Lafayette Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Langdon Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Langley Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Lawrence E. Boone Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Leckie Education Campus	6	23.08	17	65.38	n<10	n<10	n<10	n<10
Lee Montessori PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Ludlow-Taylor Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Luke C. Moore High School	8	11.43	44	62.86	14	20	n<10	n<10
MacFarland Middle School	4	10.81	26	70.27	n<10	n<10	n<10	n<10
Malcolm X Elementary School @ Green	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Marie Reed Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Mary McLeod Bethune Day Academy PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Maury Elementary School @ Eliot-Hine	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Maya Angelou PCS - High School	7	14.29	19	38.78	18	36.73	n<10	n<10
Maya Angelou PCS - Young Adult Learning Center	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
McKinley Middle School	8	13.33	34	56.67	12	20	n<10	n<10
McKinley Technology High School	6	13.33	28	62.22	11	24.44	n<10	n<10
Meridian PCS	10	24.39	21	51.22	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	Eleven or More Days	Percent
Miner Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Monument Academy PCS	6	8.57	23	32.86	20	28.57	21	30
Moten Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Murch Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Nalle Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
National Collegiate Preparatory PCHS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Noyes Elementary School	10	40	15	60	n<10	n<10	n<10	n<10
Oyster-Adams Bilingual School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Patterson Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Paul PCS - International High School	6	20	17	56.67	n<10	n<10	n<10	n<10
Paul PCS - Middle School	6	17.65	19	55.88	n<10	n<10	n<10	n<10
Payne Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Phelps Architecture, Construction and Engineering High School	11	24.44	25	55.56	n<10	n<10	n<10	n<10
Plummer Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Powell Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Randle Highlands Elementary School	3	16.67	14	77.78	n<10	n<10	n<10	n<10
Raymond Education Campus	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Richard Wright PCS for Journalism and Media Arts	2	4.88	23	56.1	n<10	n<10	n<10	n<10
Rocketship DC PCS - Legacy Prep	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Rocketship DC PCS - Rise Academy	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Ron Brown College Preparatory High School	6	11.32	34	64.15	n<10	n<10	n<10	n<10
Roosevelt High School	8	10.13	55	69.62	12	15.19	n<10	n<10
Roosevelt STAY High School	1	3.57	18	64.29	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	Eleven or More Days	Percent
SEED PCS of Washington DC	7	9.09	45	58.44	18	23.38	n<10	n<10
Savoy Elementary School	14	45.16	14	45.16	n<10	n<10	n<10	n<10
School Without Walls @ Francis-Stevens	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
School Without Walls High School	0	0	10	100	n<10	n<10	n<10	n<10
School-Within-School @ Goding	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Seaton Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Sela PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Shining Stars Montessori Academy PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Simon Elementary School	3	15.79	15	78.95	n<10	n<10	n<10	n<10
Smothers Elementary School	17	56.67	11	36.67	n<10	n<10	n<10	n<10
Somerset Preparatory Academy PCS	7	6.6	63	59.43	30	28.3	n<10	n<10
Sousa Middle School	11	20.75	36	67.92	n<10	n<10	n<10	n<10
St. Coletta Special Education PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Stanton Elementary School	13	41.94	16	51.61	n<10	n<10	n<10	n<10
Statesman College Preparatory Academy for Boys PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Stoddert Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Stuart-Hobson Middle School (Capitol Hill Cluster)	7	10.45	43	64.18	14	20.9	n<10	n<10
Takoma Education Campus	11	44	14	56	n<10	n<10	n<10	n<10
The Children's Guild PCS	0	0	n<10	n<10	13	50	12	46.15
Thomas Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Thurgood Marshall Academy PCS	12	19.05	41	65.08	n<10	n<10	n<10	n<10
Truesdell Education Campus	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Tubman Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Turner Elementary School	7	23.33	19	63.33	n<10	n<10	n<10	n<10
Two Rivers PCS - 4th St	DS	DS	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	Eleven or More Days	Percent
Two Rivers PCS - Young	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Tyler Elementary School	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Walker-Jones Education Campus	19	27.14	34	48.57	12	17.14	n<10	n<10
Washington Global PCS	5	15.15	25	75.76	n<10	n<10	n<10	n<10
Washington Latin PCS - Middle School	13	34.21	23	60.53	n<10	n<10	n<10	n<10
Washington Latin PCS - Upper School	14	46.67	11	36.67	n<10	n<10	n<10	n<10
Washington Leadership Academy PCS	0	0	25	69.44	n<10	n<10	n<10	n<10
Washington Metropolitan High School	1	3.33	27	90	n<10	n<10	n<10	n<10
Washington Yu Ying PCS	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Watkins Elementary School (Capitol Hill Cluster)	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
West Education Campus	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Wheatley Education Campus	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Whittier Education Campus	DS	DS	n<10	n<10	n<10	n<10	n<10	n<10
Woodrow Wilson High School	4	4.49	79	88.76	n<10	n<10	n<10	n<10
Youthbuild PCS	3	12.5	10	41.67	n<10	n<10	n<10	n<10

Appendix I: Out-of-School Suspension Rate Difference in the 2015-16 and 2018-19 School Years

Table 12: *Out-of-School Suspension Difference between 2015-16 and 2018-19 School Years by School*

