District of Columbia
Office of the State Superintendent of Education

STATE OF DISCIPLINE

2021-22 School Year

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GOVERNMENT OF THE DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

Table of Contents

Executive Summary 3

Discipline Landscape 5

- Impact of COVID-19 5
- Restorative Justice in the District 5
- Legislative Overview 6
  - Student Fair Access to School Amendment Act of 2018 6
  - Pre-K Student Discipline Amendment Act of 2015 7
  - Gun-Free Schools Act 7
  - Individuals with Disabilities Education Act 7
  - Every Student Succeeds Act 8
- Discipline Data Collection 8
  - Student Population 9
  - Analysis Approach 9
  - Data Caveats 10

Findings: Descriptive Analyses of Discipline Data 11

- Trends in Disciplinary Actions 11
- Trends in Disciplinary Actions, by Student Population 13
  - Students with Disabilities 14
  - Students Considered At-Risk 15
  - Students Experiencing Homelessness 16
  - Students Who Are Overage 17
  - Disciplinary Actions, by Race & Gender 18
  - *Race* 18
  - *Gender* 19
- Trends in Reasons for Disciplinary Action 20
- Disciplinary Actions, by Sector 22
  - *Race* 23
  - *Gender* 24

Grade Band 25
Compliance with the Fair Access Act 26
Findings: Environmental Factors Impacting Out-of-School Suspension Rates 27
Community-Level Need & Out-of-School Suspension Rates 27
Defining Areas in Need 28
Out-of-School Suspension Rates and Areas in Need 29
Comparisons of Out-of-School Suspension Rates and Mental Health Staff 30
Restorative Justice & Out-of-School Suspension Rates 34
Looking Forward 37
Updates to the Discipline Data Collection 37
Conclusion 38
Appendix A: Restorative Justice Support for Schools in the District 40
Appendix B: Definitions & Data Methodology 42
Definitions of Disciplinary Action Types 42
Data Sources 43
Data Cleaning and Limitations 43
Counts of Disciplinary Actions 43
Appendix C: Discipline Data Validation Errors & Resolution Path 44
Appendix D: Data Sources & Assumptions for Environmental Factors Analysis 46
Appendix E: Census Tract Cluster Designations and Rankings 48
Appendix F: Ratio of Students to Mental Health Faculty, by School 55
Appendix G: Mental Health Staff Titles 61
Appendix H: Bivariate Correlations Between Out-of-School Suspension Rates and Student Groups 64
Appendix I: Non-Exhaustive Examples of Districts/States/Countries Collecting Data on RJP 66

Executive Summary

This report reflects the Office of the State Superintendent of Education's (OSSE) commitment to supporting equitable discipline policies and practices in the District. OSSE aims to assist students, administrators, teachers, and parents in ensuring a safe, positive school environment to promote learning and limit missed instruction due to exclusionary discipline practices. Through this report, OSSE provides the public with the available data on school discipline and fulfills local reporting requirements in the Pre-K Student Discipline Amendment Act of 2015 and the Student Fair Access to School Amendment Act of 2018 ("Fair Access Act").

This report explores trends in disciplinary actions during the 2021-22 school year and how they compared to disciplinary actions prior to the COVID-19 pandemic in the 2018-2019 school year. Many of the trends from prior to the pandemic persist, including:

- Out-of-school suspensions remain the primary type of disciplinary action reported;
- Students with disabilities, Black/African American students, and overage students continue to receive disciplinary actions at disproportionate rates; and
- Fighting/physical altercations remain a primary reason for disciplinary action.

This report also describes findings from new and updated analyses to understand the state of school discipline in the District after returning to in-person learning in the wake of the pandemic. These analyses include:

- A comparison of disciplinary actions by sector based on grade band, race, and gender; and
- Analyses of environmental predictors of out-of-school suspensions such as community-level need, the presence of mental health staff, and the use of restorative justice practices.

OSSE found that between the 2018-19 school year and 2021-22 school year:

- There was a 34 percent decrease in disciplinary incidents;
- There was a 37 percent decrease in out-of-school suspensions;
- There was a 64 percent decrease in expulsions;
- There was a 16 percent increase in in-school suspensions;
- The number of incidents where students received disciplinary action for disruptive behavior decreased 73 percent.
- On average, students excluded from learning were removed for fewer days;
- On average, students who received a disciplinary incident experienced fewer disciplinary occurrences throughout the school year;
- Schools that receive the highest level of technical assistance and support on how to implement restorative justice practices from RestorativeDC have out-of-school suspension rates that are up to 20 percent *lower* than what would be expected of a school with similar demographics;
- Students experiencing homelessness were expelled at disproportionate rates, although other forms of discipline were not disproportionate for this population;

- English learners and students involved with the Children and Family Services Agency (or "foster care") were not disciplined at disproportionate rates;
- Schools with higher rates of out of school suspensions had higher rates of mental health staff per student;
- 17 schools lacked mental health staff; and
- On average, out-of-school suspension rates were higher in schools located in high-need areas.

This report also describes continuous improvement efforts OSSE engaged in to learn more about LEAs' experiences with submitting discipline data, the changes made to the discipline data collection in the 2021-22 school year, a community-level deprivation index for every census tract in the District that asseses need in District communities, and a mental health staff-to-student ratio for each school in the District. This report concludes with actionable recommendations to improve discipline data collection.

Discipline Landscape

Impact of COVID-19

During the 2021-22 school year, most students attended school fully in person for the first time since the COVID-19 pandemic began in March 2020. As they returned to school, students brought with them significant mental health and social-emotional challenges resulting from the difficult conditions of the global pandemic.

Over the course of the school year, OSSE provided supports to accelerate learning, promote student and staff wellbeing, support a safe reopening, expand pathways to postsecondary success, stabilize and strengthen early childhood education, improve outcomes for students with disabilities, and improve core operations. These supports included addressing student mental health needs, expanding access to high-impact tutoring, distributing millions of COVID-19 tests, building new work-based learning opportunities for middle and high school students, expanding the number of child care seats in shortage areas, launching the DC Special Education Hub, investing in course data collection infrastructure, and much more.[1]

Restorative Justice in the District

A key initiative OSSE deploys to support LEAs in their efforts to engage in inclusive, equitable, and effective discipline is RestorativeDC (RDC) (led by SchoolTalk, a DC-based non-profit organization), which provides restorative justice training to District of Columbia Public Schools (DCPS) and DC public charter schools (PCS). During the 2021-22 school year, RDC provided technical assistance to 48 schools representing 20 LEAs. Twelve of those schools are what the initiative calls "Whole Schools," meaning those schools engage in a multi-year process that helps school teams review their systems to determine how to reshape the school culture and climate and create a just and equitable learning environment for all teachers and students. A list of those schools can be found in Table 1. The other 29 schools received supplemental targeted technical assistance that supports and guides school communities in their implementation of restorative practices.

Table 1. RestorativeDC – Whole School Technical Assistance Schools

School	Sector	Ward
Alice Deal MS	DCPS	3
Columbia Heights Education Campus	DCPS	1
El Haynes PCS - Middle School	PCS	1
El Haynes PCS - High School	PCS	4
El Haynes PCS - Elem School	PCS	4
Excel Academy	DCPS	8
Hart MS	DCPS	8

[1] *See* OSSE's Investments in Recovery & Restoration, OFF. OF THE STATE SUPERINTENDENT OF EDUC., https://osse.dc.gov/page/osse-investments-in-recovery (last visited Mar. 17, 2023); DC Special Education Hub https://specialeducation.dc.gov/ (last visited Mar. 17, 2023).

Kingsman PCS	PCS	6
Latin American Montessori Bilingual PCS (LAMB)	PCS	4
Neval Thomas ES	DCPS	7
Thurgood Marshall Academy PCS	PCS	8
Wheatley Educational Campus	DCPS	5

Based on the changing needs of schools throughout the COVID-19 pandemic, RDC adjusted the specific technical assistance activities it provided to both Whole Schools and targeted technical assistance schools from largely virtual large group professional development to a more intensive and individualized system of support in the 2021-22 school year. Over the course of the 2021-22 school year, RDC provided and hosted:

- 82 hours of citywide virtual pre-service professional development sessions during summer 2021
- 90 hours of citywide virtual professional development sessions during the school year[2]
- Over 1,630 hours of school-specific technical assistance to Whole Schools (including pre-service and in-person support)
- 742 hours of support to targeted technical assistance schools
- A Restorative Leadership Roundtable with an accompanying resource toolkit

Whole Schools received an average of **136 hours of support**. Targeted technical assistance schools received an average of over **32 hours of support**. This included pre-service professional development targeted to school's specific needs for returning to in-person schooling. For more information on RDC's journey to supporting schools in the 2021-22 school year and the types of professional development they provided, see Appendix A.

Legislative Overview

OSSE reports student discipline data in accordance with local and federal laws, as detailed below.

Student Fair Access to School Amendment Act of 2018

The Student Fair Access to School Amendment Act of 2018 – the "Fair Access Act" establishes:

> …parameters for local education agencies' policies on school climate and discipline, limiting the use of out-of-school suspensions, expulsions, and disciplinary unenrollments to certain categories of conduct and limiting the length of out-of-school suspensions, requiring special considerations around the discipline of students with disabilities, directing the Office of the State Superintendent of Education to support local education agencies and schools in reducing out-of-school suspensions, expulsions, and disciplinary unenrollments and fostering positive school climates, establishing a School Safety and

[2] Citywide professional development sessions are open to all educators serving in DC LEAs.

> Positive Climate Fund, and imposing new annual reporting requirements on the use of specific disciplinary practices across delineated demographics of students . . . .[3]

This law defines common terms related to disciplinary actions,[4] and it requires LEAs, in consultation with schools and communities, to develop, publish, and use school discipline policies that include certain required components.[5] The law also limits out-of-school suspension for students in kindergarten through eighth grade except for serious safety incidents (starting in 2019-2020), and it bans out-of-school suspensions in high school for minor offenses (starting in 2020-2021). Further, the law states that a suspension does not limit a student's right to continue to access and complete appropriate academic work during a suspension.[6] 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.[7] 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.[8]

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.[9]

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.[10] District of Columbia law requires such an expulsion and a referral to the criminal justice or juvenile delinquency system.[11]

Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) provides several procedural safeguards that apply when a student with a disability (or a suspected disability) receives a suspension or expulsion that results in being removed from their current educational placement.[12] A student with a disability who violates a code of student conduct may be removed from his or her current placement and placed in an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten school

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[3] D.C. Law 22-157.
[4] D.C. Code § 38-236.01.
[5] D.C. Code § 38-236.03.
[6] D.C. Code § 38-236.04.
[7] D.C. Code § 38-236.06.
[8] D.C Code § 38-236.09.
[9] D.C. Code § 38-273.03.
[10] 20 U.S.C. § 7961.
[11] D.C. Code §§ 38-231—232.
[12] 20 U.S.C. §§ 1412—1418.

days.[13] If a student with a disability is removed from their current placement for more than ten school days (either consecutively or cumulatively), the LEA must conduct a meeting to determine if the behavior is a manifestation of the student's disability.[14] However, schools are permitted to remove a student and place the student in 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:

- 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;
- 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
- 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.[15]

Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) requires state education agencies (SEAs) to develop report cards that aggregate information at the state and LEA level.[16] 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 2019-20 DC School Report Card on December 3, 2020.[17] Please note that some metrics are unavailable for the 2020 and 2021 Report Card due to the impact of COVID-19 on the number of records reported.

Discipline Data Collection

By August 15th of each year, District of Columbia law requires each LEA to submit a student-level data file to OSSE on all disciplinary incidents, including but not limited to in-school suspensions, out-of-school suspensions, expulsions, and involuntary dismissals.[18] In the 2021-22 school year, OSSE moved to collecting discipline data from LEAs on a rolling basis, with three data checkpoints for LEAs to adhere to.[19] LEAs were able to upload their discipline data more frequently via the new Integrated Data Submission (IDS) tool. The new tool limited submitable data to allowable values and formats, thereby reducing the time and burden of analyzing and remidiating submitted data. OSSE also performs data validation checks after LEAs submit data in the Unified Data Error (UDE) report, which means that each record is checked and verified for accuracy against other OSSE data collections, such as attendance. Appendix C explains

[13] 34 C.F.R. § 300.530(b).
[14] 34 C.F.R. § 300.530(e).
[15] 34 C.F.R. § 300.530(g).
[16] 20 U.S.C. § 6311(h).
[17] DC School Report Card, http://www.dcschoolreportcard.org/ (last visited Feb. 9, 2023).
[18] D.C. Code § 38–236.09(b).
[19] *See* SY 2021-22 LEA Discipline Data Collection Guidance for more information on the changes made to how discipline data is collected.

these checks in more detail. 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.

OSSE produces and distributes the Student Discipline Data Collection Guidance and a collection template to provide LEAs with the information they need to submit complete and accurate data on all disciplinary incidents.[20] OSSE released guidance and documentation for the 2021-22 school year and provided data collection training for LEA personnel, as well as on-demand year-round technical assistance.[21]

The COVID-19 pandemic has had significant impacts on the collection of discipline data over the past three school years. Discipline data collection stopped on March 13, 2020, which resulted in an almost 44 percent decrease in disciplinary incidents during the 2019-20 school year. In the 2020-21 school year, OSSE only received 125 disciplinary incident records due to the transition to distance learning. In school year 2021-22, OSSE received 8,016 discipline records, **a 34 percent decrease from the 2018-19 school year**, the last full in-person learning year prior to the pandemic, when 11,743 discipline records were reported.[22]

Student Population

The student population for the 2021-22 school year discipline analysis consists of 98,750 students attending 69 LEAs and 314 schools, spanning grades pre-K3 to adult programs, and excluding students attending nonpublic schools and schools for incarcerated youth. 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.

Analysis Approach

This report mainly includes analysis at the disciplinary action level, with some analysis at the student and school levels. Analyses at the student-level are unique for each student and disciplinary action type. For example, a student counts once in the total number of students who receive out-of-school suspensions, irrespective of how many of those actions occurred. Analyses at the disciplinary action level include: the total number of disciplinary actions for all students (so a single student suspended two separate times would count twice in the total number of disciplinary actions); and analysis of the reasons for disciplinary action.

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[20] Student Discipline Data Collection Guidance, OFF. OF THE STATE SUPERINTENDENT OF EDUC., https://osse.dc.gov/publication/student-discipline-data-collection-guidance (last visited Mar. 17, 2023); 2021-22 Discipline Template, OFF. OF THE STATE SUPERINTENDENT OF EDUC., https://osse.dc.gov/publication/student-discipline-data-collection-guidance (last visited Mar. 17, 2023).

[21] Student Discipline Data Collection Guidance, OFF. OF THE STATE SUPERINTENDENT OF EDUC., https://osse.dc.gov/publication/student-discipline-data-collection-guidance (last visited Mar. 17, 2023); 2021-22 Discipline Template, OFF. OF THE STATE SUPERINTENDENT OF EDUC., https://osse.dc.gov/publication/student-discipline-data-collection-guidance (last visited Mar. 17, 2023).

[22] Note: Discipline data was no longer collected after March 13, 2020 during the 2019-2020 school year due to the onset of the COVID-19 pandemic.

OSSE uses multiple methodologies to determine whether a subgroup of students is receiving disciplinary action at a disproportionally high rate. The first, demonstrated in the majority of the charts below, uses descriptive statistics such as race and gender that are known to be associated with higher rates of disciplinary action. Historically, students who identify as Black and as male have received the most disciplinary actions in the District.

In addition, OSSE employs rigorous analytical techniques such as hierarchical linear modeling to assess the relationship between student and school characteristics and out-of-school suspension rates. The sections below use a combination of these approaches to describe trends in disciplinary actions in the 2021-22 school year and prior to the pandemic.

Data Caveats

Given the impacts of COVID-19 on LEAs' ability to report and track discipline data during the 2019-2020 and 2020-2021 school years, year-over-year comparisons cannot be made effectively. Therefore, this report will compare data from the 2021-22 school year to the 2018-2019 school year, which was the last school year prior to COVID-19.

It should also be noted that OSSE's discipline data quality has improved each year, meaning there may be small differences in how discipline data was tracked in 2021 compared to how it was tracked in 2018. For example, OSSE now collects data via the IDS Tool. This tool has many checks to ensure that data are not missing and are in the correct format, thus minimizing a degree of human error that may have impacted previous submissions.

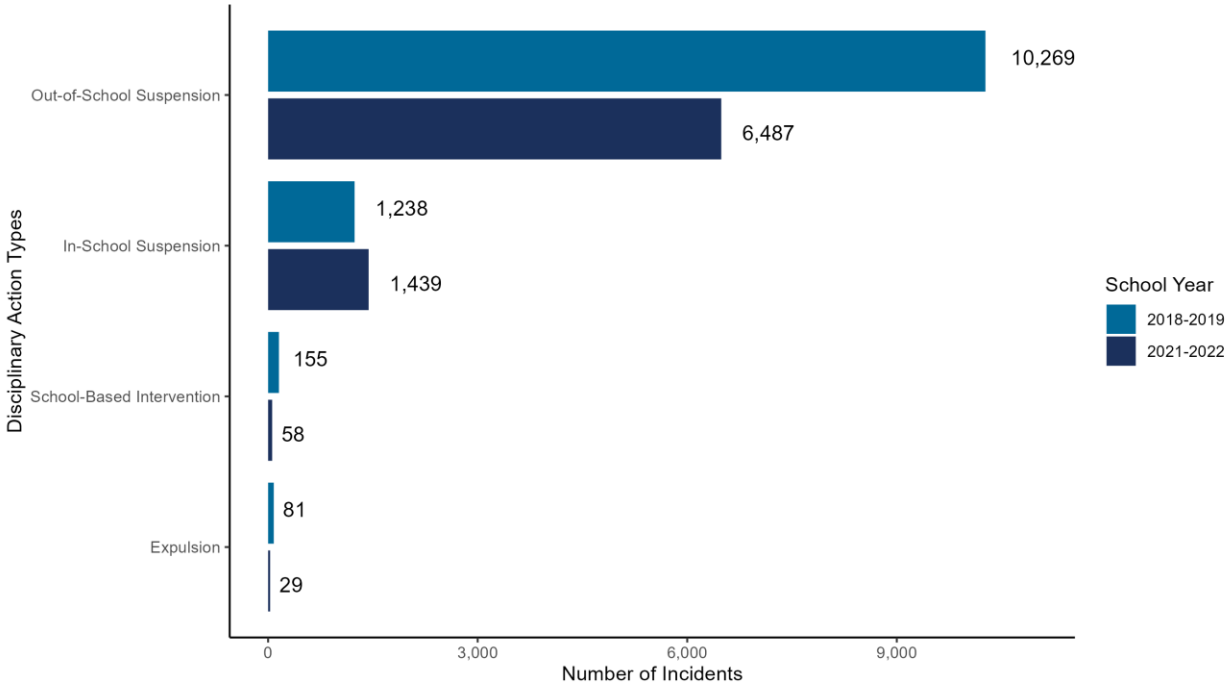
Findings: Descriptive Analyses of Discipline Data

The findings presented below are descriptive statistics using enrollment data and discipline data to analyze trends by student group, and by sector, on key discipline indicators such as disciplinary actions, reason for disciplinary action, and more.

Trends in Disciplinary Actions

In comparing school year 2021-22 to pre-pandemic data (school year 2018-19), the District experienced a **37 percent decrease in out-of-school suspensions** (with 3,782 fewer occurrences) and a **64 percent decrease in expulsions** despite a nearly 1,000 student increase in enrollment. The District also experienced a **16 percent increase in in-school suspensions**. Out-of-school suspensions continue to be the most commonly reported disciplinary action type (Figure 1).

Figure 1: Number of Disciplinary Actions Pre- and Post-Pandemic

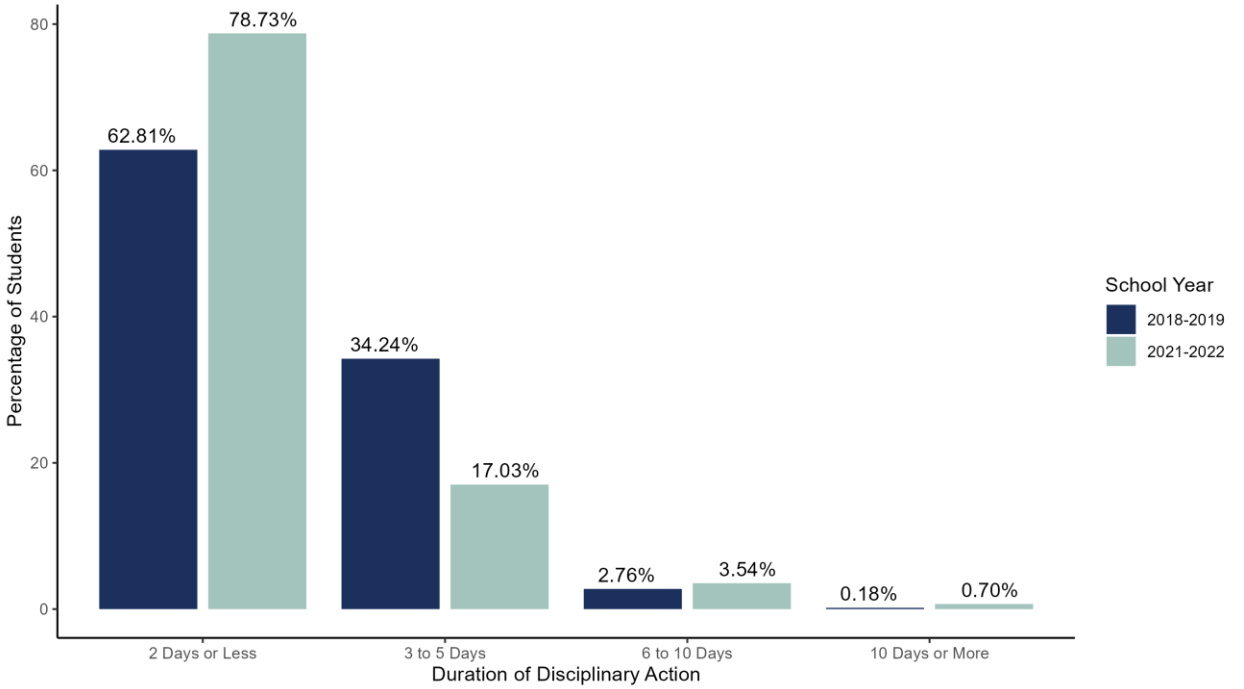


In 2021-22, students were removed from learning for fewer days (Figure 2).[23] Prior to the pandemic, 34 percent of students receiving disciplinary action were excluded from learning for three to five days. In school year 2021-22, only 17 percent of students receiving disciplinary action were excluded for three to five days. As a result, there was an increase in the proportion of students being excluded from learning

[23] To make a comparison between school years, proportions are used to report the percentage of students out of the total number of students disciplined for these indicators. This allowed the two years to be comparable, whereas only analyzing counts would not allow for direct comparison. Duration of disciplinary action in the 2021-22 school year was calculated by counting the number of days between the start date and end date of the disciplinary action (and excluding weekends). In previous years, this data element was self-reported by LEAs via the discipline data collection.