School	Out-of-School Suspension Rate 2015-16 School Year	Out-of-School Suspension Rate 2018-19 School Year	Difference
Academy of Hope Adult PCS	1.30	0.00	-1.30
Achievement Preparatory PCS Elementary	9.00	1.32	-7.68
Achievement Preparatory PCS Middle School	11.60	14.16	2.56
Aiton ES	6.00	4.48	-1.52
Amidon Bowen ES	10.30	6.35	-3.95
Anacostia HS	20.10	24.74	4.64
AppleTree Early Learning Center PCS Columbia Heights	0.00	0.00	0.00
AppleTree Early Learning Center PCS Lincoln Park	0.00	0.00	0.00
AppleTree Early Learning Center PCS Oklahoma	0.00	0.00	0.00
AppleTree Early Learning Center PCS Southeast	0.00	0.00	0.00
AppleTree Early Learning Center PCS Southwest	0.00	0.00	0.00
Ballou HS	25.30	29.76	4.46
Ballou STAY	2.00	10.37	8.37
Bancroft ES	1.30	1.52	0.22
Barnard ES	1.80	0.14	-1.66
Basis DC PCS	6.20	1.71	-4.49
Beers ES	0.00	1.34	1.34
Benjamin Banneker HS	0.60	1.64	1.04
Brent ES	0.50	0.00	-0.50
Bridges PCS	0.90	3.76	2.86
Brightwood EC	4.00	6.95	2.95
Briya PCS	0.00	0.00	0.00
Brookland MS	31.60	18.35	-13.25
Browne EC	5.90	3.49	-2.41
Bruce Monroe ES at Park View	1.80	0.00	-1.80
Bunker Hill ES	7.30	0.77	-6.53
Burroughs EC	1.50	3.99	2.49

School	Out-of-School Suspension Rate 2015-16 School Year	Out-of-School Suspension Rate 2018-19 School Year	Difference
Burrville ES	0.80	5.06	4.26
C W Harris ES	12.10	4.96	-7.14
Capital City PCS High	15.30	13.24	-2.06
Capital City PCS Lower	0.60	0.91	0.31
Capital City PCS Middle	6.80	6.23	-0.57
Capitol Hill Montessori School at Logan	1.70	2.61	0.91
Cardozo EC	15.30	16.97	1.67
Carlos Rosario International PCS	0.00	0.00	0.00
Cedar Tree Academy PCS	0.00	0.00	0.00
Center City PCS Brightwood	0.80	0.38	-0.42
Center City PCS Capitol Hill	15.90	5.93	-9.97
Center City PCS Congress Heights	8.30	2.34	-5.96
Center City PCS Petworth	7.50	1.57	-5.93
Center City PCS Shaw	7.30	4.64	-2.66
Center City PCS Trinidad	8.30	2.87	-5.43
Cesar Chavez PCS for Public Policy Capitol Hill	16.00	15.54	-0.46
Cesar Chavez PCS for Public Policy Chavez Prep	11.30	17.08	5.78
Cesar Chavez PCS for Public Policy Parkside High	14.10	15.83	1.73
Cesar Chavez PCS for Public Policy Parkside Middle	10.20	9.02	-1.18
Cleveland ES	2.10	3.10	1.00
Columbia Heights EC CHEC	3.70	6.63	2.93
Community College Preparatory Academy PCS	0.00	0.00	0.00
Coolidge HS	6.30	9.26	2.96
Creative Minds International PCS	0.40	1.17	0.77
DC Bilingual PCS	2.60	0.45	-2.15
DC Preparatory Academy PCS Anacostia Elementary	0.00	0.00	0.00
DC Preparatory Academy PCS Benning Elementary	14.70	0.00	-14.70
DC Preparatory Academy PCS Benning Middle	28.40	8.41	-19.99
DC Preparatory Academy PCS Edgewood Elementary	9.10	1.09	-8.01
DC Preparatory Academy PCS Edgewood Middle	23.30	6.55	-16.75
DC Scholars PCS	8.50	12.96	4.46

School	Out-of-School Suspension Rate 2015-16 School Year	Out-of-School Suspension Rate 2018-19 School Year	Difference
Deal MS	2.10	4.26	2.16
Democracy Prep Congress Heights PCS	15.40	17.94	2.54
District of Columbia International School	3.90	4.50	0.60
Dorothy Heights	0.40	0.20	-0.20
Drew ES	0.40	0.36	-0.04
Dunbar HS	20.40	18.83	-1.57
EL Haynes PCS Elementary	3.70	3.12	-0.58
EL Haynes PCS High	21.10	4.03	-17.07
EL Haynes PCS Middle	20.70	14.72	-5.98
Eagle Academy PCS Capitol Riverfront	0.00	0.63	0.63
Eagle Academy PCS Congress Heights	1.70	1.84	0.14
Early Childhood Academy PCS	0.70	4.98	4.28
Eastern HS	14.40	12.80	-1.60
Eaton ES	0.00	0.00	0.00
Eliot Hine MS	18.00	38.01	20.01
Ellington School of the Arts	1.30	2.07	0.77
Elsie Whitlow Stokes Community Freedom PCS	0.00	3.13	3.13
Friendship PCS Armstrong	4.50	2.16	-2.34
Friendship PCS Blow Pierce Elementary	8.40	3.01	-5.39
Friendship PCS Blow Pierce Middle	14.90	11.20	-3.70
Friendship PCS Chamberlain Elementary	1.50	0.54	-0.96
Friendship PCS Chamberlain Middle	4.90	3.48	-1.42
Friendship PCS Collegiate Academy	11.80	13.26	1.46
Friendship PCS Southeast Academy	10.20	0.48	-9.72
Friendship PCS Technology Preparatory Academy Middle	15.30	3.52	-11.78
Friendship PCS Woodridge Elementary	3.20	1.00	-2.20
Friendship PCS Woodridge Middle	14.70	10.04	-4.66
Garfield ES	1.80	4.91	3.11
Garrison ES	1.70	2.28	0.58
H.D. Cooke ES	3.20	0.00	-3.20