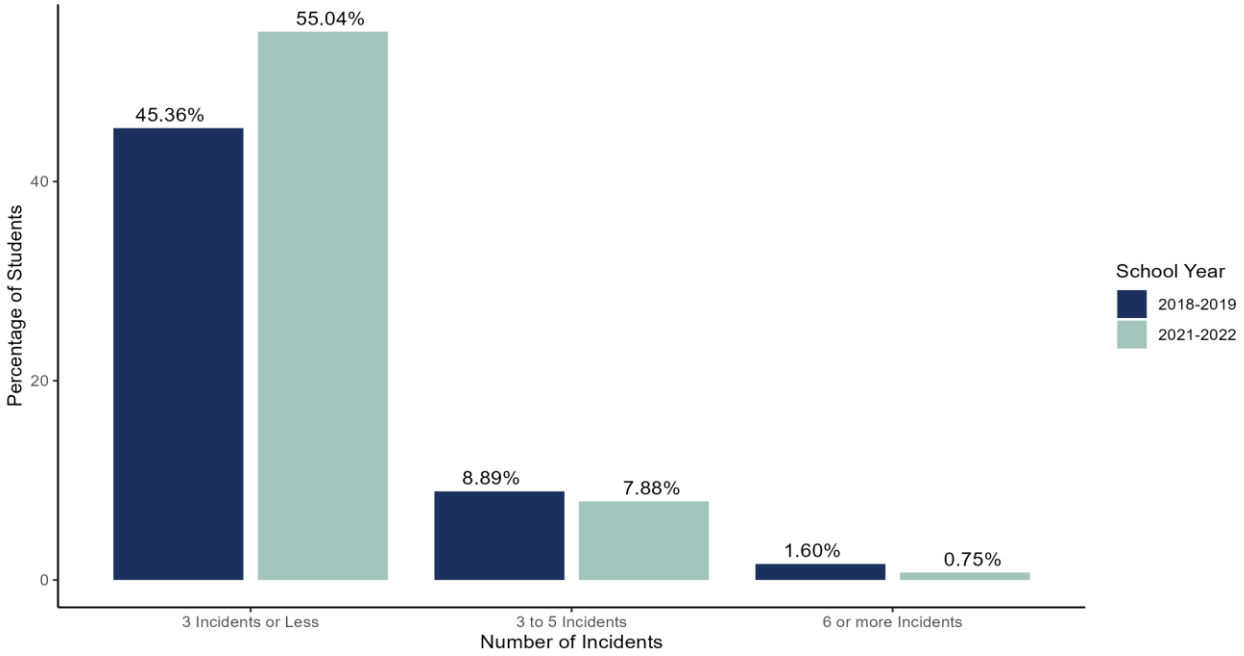
for only one to two days. In addition, there was a slight increase in the proportion of students being excluded from learning for six or more days.

Figure 2: Duration of Disciplinary Action Pre- and Post-Pandemic



While the overall trend in frequency of disciplinary action has remained the same over time (Figure 3), with most students incurring three or fewer incidents, **a greater proportion of students were involved in fewer than three disciplinary actions in the 2021-22 school year**.

Figure 3: Frequency of Disciplinary Action Pre- and Post-Pandemic



Trends in Disciplinary Actions, by Student Population

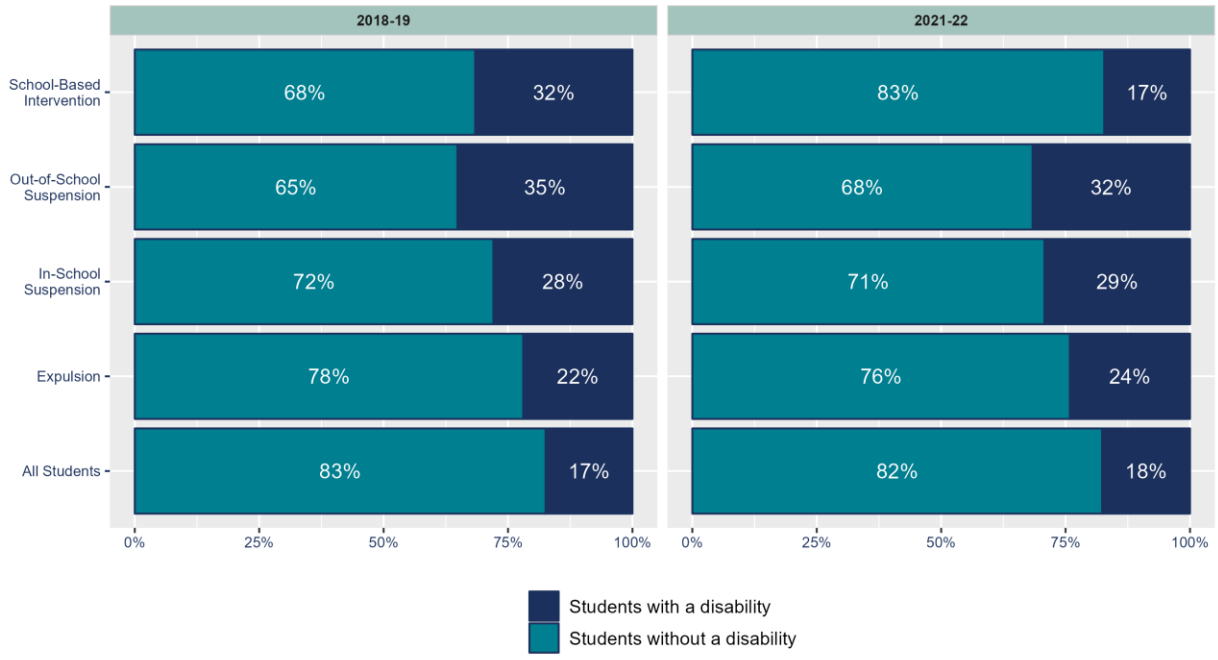
In the 2020-21 School Discipline Report, OSSE was unable to analyze trends in disciplinary action by student population as it had done previously due to student privacy concerns that stemmed from very few incidents being reported. This year, OSSE can analyze the discipline data by student population using descriptive statistics to highlight disproportionalities.

OSSE found that **English learners and students involved with the Children and Family Services Agency (or "foster care") were not disciplined at disproportionate rates**. Students in foster care make up less than one percent of the student population and receive one percent of in-school-suspensions and two percent of out-of-school suspensions. English learners make up 12 percent of the student population and receive 12 percent of in-school suspensions, five percent of out-of-school suspensions, and seven percent of expulsions. The figures below show student groups who were disproportionately disciplined in comparison to the proprotion of the student population they make up.

Students with Disabilities[24]

Students with disabilities make up 18 percent of the entire student population in the District but receive about 30 percent of suspensions (Figure 4). This was also true prior to the pandemic, meaning there have only been minor changes in the rates at which students with disabilities are disciplined.

Figure 4: Students with Disabilities Disproportionality



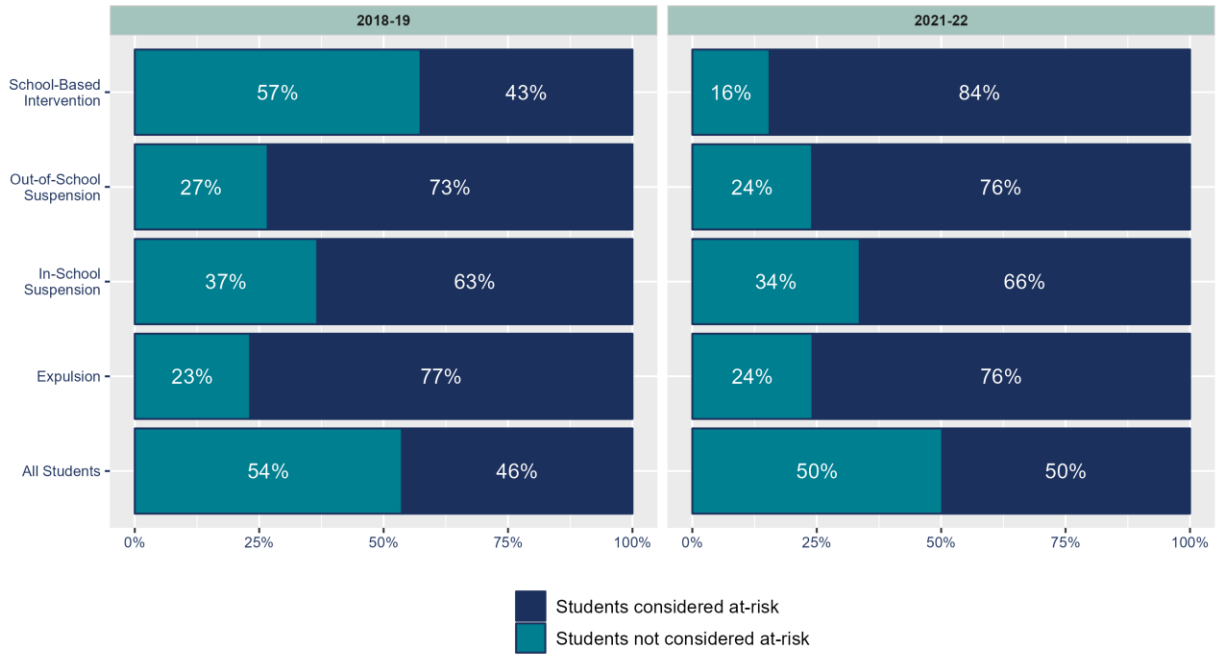
[24] There are 14 disability categories in the District of Columbia: Autism, Deaf-blindness, Deafness, Developmental Delay, Emotional Disability, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment. Eligibility criteria for each can be found at 5-A DCMR 3011.

Students Considered At-Risk

According to the DC School Report Card & STAR Technical Guide, at-risk is defined as a student who possesses one of the following characteristics at any point during the given school year: eligibility for Temporary Assistance for Needy Families (TANF), eligibility for Supplemental Nutrition Assistance Program (SNAP), identification as homeless by the student's school or other community partners, under the care of the Child and Family Services Agency (CFSA, also known as foster care), and/or a high school student at least one year older than the expected age for their grade.[25]

In 2021-22, about 50 percent of students in the District qualified as "at-risk." Similar to the 2018-2019 school year, **students considered at-risk received disproportionately high rates of suspensions and expulsions (Figure 5). However, they also received a much greater proportion of school-based interventions compared to the 2018-19 school year.**

Figure 5: Students Considered At-Risk Disproportionality



[25] District of Columbia Consolidated State Plan, U.S. Department of Education (Aug. 28, 2017), https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/OSSE%20ESSA%20State%20Plan_%20August%2028_Clean.pdf.

Students Experiencing Homelessness

Given the economic hardship and instability brought on by the pandemic, OSSE looked at the rates of disciplinary action for students experiencing homelessness, separate from their inclusion in the at-risk population.

While other forms of discipline are not disproportionate, roughly one in every six students receiving an expulsion is also experiencing homelessness (Figure 6). In 2018-19, students experiencing homelessness made up 8 percent of the total population and 10 percent of the students who received an out-of-school suspension. In the 2021-22 school year, the rate of out-of-school suspensions for students experiencing homelessness slightly decreased relative to students not experiencing homelessness.