School	Out-of-School Suspension Rate 2015-16 School Year	Out-of-School Suspension Rate 2018-19 School Year	Difference
Hardy MS	12.50	2.92	-9.58
Harmony DC PCS School of Excellence	16.70	7.38	-9.32
Hart MS	25.00	23.29	-1.71
Hearst ES	2.30	0.28	-2.02
Hendley ES	9.00	10.32	1.32
Hope Community PCS Lamond	1.70	0.34	-1.36
Hope Community PCS Tolson	1.30	3.09	1.79
Houston ES	4.30	0.68	-3.62
Howard University Middle School of Mathematics and Science PCS	12.50	16.08	3.58
Hyde Addison ES	1.20	0.53	-0.67
IDEA PCS	29.30	28.36	-0.94
Ideal Academy PCS	6.10	11.92	5.82
Ingenuity Prep PCS	17.70	7.88	-9.82
Inspired Teaching Demonstration PCS	1.90	4.63	2.73
J.O. Wilson ES	4.10	4.55	0.45
Janney ES	0.10	0.27	0.17
Jefferson Middle School Academy	33.70	24.11	-9.59
Johnson John Hayden MS	31.70	31.37	-0.33
KIPP DC AIM Academy PCS	30.00	13.71	-16.29
KIPP DC Arts and Technology Academy PCS	1.30	0.28	-1.02
KIPP DC College Preparatory Academy PCS	22.90	22.38	-0.52
KIPP DC Connect Academy PCS	0.30	0.60	0.30
KIPP DC Discover Academy PCS	0.30	0.00	-0.30
KIPP DC Grow Academy PCS	0.90	0.00	-0.90
KIPP DC Heights Academy PCS	9.80	3.18	-6.62
KIPP DC KEY Academy PCS	25.30	10.56	-14.74
KIPP DC LEAP Academy PCS	0.00	0.00	0.00
KIPP DC Lead Academy PCS	7.00	9.66	2.66
KIPP DC Northeast Academy PCS	8.80	9.88	1.08
KIPP DC PCS Promise Academy	6.40	7.28	0.88
KIPP DC Quest Academy PCS	14.20	11.94	-2.26
KIPP DC Spring Academy PCS	2.60	6.87	4.27
KIPP DC Valor Academy PCS	25.40	12.94	-12.46
KIPP DC WILL Academy PCS	27.20	3.26	-23.94

School	Out-of-School Suspension Rate 2015-16 School Year	Out-of-School Suspension Rate 2018-19 School Year	Difference
Kelly Miller MS	28.90	32.27	3.37
Ketcham ES	7.90	8.38	0.48
Key ES	0.00	0.74	0.74
Kimball ES	11.60	5.73	-5.87
King M L ES	9.90	4.08	-5.82
Kingsman Academy PCS	11.80	2.11	-9.69
Kramer MS	40.80	50.19	9.39
LAYC Career Academy PCS	2.20	0.00	-2.20
LaSalle Backus EC	3.50	4.25	0.75
Lafayette ES	0.40	0.55	0.15
Langdon EC	2.80	0.47	-2.33
Langley EC	15.10	5.67	-9.43
Latin American Montessori Bilingual PCS	0.00	0.00	0.00
Leckie ES	3.50	4.51	1.01
Lee Montessori PCS	0.90	0.47	-0.43
Ludlow Taylor ES	6.50	0.45	-6.05
Luke Moore Alternative HS	4.70	18.13	13.43
Malcolm X ES at Green	3.70	8.21	4.51
Mann ES	0.00	0.00	0.00
Marie Reed ES	2.60	1.29	-1.31
Mary McLeod Bethune Day Academy PCS	6.20	3.17	-3.03
Maury ES	1.00	0.23	-0.77
Maya Angelou PCS Evans High School	15.20	20.68	5.48
Maya Angelou PCS Young Adult Learning Center	4.20	0.00	-4.20
McKinley Middle School	13.80	22.90	9.10
McKinley Technology HS	7.60	7.05	-0.55
Meridian PCS	8.60	6.10	-2.50
Miner ES	4.40	3.84	-0.56
Monument Academy PCS	35.40	49.30	13.90
Moten ES	3.90	2.97	-0.93
Mundo Verde Bilingual PCS	1.10	0.00	-1.10
Murch ES	0.10	0.31	0.21
Nalle ES	5.20	1.41	-3.79
National Collegiate Preparatory PCHS	20.60	4.85	-15.75
Noyes EC	2.50	8.68	6.18
Orr ES	2.50	1.31	-1.19
Oyster Adams Bilingual School	0.70	1.35	0.65