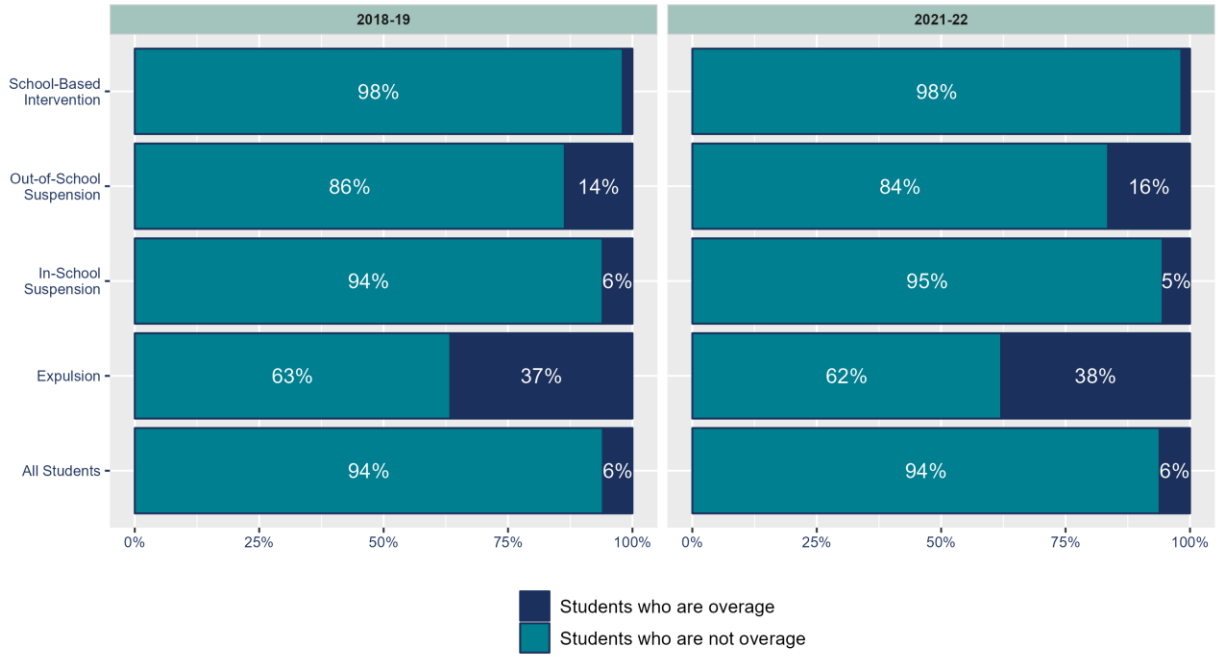
Figure 6: Students Experiencing Homelessness Disproportionality

Students Who Are Overage

OSSE tracks whether a student is overage for the grade they are in for high school students and incorporates this into the definition of "at-risk." This report looks at overage separate from the at-risk category to see if this student population is disciplined disproportionately because of the unique challenges they can face in the school setting. For example, in OSSE's 2021-22 Attendance Report, overage students were identified as being truant 28 percent more, and chronically absent 36 percent more, than their peers who are not overage for their grade.

38 percent of expulsions and 16 percent of out-of-school suspensions are given to students who are overage, even though they only make up 6 percent of the student population (Figure 7).

Figure 7: Students who are Overage Disproportionality



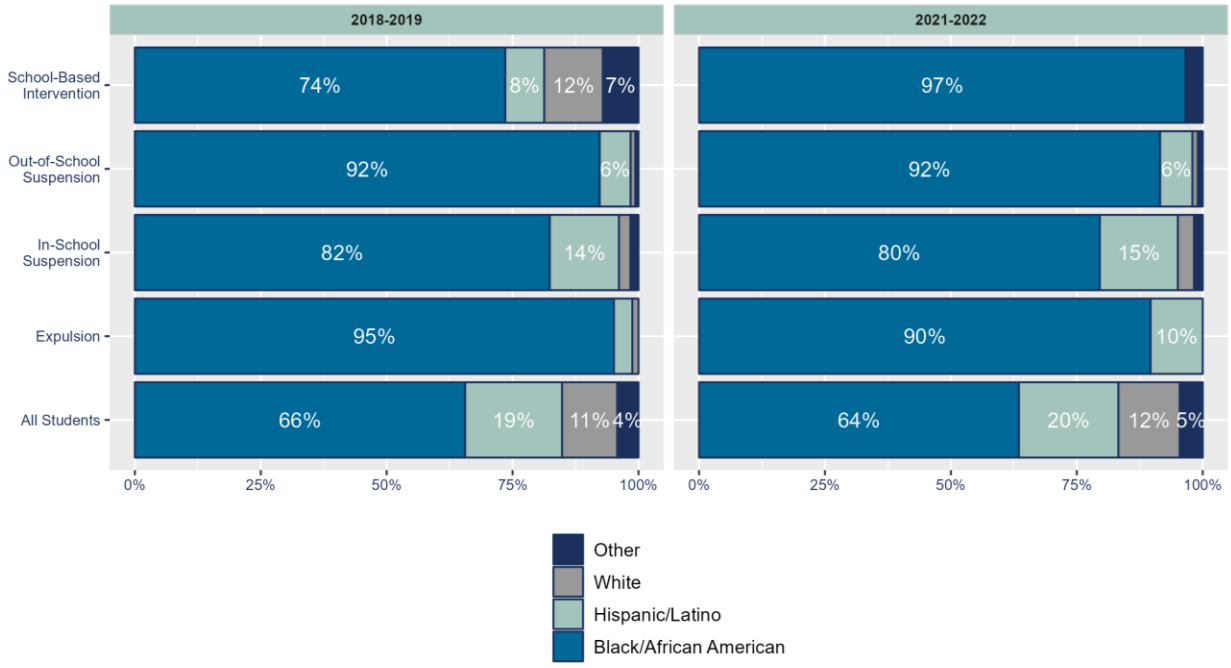
Disciplinary Actions, by Race & Gender

For many years, Black/African American students and male students have received a disproportionate number of suspensions and expulsions, and students who are both Black/African American and male tend to be disciplined at a higher rate than other intersections of student identity.

Race

This analysis focuses on the seven race categories defined by the U.S. Department of Education: American Indian or Alaskan Native, Asian, Black or African American, Hispanic/Latino of any race, Native Hawaiian or other Pacific Islander, White, and two or more races. Race/ethnicity groups are combined where the sample size is small enough to be suppressed according to OSSE's data privacy standards. **While there has been an overall decline in disciplinary actions, the disproportionate rate at which Black/African American students receive disciplinary action persists (Figure 8).**

Figure 8: Disciplinary Actions, by Race



The most notable change in 2021-22 is that Black/African American students make up almost all of the school-based interventions conducted – a 25 percent increase from 2018. In 2018, White students received 12 percent of the school-based interventions, meaning that the bulk of disciplinary actions they received were focused on restorative or therapeutic approaches, even though they only received 1.2 percent of disciplinary actions that year.[26] In contrast, the vast majority of disciplinary actions received by

[26] Note that the definition of school-based intervention is "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

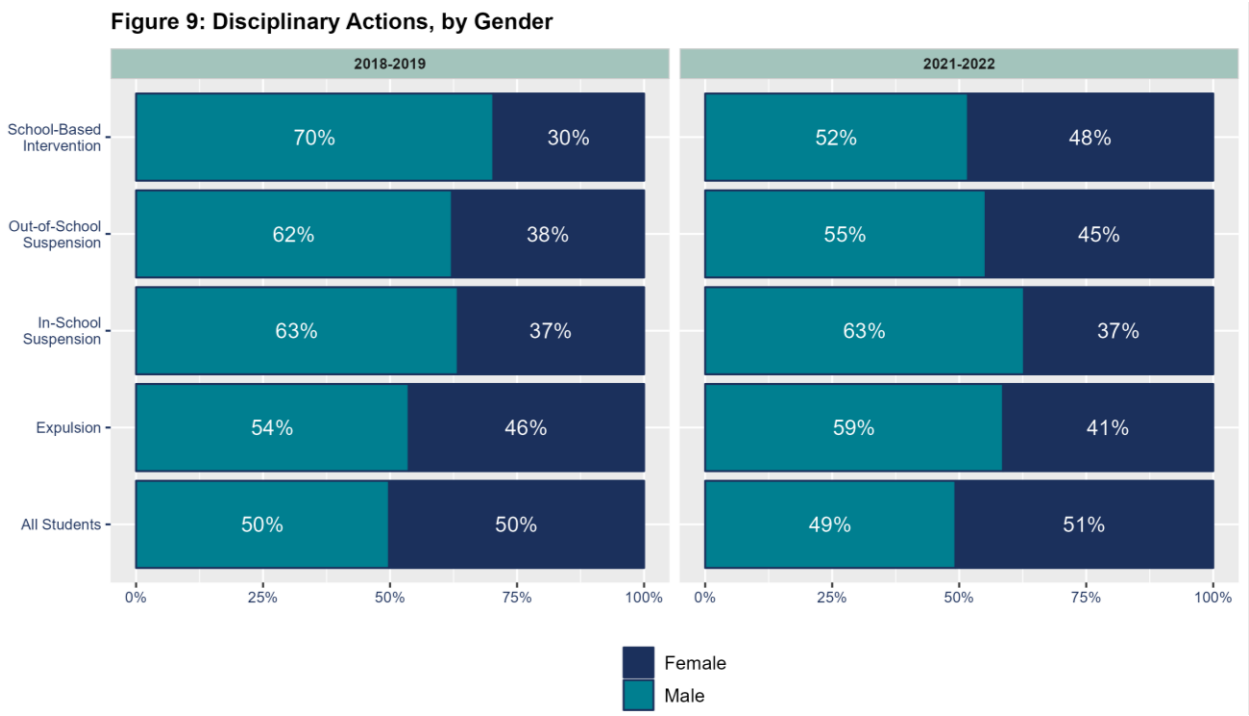
their Black/African American peers in 2018 were exlcusionary in nature. **The robust increase in the proportion of school-based interventions Black/African American students are receiving demonstrates a more equitable approach to ensuring that the students who are most likely to receive disciplinary action also receive disciplinary actions that are more restorative and therapeutic in nature.**

Gender

The gender breakdown of the student population in the District has remained steady over time, with about 50 percent of students identifying as male and about 50 percent identifying as female. Non-binary students are not included in this analysis due to the small size of the student population reporting as non-binary.

In 2021-22, females received a greater proportion of the school-based interventions and out-of-school suspensions than prior to the pandemic (Figure 9).

Figure 9: Disciplinary Actions, by Gender



behavioral therapy, in response to student conduct that would otherwise warrant an in-school suspension." Even though restorative approaches are not listed here, LEAs included them in this category due to not having a way to report the use of restorative interventions, something that is addressed in the 2022-2023 discipline data collection.

Trends in Reasons for Disciplinary Action

LEAs are required to indicate a reason for the disciplinary action each student receives. They have the option of indicating a primary and secondary reason, with only the primary reason being a required field on the template. Because only primary reasons are required, that is what OSSE analyzes in the figure and table below. Definitions for each of the reasons can be found in the 2021-22 Discipline Data Collection Guidance.