School	Out-of-School Suspension Rate 2015-16 School Year	Out-of-School Suspension Rate 2018-19 School Year	Difference
Patterson ES	10.70	4.75	-5.95
Paul PCS International High School	15.00	6.25	-8.75
Paul PCS Middle School	22.50	12.73	-9.77
Payne ES	2.00	1.94	-0.06
Peabody ES Capitol Hill Cluster	0.00	0.00	0.00
Perry Street Preparatory PCS	9.90	0.00	-9.90
Phelps Architecture Construction and Engineering HS	10.30	16.67	6.37
Plummer ES	3.30	2.88	-0.42
Powell ES	1.10	2.46	1.36
Randle Highlands ES	5.20	4.96	-0.24
Raymond EC	0.20	0.80	0.60
Richard Wright PCS for Journalism and Media Arts	13.50	13.53	0.03
River Terrace EC	2.20	0.00	-2.20
Roosevelt HS at MacFarland	12.50	10.30	-2.20
Roosevelt STAY HS at MacFarland	0.20	4.97	4.77
Roots PCS	0.00	0.00	0.00
Ross ES	1.10	0.00	-1.10
SEED PCS of Washington DC	32.90	26.55	-6.35
Savoy ES	7.80	10.62	2.82
School Within School at Goding	1.40	0.31	-1.09
School Without Walls HS	0.00	1.68	1.68
School Without Walls at Francis Stevens	2.90	2.61	-0.29
Seaton ES	0.30	2.64	2.34
Sela PCS	0.60	0.43	-0.17
Shepherd ES	0.30	0.00	-0.30
Shining Stars Montessori Academy PCS	0.00	0.95	0.95
Simon ES	9.00	6.55	-2.45
Smothers ES	17.40	10.42	-6.98
Somerset Preparatory Academy PCS	13.50	24.31	10.81
Sousa MS	15.30	20.15	4.85
St Coletta Special Education PCS	1.10	0.00	-1.10
Stanton ES	4.50	5.94	1.44
Stoddert ES	0.20	0.62	0.42
Stuart Hobson MS Capitol Hill Cluster	12.00	14.47	2.47

School	Out-of-School Suspension Rate 2015-16 School Year	Out-of-School Suspension Rate 2018-19 School Year	Difference
Takoma EC	3.50	4.33	0.83
The Children's Guild PCS	22.00	6.62	-15.38
The Next Step El Proximo Paso PCS	0.20	0.00	-0.20
Thomas ES	10.50	1.92	-8.58
Thomson ES	0.00	0.00	0.00
Thurgood Marshall Academy PCS	14.00	15.83	1.83
Truesdell EC	0.70	1.92	1.22
Tubman ES	8.70	1.14	-7.56
Turner ES	6.80	5.59	-1.21
Two Rivers PCS 4th Street	7.30	2.60	-4.70
Two Rivers PCS Young	1.10	2.64	1.54
Tyler ES	1.70	0.73	-0.97
Van Ness ES	0.00	0.00	0.00
Walker Jones EC	7.20	15.59	8.39
Washington Global PCS	10.40	14.93	4.53
Washington Latin PCS Middle School	6.60	10.16	3.56
Washington Latin PCS Upper School	7.10	9.01	1.91
Washington Metropolitan HS formerly YEA	21.90	15.87	-6.03
Washington Yu Ying PCS	0.40	0.70	0.30
Watkins ES Capitol Hill Cluster	4.50	3.70	-0.80
West EC	4.80	1.06	-3.74
Wheatley EC	4.10	4.25	0.15
Whittier EC	3.60	0.73	-2.87
William E Doar Jr PCS for the Performing Arts	10.90	7.56	-3.34
Wilson HS	3.30	4.70	1.40
H.D. Woodson HS	17.70	27.91	10.21
Youthbuild PCS	0.80	0.00	-0.80

Appendix J: Verified and Unverified Zero Counts of In-School Suspensions

OSSE checked for counts of zero in-school suspensions and asked LEAs to verify the data reporting was accurate and final. The reporting of zero in-school suspensions does not guarantee the LEA or school does not have a policy of no in-school suspensions. Tables 13 and 14 lists all LEAs that certified with OSSE and the LEAs who did not certify in-school suspension data with OSSE, respectively. Before the passage of The Student Fair Access to School Act of 2018, there was vagueness about whether in-school suspensions submissions were required to OSSE in its annual discipline submission. The law specified that requirement and was fully implemented for the 2018-19 discipline collection school year (D.C. Official Code § 38-236.09(b)).