The top five reasons for disciplinary action in 2021-22 were disruptive behavior, fighting, physical altercation (minor), threat/intimidation, and other.[27] These were also the top reasons for disciplinary action in 2018-19. Given the conceptual similarities between fighting and physical altercation (minor), it is clear that year over year, **engaging in fighting behavior is the main reason students in the District receive disciplinary action.**

Figure 10: Top 5 Reasons for Disciplinary Action Pre- and Post-Pandemic

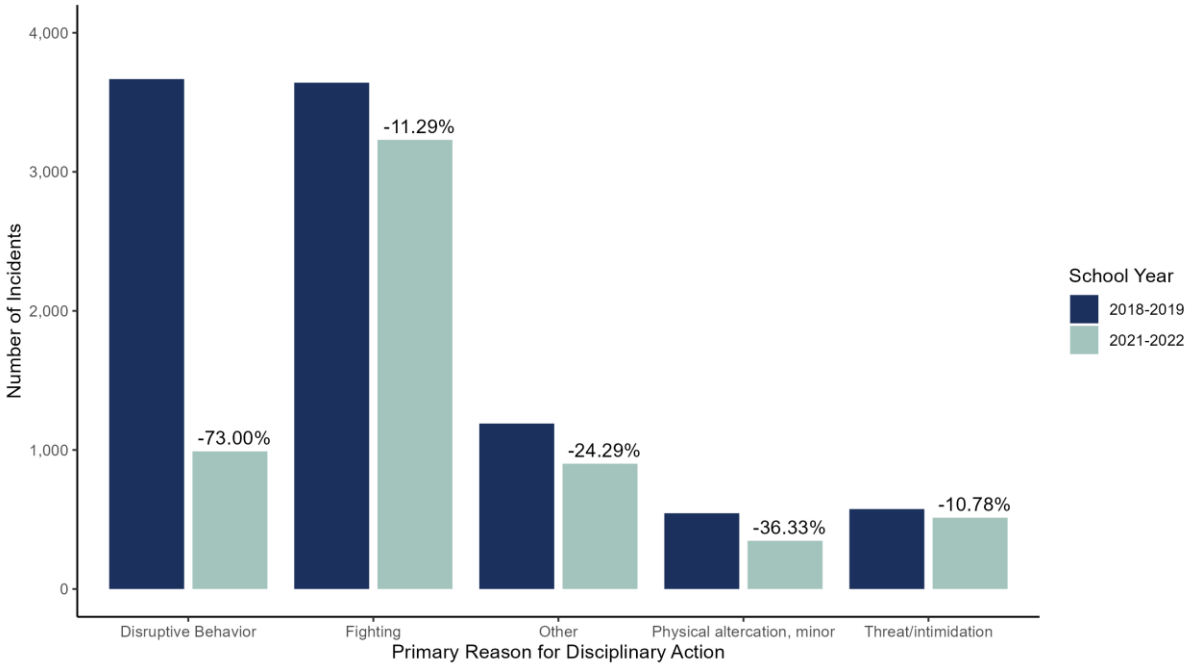


Figure 10 shows the percent change in the number of disciplinary incidents reported for each of the top reasons. **There were decreases in all of the top disciplinary categories** due to fewer reported incidents in 2021-22, and it is important to take note of the trends within those drops and how they relate to efforts in the District to reduce the use of exclusionary discipline. Namely, **the number of incidents where students received disciplinary action for disruptive behavior decreased 73 percent.** Other changes in the reasons for disciplinary action over time are detailed below in Table 2.

[27] "Other" is defined in the Discipline Data Collection Guidance as "incidents that are wholly outside the disciplinary reason option set (e.g., extortion)."

Notable changes include:

- **A decrease in 18 out of 23 categories of disciplinary actions;**
- **The number of incidents involving sexual harassment tripled;**
- **The number of incidents involving gang related behavior, marijuana, and possession or use of tobacco/alcohol/obscene material increased more than 30 percent;**
- **Over 60 percent decreases in incidents pertaining to attendance, bullying, disruptive behavior, insubordination, lewd/indecent/offensive behavior, and vandalism.**

Table 2. Reasons for Disciplinary Action

Primary Reason	Number of Incidents (2018-19)	Number of Incidents (2021-22)	Percent Change (%)
Academic Dishonesty	16	12	-25%
Attendance Policy Violation	247	92	-63%
Bullying	181	69	-62%
Disruptive Behavior	3667	990	-73%
Engaging in Sexual Acts	47	55	+17%
Fighting	3641	3230	-11%
Flammables	44	31	-30%
Gambling	24	16	-33%
Gang related behavior	22	29	+32%
Harassment, nonsexual	164	129	-21%
Harassment, sexual	17	70	+312%
Improper Use of Technology	46	28	-39%
Insubordination	319	94	-71%
Lewd/indecent/offensive behavior	293	59	-80%
Other	1190	901	-24%
Physical altercation, minor	545	347	-36%
Possession or use of marijuana	279	367	+32%
Possession or use of tobacco/alcohol/obscene material	54	83	+54%
Theft/Robbery	106	54	-49%
Threat/intimidation	575	513	-11%
Trespassing	36	33	-8%
Vandalism	244	91	-63%
Weapons	239	260	+9%

Disciplinary Actions, by Sector

The 2013-14 school year was the last time disciplinary actions were analyzed by sector, meaning District of Columbia Public Schools (DCPS) and a combination of all District of Columbia Public Charter Schools (PCS). In order to learn more about the nuances of disciplinary action in the wake of the coronavirus pandemic, this section takes a look at how disciplinary action differed by sector.

As aforementioned, there has been an overall decrease in the number of disciplinary incidents reported since the onset of the COVID-19 pandemic. However, it is still important to notice differences in this decrease across sectors. **DCPS saw a 33 percent decrease in out-of-school suspensions, while PCS saw a 42 percent decrease.** In addition, **DCPS continues to report no school-based interventions**, though it has committed to doing so during the 2023-24 school year

Race

Black/African American students make up the majority of both DCPS and PCS, and in both sectors, Black/African American students are disciplined at disproportionate rates. **Black/African American students make up 71 percent of the PCS student population, yet receive 93 percent of out-of-school suspensions (Figure 11).** Similarly, **Black/African American students make up 59 percent of the DCPS student population yet receive 91 percent of out-of-school suspensions (Figure 12). Note: DCPS Expulsions havebeen suppressed for Data privacy concerns.**

Figure 11: Disciplinary Actions in Public Charter Schools, by Race

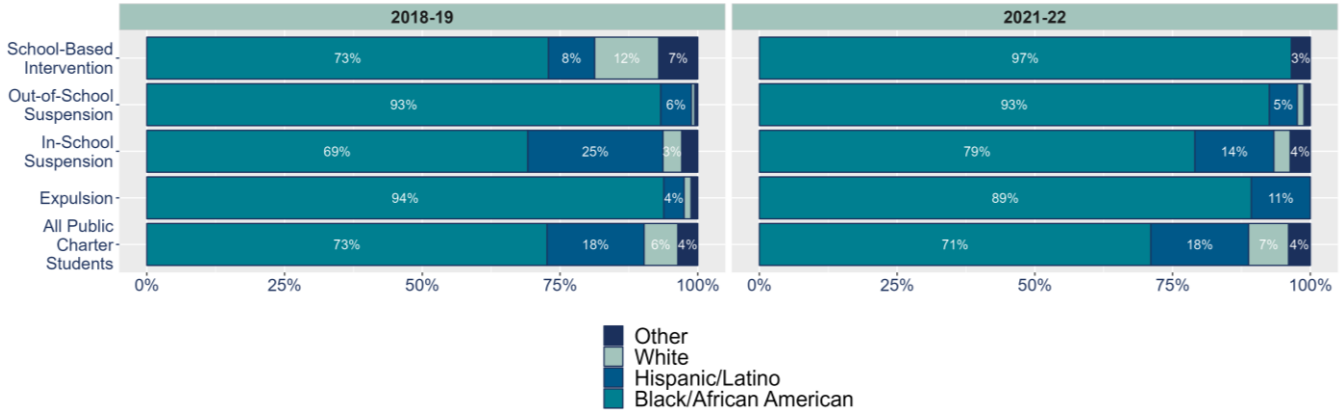
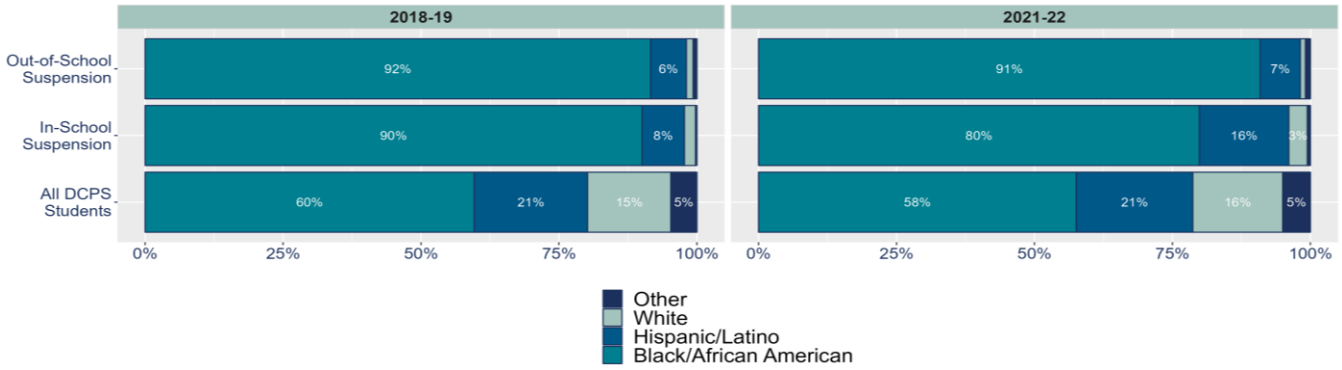


Figure 12: Disciplinary Actions in District of Columbia Public Schools (DCPS), by Race



Note: DCPS expulsions have been suppressed for data privacy concerns.

Gender

The distribution of male and female students within DCPS and PCS are relatively equal, as is the rate at which each gender receives out-of-school suspensions and school-based interventions. These trends, and the makeup of the student bodies by gender, are almost exactly the same for each sector, as they were in the 2018-2019 school year.[28] **Across sectors, males receive disporportionaly more disciplinary actions than females, especially in-school suspensions** (Figures 13 and 14).

Figure 13: Disciplinary Actions in Public Charter Schools, by Gender (2021-22)

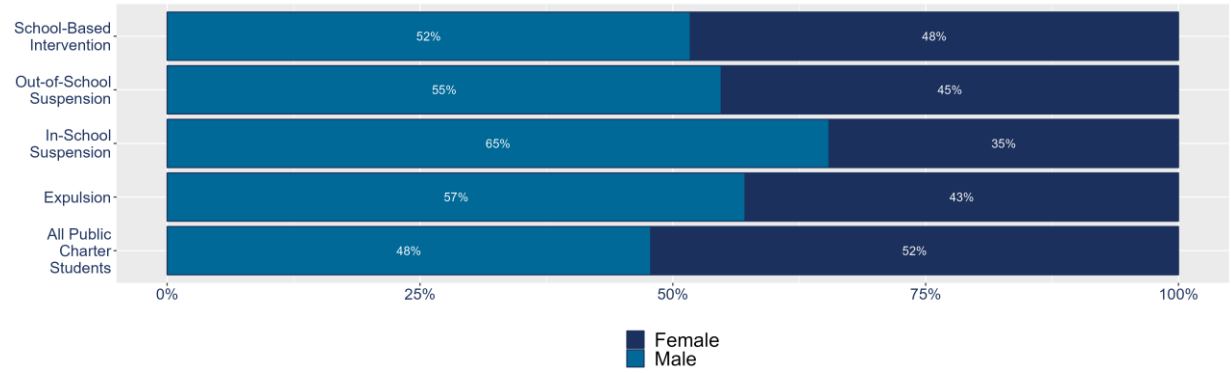
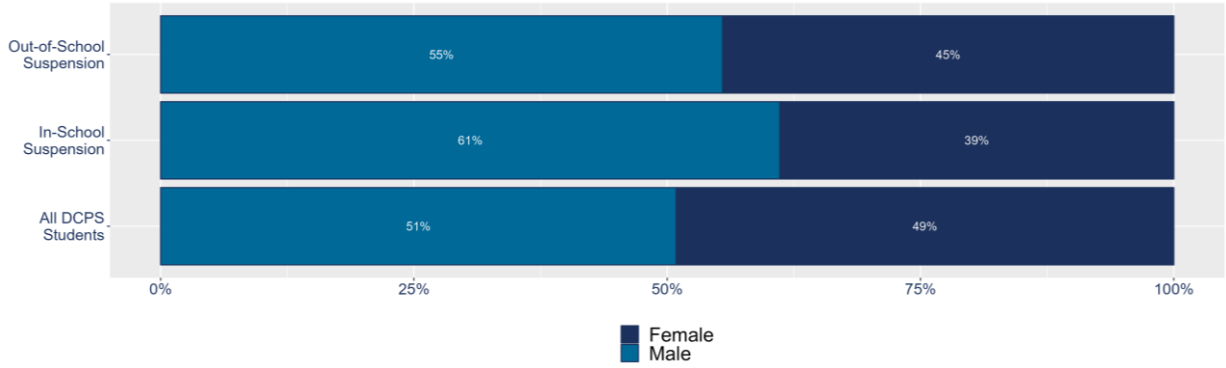