Table 13: *LEAs Reporting Zero In-School Suspensions and Certified with OSSE*

LEA
Achievement Preparatory Academy PCS
AppleTree Early Learning PCS
Breakthrough Montessori PCS
Carlos Rosario International PCS
Cedar Tree Academy PCS
Community College Preparatory Academy PCS
DC Prep PCS
Eagle Academy PCS
Goodwill Excel Center PCS
KIPP DC PCS
Kingsman Academy PCS
Latin American Montessori Bilingual PCS
Mundo Verde Bilingual PCS
Rocketship DC PCS
Roots PCS
SEED PCS of Washington, DC
The Children's Guild DC PCS
The Family Place PCS
The Next Step/El Proximo Paso PCS
Thurgood Marshall Academy PCS
Washington Global PCS
Washington Leadership Academy PCS

Table 14: *LEAS Reporting Zero In-School Suspensions and No Certification*

LEA
Academy of Hope Adult PCS
Bridges PCS
Briya PCS
Capital City PCS
City Arts & Prep PCS
Democracy Prep Congress Heights PCS
Digital Pioneers Academy PCS
E.L. Haynes PCS
Early Childhood Academy PCS
Elsie Whitlow Stokes Community Freedom PCS
Hope Community PCS
IDEA PCS
Ideal Academy PCS
LAYC Career Academy PCS
Mary McLeod Bethune Day Academy PCS
Meridian PCS
Monument Academy PCS
National Collegiate Preparatory PCHS
Richard Wright PCS for Journalism and Media Arts
Sela PCS
Somerset Preparatory Academy PCS
Statesman College Preparatory Academy for Boys PCS

Appendix K: Primary Reasons Resulting in Fewer than Fifty In-School Suspensions

Table 15: *In-School Suspension Reasons with Less Than Fifty Occurrences, 2018-19*

Primary Reason	In-School Suspensions
Threat/intimidation	37
Harassment, nonsexual	35
Possession or use of marijuana	34
Lewd/indecent/offensive behavior	33
Bullying	22
Lying to or giving misleading information to school staff	17
Trespassing	13
Vandalism	10
Weapons	10
Academic Dishonesty	n<10
Engaging in sexual acts	n<10
Flammables	n<10
Improper Use of Technology	n<10
Possession or use of tobacco/alcohol/obscene material	n<10

Appendix L: Involuntary Dismissals by LEA

Table 16: *LEAs Reporting Involuntary Dismissals*

LEA	Involuntary Dismissal
E.L. Haynes PCS	n<10
Ingenuity Prep PCS	56
KIPP DC PCS	279
Monument Academy PCS	n<10
Thurgood Marshall Academy PCS	n<10
Washington Leadership Academy PCS	n<10
Youthbuild PCS	n<10