Figure 14: Disciplinary Actions in District of Columbia Public Schools, by Gender (2021-22)



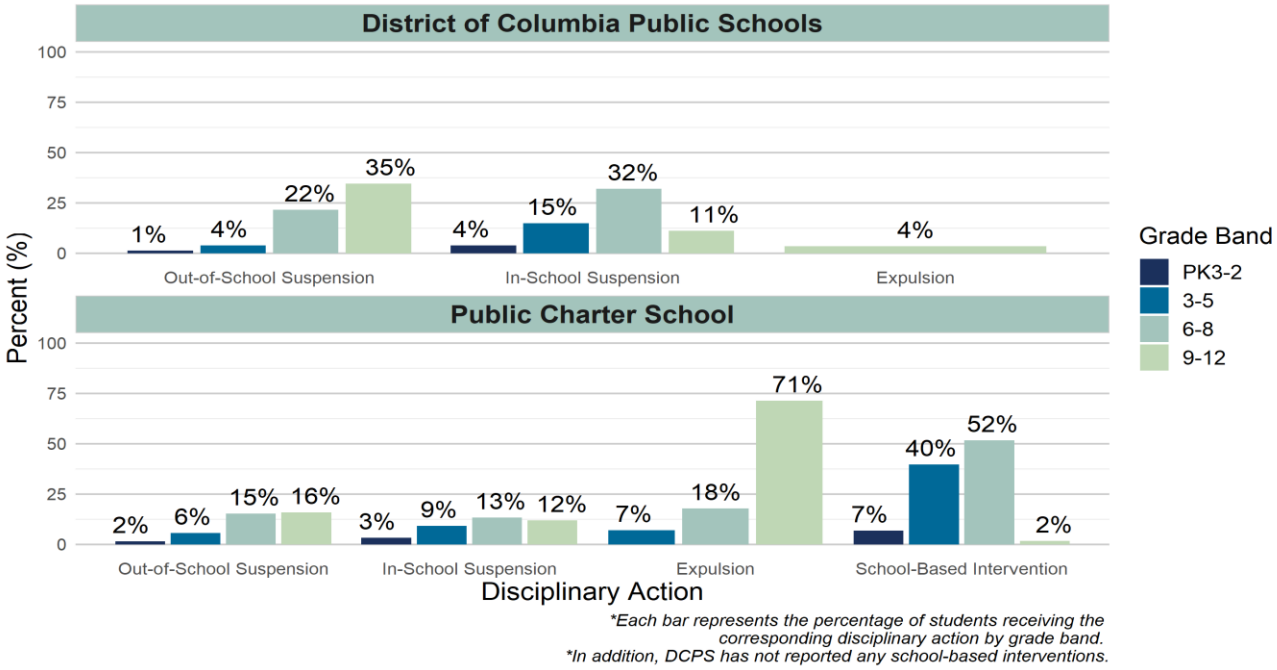
Note: DCPS expulsions have been suppressed for data privacy concerns.

[28] *See* State of Discipline, OFF. OF THE STATE SUPERINTENDENT OF EDUC. (Aug. 14, 2019), https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Discipline%20Report%20OSSE%202018-19%20School%20Year.pdf.

Grade Band

Previous discipline reports have shown that students in grades six through twelve receive more disciplinary actions. In the 2021-22 school year, DCPS had about 6,400 more students than PCS, and the number of students were relatively similar across the K-12 grades, with a notable exception of ninth grade students. DCPS served 1,938 more students in the ninth grade compared to PCS. Figure 15 displays the dispersion of each type of disciplinary action across grade bands and by sector..[29]

Figure 15: Disciplinary Actions by Grade Band and Sector, (2021-22)



**Each bar represents the percentage of students receiving the corresponding disciplinary action by grade band.*
**In addition, DCPS has not reported any school-based interventions.*

Students in high school receive the most exclusionary forms of disciplinary action. Across sectors, students in grades nine through twelve receive the most expulsions and out-of-school suspensions, with larger increases in DCPS.

Students in pre-kindergarten through early elementary school receive the fewest disciplinary actions across sectors, consistent with the Pre-K Student Discipline Amendment Act of 2015.

Students in high school receive the fewest school-based interventions. The breakdown of school-based interventions by grade illuminates that students in grades three through eight receive the most school-based interventions offered in response to disciplinary incidents, while high schools report negligible school-based interventions in response to disciplinary incidents.

[29] Bars with no label reflect that there were zero observations.

Compliance with the Fair Access Act[30]

The Fair Access Act limited out-of-school suspension for students in kindergarten through eighth grade except for serious safety incidents (starting in 2019-20).[31] LEAs indicate that an incident qualifies as a serious safety incident by selecting "Yes" to the questions "Did the student willfully cause, attempt to cause, or threaten to cause bodily injury to another person?" or "Did the student willfully cause, attempt to cause, or threaten to cause emotional distress to another person?" in their discipline data submission for each incident.

During the 2019-2020 school year, there were 3,105 out-of-school suspensions and 16 expulsions for students in grades K-8 – a total of 3,121 disciplinary actions that fall under the Fair Access Act's new requirement. 40 percent of these incidents were out of compliance because the students receiving disciplinary action did not engage in a serious safety incident resulting in bodily injury or emotional distress. Two percent of student discipline incidents in K-8 were for what the Fair Access Act identifies as "minor offenses." In the 2021-22 school year, there were 3,214 disciplinary incidents resulting in out-of-school suspension or expulsion for students in grades K through eight. **Nineteen percent of these incidents were out of compliance with the Fair Access Act's new requirement.** Less than one percent of suspensions or expulsions were for "minor offenses."

The Fair Access Act also banned out-of-school suspensions in high school for minor offenses and for incidents that are not serious safety incidents if the incident was not school- related (starting in 2020-21).[32] Minor offenses occur when a LEA selects "attendance policy violation," "dress code violation," or "willful defiance" as the primary reason for disciplinary action. The definitions of these terms can be found in the LEA Discipline Data Collection Guidance. A school-related incident is defined as "Behavior that happens off school grounds and not as part of a school-sponsored activity.[33] This section reports LEAs' level of compliance with these requirements in the years that they went into effect and in the 2021-22 school year.

There were fewer than 10 incidents involving minor offenses in both the 2019-20 and 2021-22 school years. This represents less than one percent of suspensions and expulsions in both years. **However, four percent of suspensions and/or expulsions for high school students in 2021-22 were not school-related incidents and were not related to serious safety incidents** – meaning they were noncompliant with the Fair Access Act**.**

[30] This section was updated in April 2025 to provide corrected information about LEA compliance with the Fair Access Act.
[31] D.C. Code § 38-236.04(a)(1).
[32] Due to almost no incidents being submitted in the 2020-21 school year, only data from 2019-20 and 2021-22 are used.
[33] D.C. Code § 38-236.04(a)(2).

Findings: Environmental Factors Impacting Out-of-School Suspension Rates

Schools operate within complex community ecosystems that impact students' experiences and behaviors. Factors at both the community- and school-levels can impact why students might engage in behaviors that result in disciplinary action and how they are supported in response to these behaviors. This section of the report uses various statistical approaches to examine the relationship between school- and community-level indicators and out-of-school suspension rates. More information about the data sources for these analyses can be found in Appendix D.

Community-Level Need & Out-of-School Suspension Rates

To learn more about the communities District students reside in, OSSE created a Composite Deprivation Index Ranking Score that combines multiple indicators of poverty and community-level need that can impact a student's experience in and out of school. This index, while useful to illustrate geographic resource distribution, does not fully reflect the cultural assets of communities in the District and is not intended to be a comprehensive portrayal of District neighborhoods.

Defining Areas in Need

The Composite Deprivation Index Ranking Score describes the prevalence of socio-economic deprivation in a community, based on a set of area-level socio-economic measures. The measures generally depict the proportion of an area's population facing financial, employment, and educational hardship.[34] OSSE used the most recent aggregated data available from the American Community Survey, which were 2016-2020 5-year estimates at the census tract level.

Applying the concept of area-level deprivation, we examined 10 input indicators for 206 census tracts in DC. The 10 input indicators capture education, employment, finances, and wealth. For each census tract, we calculated the proportion of the population for each metric. Next, we ranked each census tract according to the metrics. Finally, we created a composite deprivation score for each census tract by combining the ranking position across the input variables (Figure 16). **We examined the following input variables when designing the *Deprivation Index*:**

- Percent of population aged 25+ without a high school diploma
- Percent of population below 1.5 ratio of the federal poverty threshold
- Percent of population below the federal poverty threshold
- Percent of households with SSI-SNAP
- Percent of households without a vehicle
- Percent of owner units
- Median gross rent as percent of household income
- Median owner costs as percent of household income
- Percent of economically inactive (aged 16+)
- Percent of unemployed (aged 16+)

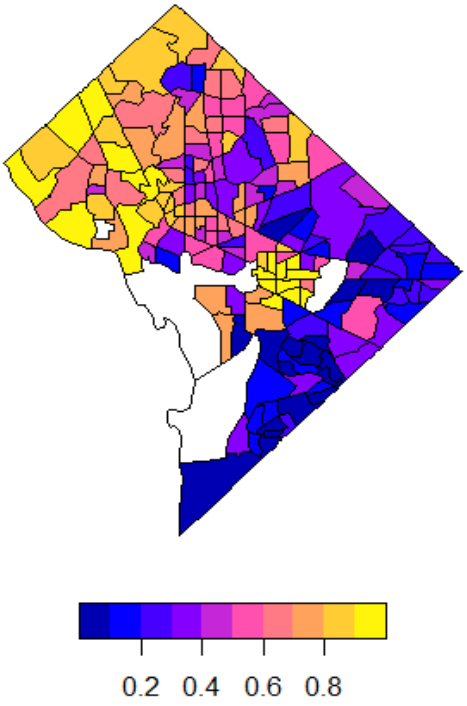


Figure 16.
Map of Composite Area Deprivation Index Scores
For a full list of Deprivation Index Scores, see Appendix E.

The composite deprivation index combines the ranking positions of each census tract across all input variables, and the score ranges from 0 to 1. Each color that is displayed in the map indicates a 0.2 incremental increase within the range of 0 and 1. The lower the score, the more hardship the area is exhibiting across all the 10 input variables combined. In general, the dark blue shaded areas indicate

[34] For additional context, see Area Deprivation and Widening Inequalities in US Mortality, 1969–1998 | AJPH | Vol. 93 Issue 7 (aphapublications.org).

higher levels of socio-economic hardship, while the yellow-shaded areas can be considered affluent. Census tracts with composite scores at or below 0.2, are termed "areas in need." We observed 40 census tracts below the 0.2 threshold. Those with the 10 lowest scores are listed below in Table 3.

Table 3. Census Tracts with the Greatest Deprivation

Census Tract	Neighborhood	Deprivation Index Score	Total Population	Community-Level Need	Ward
98.02	BELLEVUE	0	2071	Area-in-need	8
77.08	FORT DUPONT	0.005747	3055	Area-in-need	7
109	BELLEVUE	0.011494	3779	Area-in-need	8
64	SW/WATERFRONT	0.017241	2834	Area-in-need	6
74.01	SAINT ELIZABETHS	0.022989	1721	Area-in-need	8
73.04	CONGRESS HEIGHTS/SHIPLEY	0.028736	4245	Area-in-need	8
75.04	HISTORIC ANACOSTIA	0.034483	2999	Area-in-need	8
88.03	TRINIDAD	0.04023	3312	Area-in-need	5
74.08	NAYLOR/HILLCREST	0.045977	3193	Area-in-need	8
77.03	FORT DUPONT	0.045977	7050	Area-in-need	7

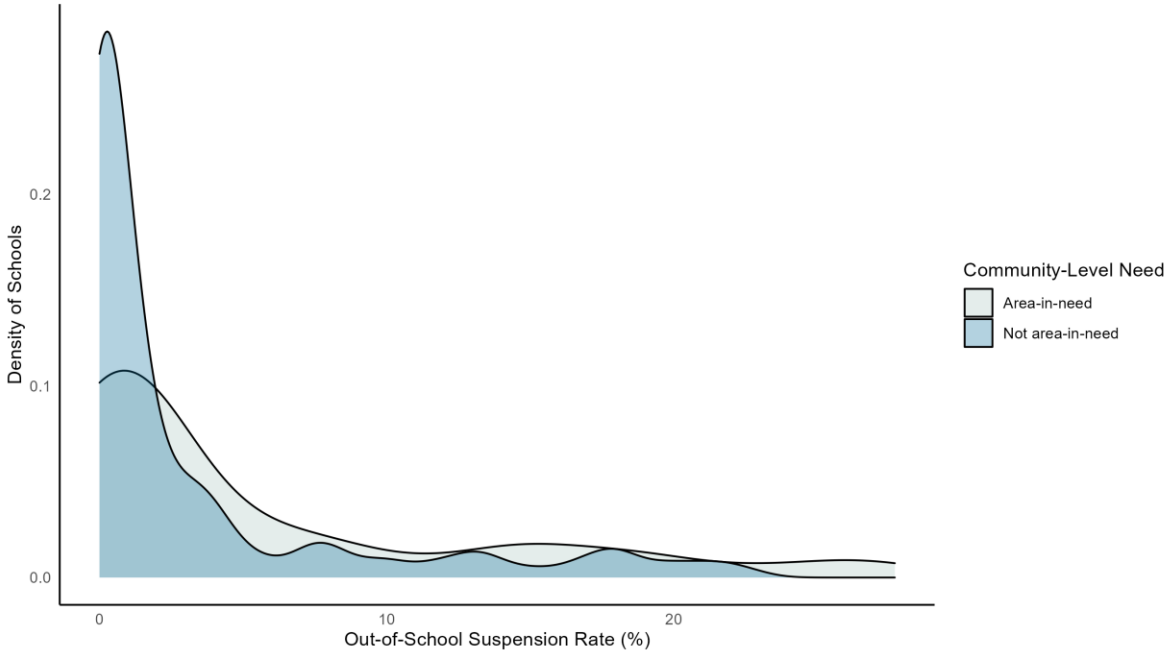
Out-of-School Suspension Rates and Areas in Need

Using the "area in need" determination, OSSE analyzed the relationship between out-of-school suspension rates and community-level need. OSSE generated two histograms that detail the density of schools for every out-of-school suspension rate observed at the school level. One histogram was generated for each area-in-need determination and overlayed on one another to identify differences and trends.[35] On average, the out-of-school suspension rate among schools located in high need areas is 5.6 percent, compared to an average out-of-school suspension rate of 3.2 percent among schools located in lower need areas.[36] Figure 17 shows that schools in census tracts with lower levels of need have lower out-of-school suspension rates (indicated by the highest peak on the graph), and **schools in higher areas of need have higher out-of-school suspension rates** (indicated by the fact that more schools have higher out-of-school suspension rates across the graph). The difference is driven by the fact that schools in areas of lower need report more often that they did not administer any out-of-school suspensions.

[35] To smooth the histogram, OSSE used kernal density estimation – an estimation technique that results in all points beneath the curve to be predicted and continous in nature.

[36] The "high need areas" is defined by those census tracts where the composite need index score is 0.2 or lower. All the other census tracts are characterized as "lower need areas."

Figure 17: Out-of-School Suspension Rates, by Area in Need

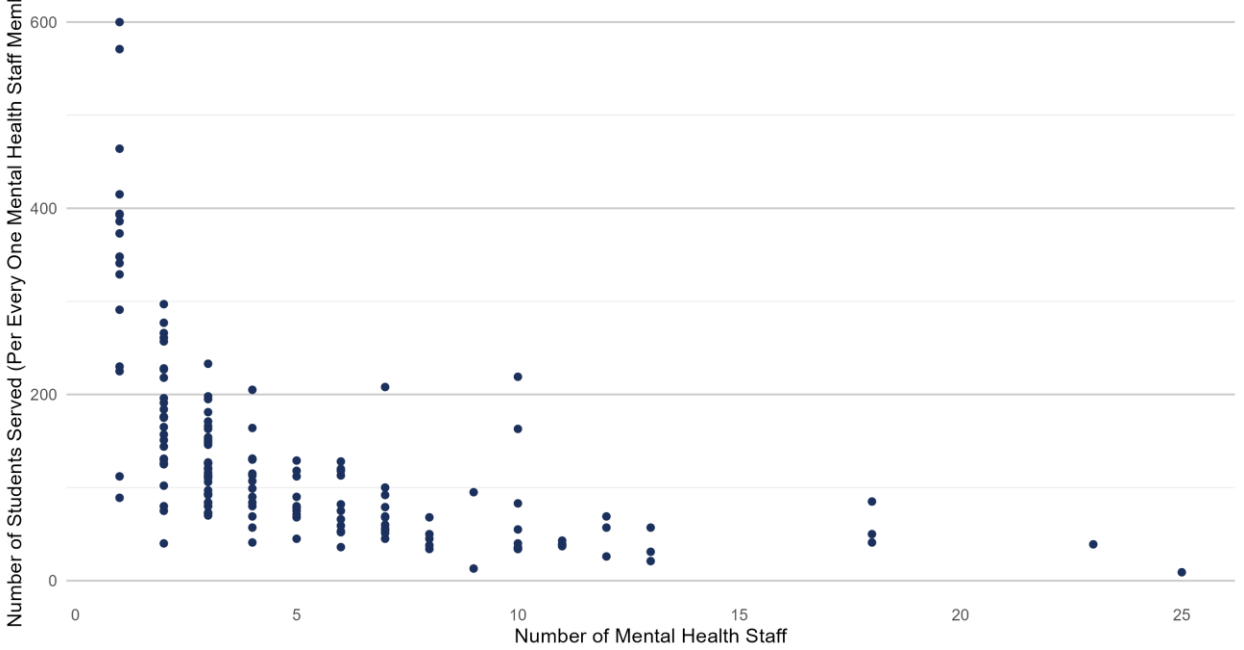


Note: A density curve shows the relative frequency of schools in a dataset at each level of out-of-school suspension rate. Therefore, if the curve is at 0.20 (y-axis), that means that 20% of schools exhibit the given out-of-school suspension rate (x-axis).

Comparisons of Out-of-School Suspension Rates and Mental Health Staff

OSSE analyzed the relationship between mental health staff, student groups, and disciplinary referrals. The distribution of the mental health staff ratio is shown in Figure 19 and can also be found for each school in Appendix F**. The ratio ranges from there being one staff member for every 600 students to one staff member for every three students**. Based on Figure 18**,** it is more common for there to be fewer mental health staff for a higher number of students than the opposite. After implementing the criteria for inclusion as a mental health staff member (found in Appendix D), **there are 17 schools that have no mental health staff at all.**

Figure 18:School-level Mental Health Staff to Student Ratio



There are 767 staff members with 101 unique roles across DC public and public charter schools included in this analysis due to either being mental health and/or behavior-focused.[37] 71 percent of these staff identify as Black/African American, 15 percent identify as White, five percent identify as Hispanic/Latino, and the other eight percent are either unknown, two or more races, other, Asian, or American/Indian/Alaskan Native. 69 percent of the staff included in this analysis identify as female. 57 percent of the staff work for DCPS and 43 percent work in PCS.

Staff that were employed across school campuses within and/or between LEAs were included if they were assigned to a specific school for each role reported.[38] LEAs may employ a staff member to serve multiple schools, but it is impossible to make a determination of which school the staff member serves without this information from the LEA.

In addition to the staff data, OSSE included school-level demographic information about the students and school type (elementary, middle, high) in the analysis comparing out-of-school discipline rates and mental health staff.[39] Descriptive information and correlations for the mental health staff rate and the student demographic variables are shown in Appendix H**.**

[37] As shown in Appendix G, LEAs refer to the same position with slightly different titles – this number reflects all the different titles submitted by LEAs, even if they can reasonably assumed to be the same and after the rules/assumptions listed in Appendix D were applied.

[38] Only those staff that were reported by the LEA at a specific school were included for these school-level analyses.

[39] For consistency, OSSE identified these types by using the frameworks in the traditional school accountability system, which does not include adult and alternative schools. There were instances where a school was identified in more than one framework due to the grades the school serves, mainly schools with both elementary and middle

The analysis identified a positive association between the out-of-school suspension rate and the rate of mental health staff, meaning schools with higher rates of out of school suspensions had higher rates of mental health staff. The association between variables was moderate in size..[40]

OSSE used a hierarchial regression to determine whether schools that have more staff members dedicated to mental health and student behavior will have different out-of-school suspension rates. Hierarchial regression is a method used to examine changes in the variance of an outcome variable by adding predictors to the model in a series of steps. For the purposes of this analysis, the student characteristic variables and the school type variables were entered into the regression model sequentially with the final model addition being the rate of mental health staff.

In step one, the school-level student demographic variables of the percent of Black/African American, the percent of overage students, students with disabilities status, and the percent of economically disadvantaged students were entered. In step two, the school type variables were entered. Finally, in step three, the rate of mental health staff was entered into the model as a predictor of out-of-school suspension rates. The results from all three steps can be found in Table 4. With the exception of the rate of economically disadvantaged students, each model variable entered in the model revealed a statistically significant relationship with the school's out-of-school suspension rate.

On average, schools with higher populations of students in these respective student groups tended to have higher rates of out-of-school suspensions. Additionally, middle and high schools tended to have higher rates of out-of-school suspensions. Across all models, **higher rates of overage students are correlated with higher rates of out-of-school suspensions**. Even when controlling for the rates of Black/African American students, students with disabilities, economically disadvantaged students, overaged students, and school types, **there is an association with schools that have higher rates of mental health staff and higher rates of out-of-school suspensions.** This finding may reflect school communities proactively staffing mental health professionals in response to community need and higher rates of disciplinary incidents.

school frameworks. In cases where a school belonged to more than one framework, the school was included in the analysis in the framework corresponding to the more senior grades. OSSE made this decision to be responsive to the fact that out-of-school suspensions typically occur more in higher grades.

[40] See Cohen, 1988 in Appendix K (to understand the difference between small and moderate effect sizes).

Table 4. Hierarchal Regression Analysis with Various Student Characteristic Group Rates Predicting Out-of-School Suspension Rates

Predictor Variables	*Model 1*	*Model 2*	*Model 3*
Black/African American Students	0.31**	0.16**	0.19**
Overage Students	0.53***	0.40***	0.39***
Students with Disabilities	0.19***	0.16**	0.14**
Economically Disadvantaged Students	-0.14	-0.02	-0.01
Middle School Framework		0.32***	0.31***
High School Framework		0.27**	0.23**
Mental Health Staff FTE			0.10**
R2	0.46	0.56	0.56
R2 change	-	0.10	0.01

** p<.01, *** p<.001

Note: Student variables represent school-level percentages for the respective student group. Economically disadvantaged students include students whose families qualify for Temporary Assistance for Needy Families (TANF), the Supplemental Nutrition Assistance Program (SNAP), have been identified as homeless during the academic year, and/or who are under the care of the Child and Family Services Agency (CFSA or "foster care"). Overage students are those who are high school students and at least one year older than the expected age for their grade.

Restorative Justice & Out-of-School Suspension Rates

There are 12 schools that RDC provides intense technical assistance and support to implement restorative justice practices with fidelity. Prior to the 2022-23 school year, OSSE collected no data on the use of restorative justice practices (RJP), making it hard to evaluate the impact on suspension rates.