Appendix M: Expulsion Tables 2018-19

Figure 32. Percent of Students Receiving an Expulsion, by Gender

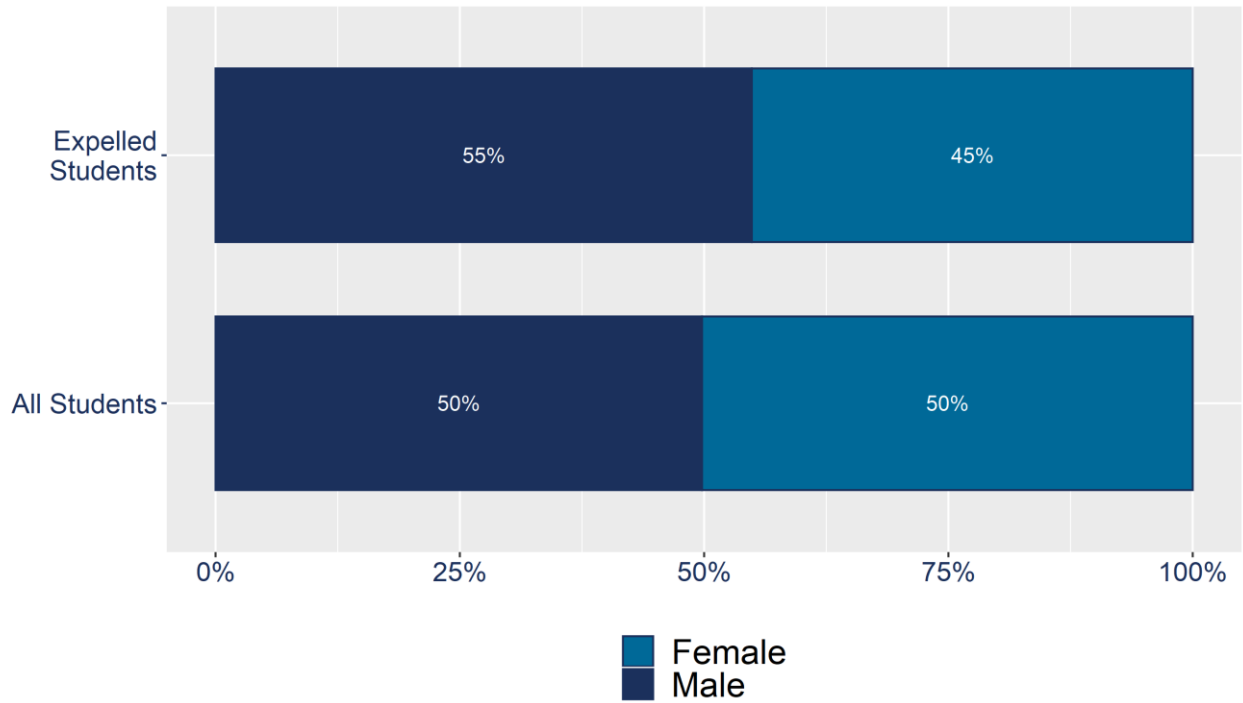


Figure 33. Percent of Students Receiving an Expulsion, by At-risk Status

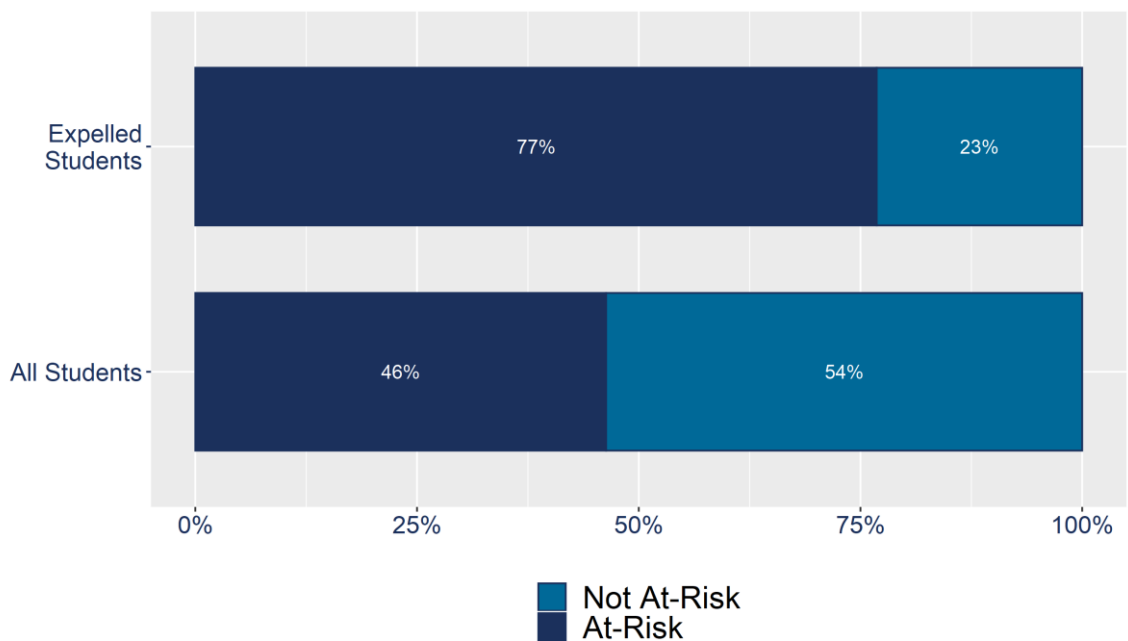


Figure 34: Total Number of Expulsions, by School Year 2015-16 Through 2018-19

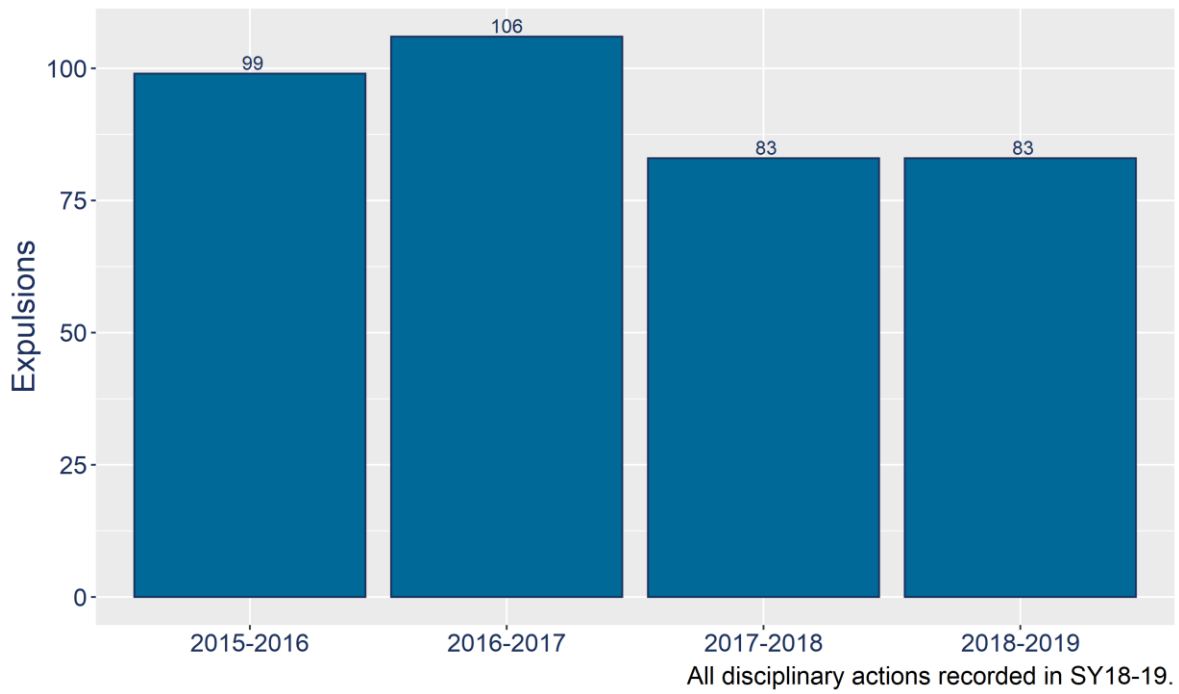
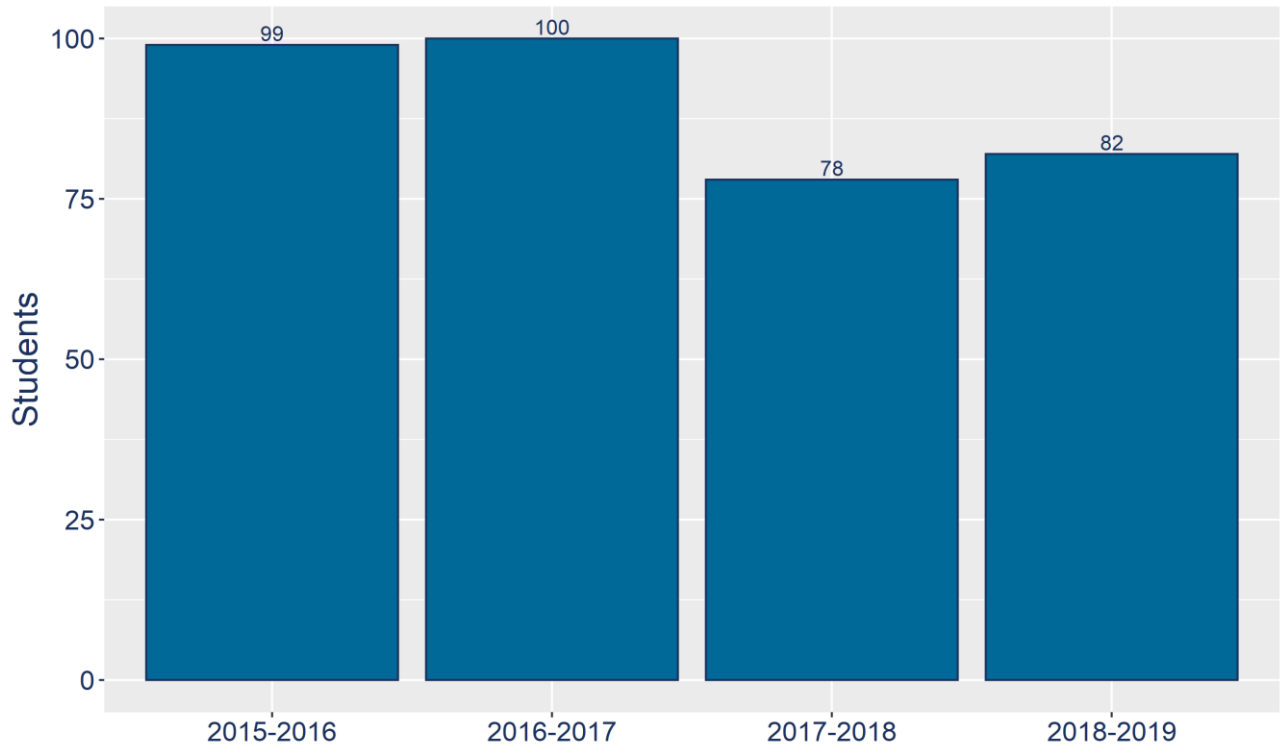


Figure 35: Number of Students Receiving an Expulsions by School Year, 2015-16 Through 2018-19



Appendix N: Hierarchical Generalized Linear Model (HLM) Analysis

In the first model, we considered only the relationship between out-of-school suspension and students with Emotional Disturbance before considering other primary disability categories in the second model. In the third model, we adjusted for at-risk and English Language proficiency status. Finally, in the fourth and fifth models, we adjusted race/ethnicity and gender (See Table 17).

Table 17: Predictors of Out-of-School Suspensions, by Disability Category

	(Model 1)	(Model 2)	(Model 3)	(Model 4)	(Model 5)
	e^{β}	e^{β}	e^{β}	e^{β}	e^{β}
Out-of-School Suspensions					
Emotional Disturbance	6.449*** (26.25)	4.489*** (17.40)	4.008*** (15.96)	3.938*** (15.76)	4.014*** (15.94)
Autism		0.201*** (-9.40)	0.222*** (-8.80)	0.222*** (-8.80)	0.208*** (-9.17)
Low Incidence Disability		0.0947*** (-10.74)	0.0959*** (-10.67)	0.0950*** (-10.71)	0.0934*** (-10.79)
Specific Learning Disability		0.859* (-2.04)	0.872 (-1.84)	0.867 (-1.92)	0.889 (-1.58)
Speech or Language Impairment		0.196*** (-11.34)	0.217*** (-10.61)	0.222*** (-10.45)	0.218*** (-10.56)
Other Health Impairment		1.557*** (6.03)	1.546*** (5.93)	1.549*** (5.97)	1.508*** (5.60)
Intellectual Disability		0.647** (-3.21)	0.629*** (-3.40)	0.609*** (-3.64)	0.632*** (-3.37)
At-Risk			1.708*** (9.09)	1.537*** (7.11)	1.553*** (7.26)
English Learner			0.468*** (-6.89)	0.788 (-1.75)	0.772 (-1.89)
Black				1.979*** (6.43)	1.949*** (6.27)

Male					1.515*** (7.16)
<i>N</i>	15831	15831	15831	15831	15831

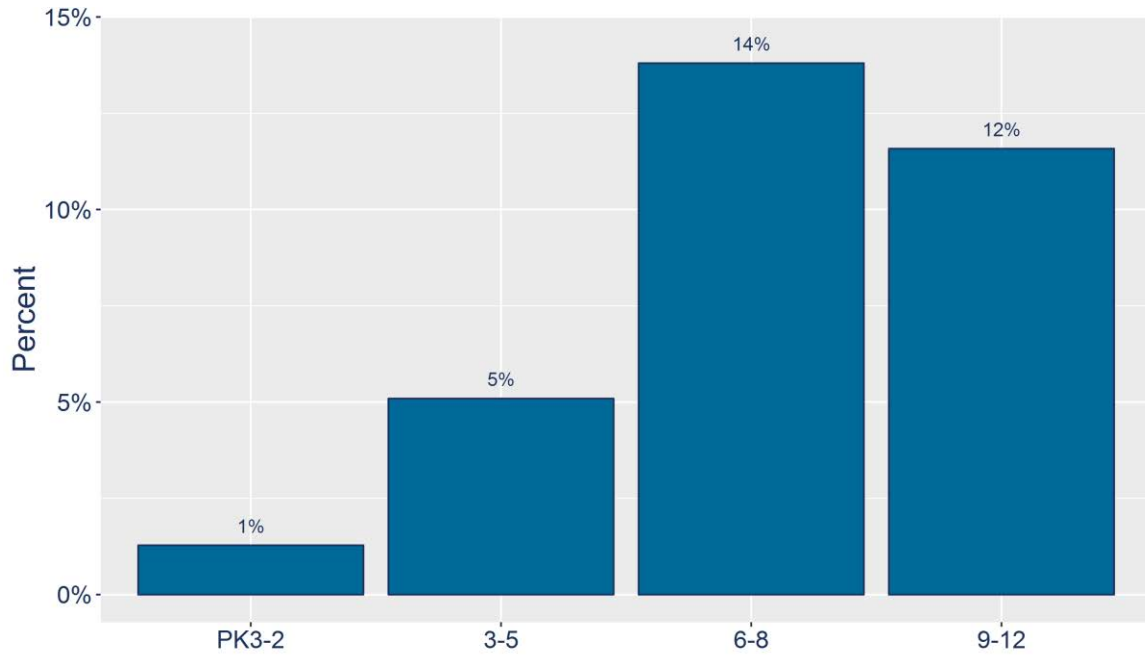
R^2
adj. R^2

Exponentiated coefficients; *t* statistics in parentheses

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Appendix O: Percent of Students with Out-of-School Suspensions by Grade Band

Figure 36. Percent of Students Receiving an Out-of-School Suspension by Grade Band, 2018-19



Appendix P: Out-of-School Suspension Counts by Grade Band

Table 18: *Out-of-School Suspension Grade Band Counts by Student Demographics, 2018-19*

Grade band	Student Group	School Counts	Suspensions	Percent
3-5	Black/African American		1474	93
3-5	Hispanic/Latino		75	5
3-5	Not Identified as At-Risk		435	28
3-5	English Learner		55	3
3-5	Male		1158	73
3-5	Students without Disabilities		905	57
3-5	Female		422	27
3-5	Not English Learner		1525	97
3-5	White		22	1
3-5	At-Risk		1145	72
3-5	Students with Disabilities		675	43
6-8	Female		1745	40
6-8	Hispanic/Latino		315	7
6-8	White		36	1
6-8	Not Identified as At-Risk		1276	29
6-8	Students without Disabilities		2807	64
6-8	Not English Learner		4269	97
6-8	At-Risk		3122	71
6-8	Male		2653	60
6-8	Black/African American		4014	91
6-8	English Learner		129	3
6-8	Students with Disabilities		1591	36
9-12	Not Identified as At-Risk		912	26
9-12	Students with Disabilities		1064	30
9-12	Hispanic/Latino		224	6
9-12	Students without Disabilities		2498	70
9-12	Not English Learner		3435	96
9-12	Female		1589	45
9-12	At-Risk		2650	74
9-12	White		37	1
9-12	Black/African American		3279	92
9-12	English Learner		127	4
9-12	Male		1973	55
PK3-2	Not English Learner		755	97
PK3-2	Male		630	81

Grade band	Student Group	School Counts	Suspensions	Percent
PK3-2	Students without Disabilities		479	62
PK3-2	White		6	1
PK3-2	Female		146	19
PK3-2	Students with Disabilities		297	38
PK3-2	Not Identified as At-Risk		153	20
PK3-2	Hispanic/Latino		26	3
PK3-2	Black/African American		734	95
PK3-2	At-Risk		623	80
PK3-2	English Learner		21	3

Appendix Q: Disciplinary Actions by Month, 2018-19

Figure 37: In-School and Out-of-School Suspensions by Month