The following disciplinary actions are what OSSE has historically collected:[41]

- Expulsion
- Modified expulsion
- Involuntary transfer
- Change in placement
- Out-of-school suspension
- Involuntary dismissal
- In-school suspension
- School-based intervention[42]

This list of disciplinary action types and their definitions are defined primarily in the Fair Access Act.[43] However, none of the current disciplinary action types are well-suited to capture the use of RJP. School-based intervention (SBI) appears to be the most conceptually aligned; however, the definition of SBI in the Fair Access Act indicates that it is intended to capture interventions used: 1) in lieu of an in-school suspension, and 2) on school-based behavioral therapy.

In response to not having guidance on how to track their use of RJP, LEAs attempted to do so by using the SBI disciplinary action type. About 50 percent of the uses of SBI over the past three years either refer to RJP broadly or a specific type of intervention from the model. Students in grades five through eight receive SBI most frequently. 83 percent of the students who receive SBI are Black, 71 percent are male, and 45 percent are considered at-risk – all populations that are disciplined at disproportionate rates. SBI is typically used in response to disruptive behavior, fighting, insubordination, and physical altercations. LEAs' use of the SBI disciplinary action type signals an interest in capturing uses of RJP, but RJP was not a tracked data element.

To determine if suspension rates differed in schools receiving high-levels of RJP support (or "Whole Schools"), OSSE compared the out-of-school suspension rates for Whole Schools to that of schools with similar demographics by calculating a "citywide similar schools scores" index. This approach involves generating city-wide "similar schools" (a fictional similar school based on demographic combinations from all enrollments in the city) for "Whole Schools" to determine whether the out-of-school suspension rates are higher or lower than predicted.

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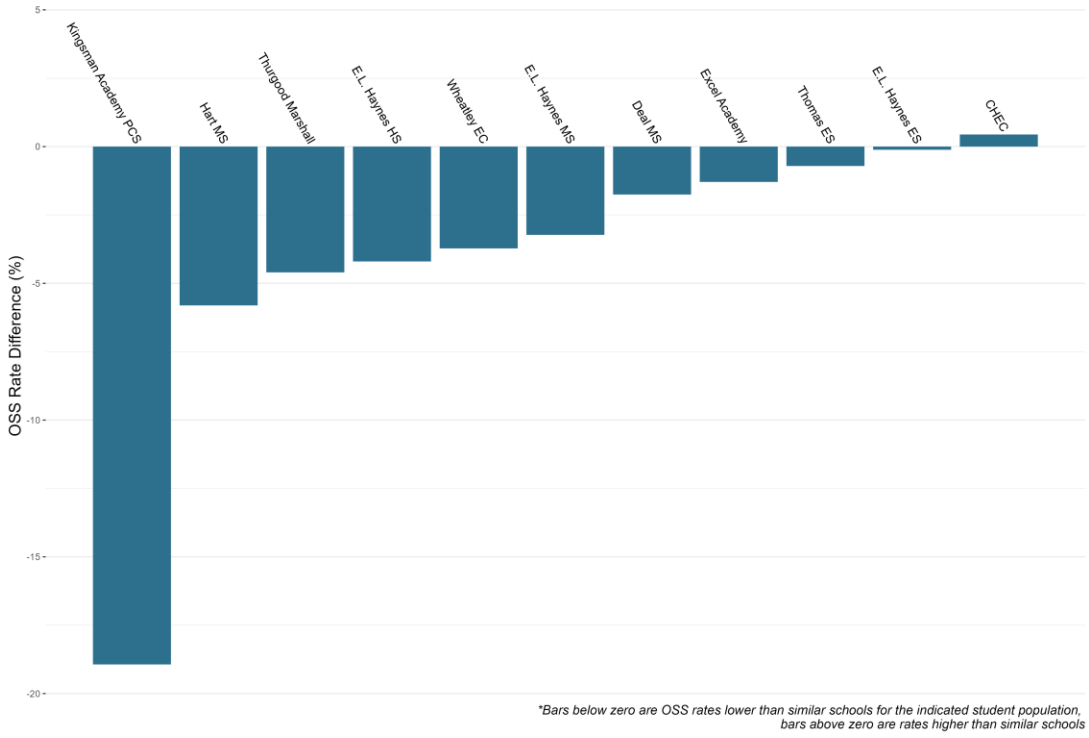
[41] See the 2021-22 Discipline Data Collection Guidance, Appendix B, for the full list and description of all disciplinary action types.

[42] "'School-based intervention' means 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." (DC Law 22-157; D.C. Code § 38-236.09).

[43] D.C. Code § 38-236.09.

Figure 19 shows that **10 out of 11 "Whole Schools" have an out-of-school suspension rate that is lower than that of similar schools** for the entire school population**.**

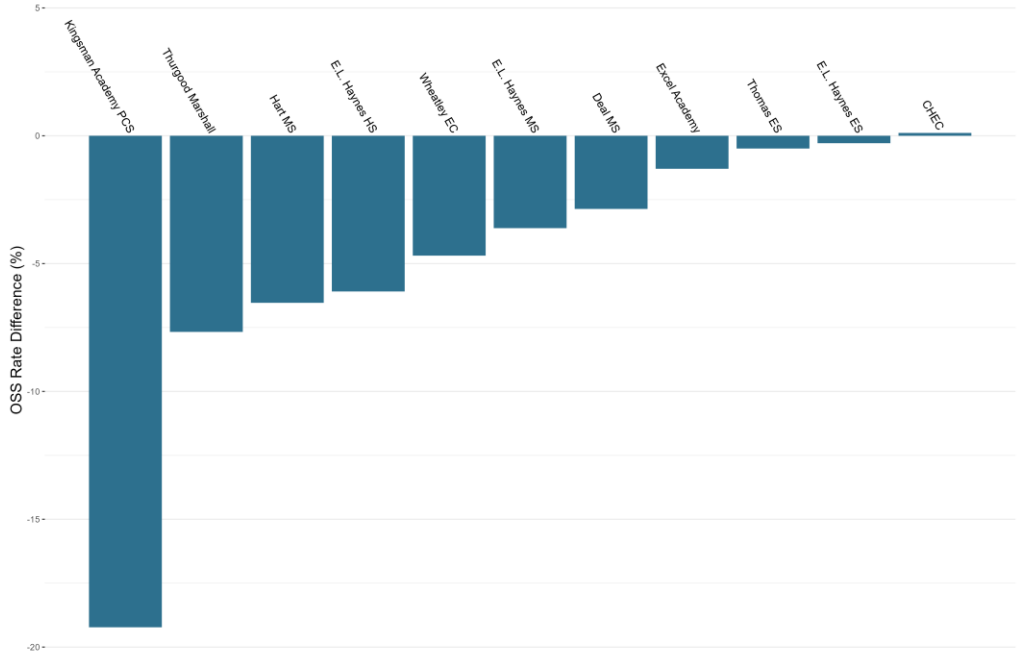
Figure 19: 2021-22 OSS Rate Differences for Whole Schools for All Students



*Bars below zero are OSS rates lower than similar schools for the indicated student population, bars above zero are rates higher than similar schools

Figure 20 shows that **10 out of 11 "Whole Schools" have an out-of-school suspension rate that is lower than that of similar schools for students considered at-risk.**

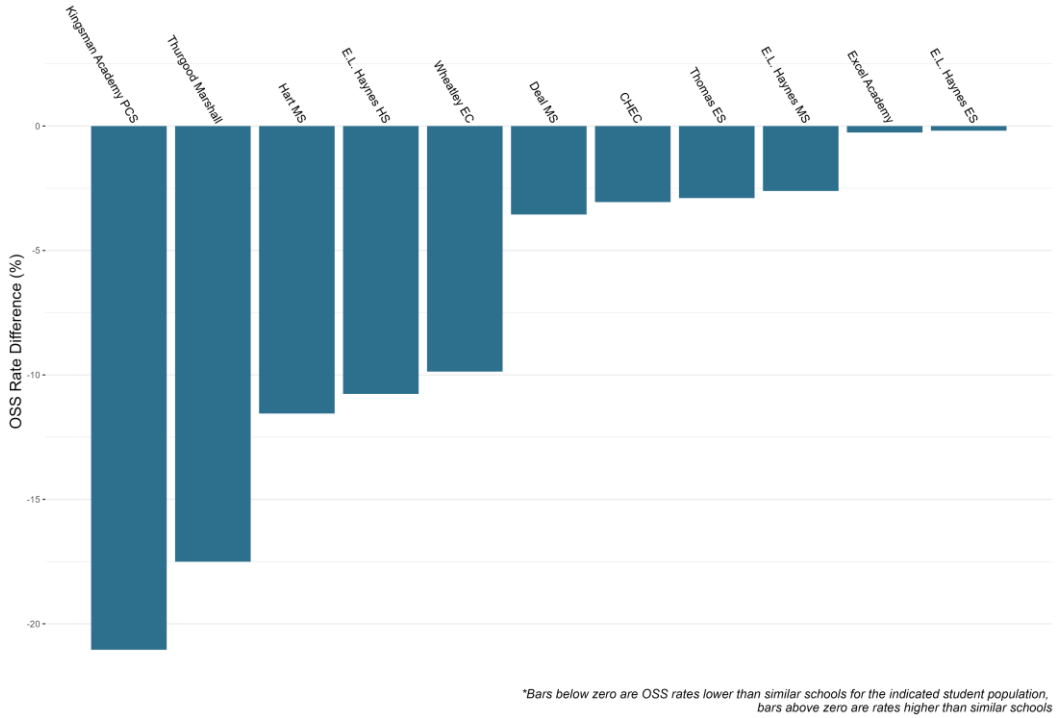
Figure 20: 2021-22 OSS Rate Differences for Whole Schools for Students Deemed At-Risk



*Bars below zero are OSS rates lower than similar schools for the indicated student population, bars above zero are rates higher than similar schools

Figure 21 shows that **9 out of 11 "Whole Schools" have an out-of-school suspension rate that is lower than that of similar schools for students with disabilities.**

Figure 21: 2021-22 OSS Rate Differences for Whole Schools for Students w/Disabilities



Overall, this analysis provides two important takeaways:

1. On average, schools that receive the highest level of technical assistance and support on how to implement restorative justice practices have out-of-school suspension rates that are *lower* than what would be expected of a school with similar demographics; and
2. To better evaluate the impact of restorative justice practices on suspension rates, more data will need to be collected on the use of restorative justice practices.

Looking Forward

Updates to the Discipline Data Collection

While the discipline data collection in its existing form provides a comprehensive look into how LEAs address behavioral challenges, there is always room for expansion and improvement. With an eye towards continuous improvement and a desire to engage with LEAs, OSSE asked LEAs to provide feedback on the discipline data collection through a feedback survey in late spring of 2022. The purpose of the survey was two-fold: to seek specific feedback on the changes made to the discipline data collection during the 2021-22 school year, and to collect generalized feedback about the discipline data collection process.

The survey was distributed at monthly LEA Data Discussion meetings and via email to those who are responsible for collecting and certifying discipline data, such as LEA data managers, heads of schools, and registrars. At least one person from 70 percent of LEAs completed this survey, providing a comprehensive overview of the discipline data collection process. OSSE subsequently used this information to inform the data collection process. For example, LEAs desired clearer instructions on reporting zero discipline incidents. In response, OSSE adjusted the template to ensure LEAs can submit this information via the IDS tool and communicated this change in the Discipline Data Collection Guidance with an example.[44]

Additionally, OSSE held stakeholder engagement meetings with individuals who work with discipline data to solicit feedback on adding restorative justice data elements to the discipline data collection. LEAs engaged in Human-Centered Design activities to identify the best way to introduce these data elements into the discipline data collection without burdening LEAs.[45] LEAs provided meaningful feedback that informed the addition of three new/expanded data elements to the Discipline Data Collection (see Table 5).

Table 5. Changes to the Discipline Data Collection

Change	Rationale
1. **Changing from a single discipline and attendance certification at the end of the year to three certifications throughout the year**	Decisionmakers will be able to use attendance and discipline data throughout the school year to inform their actions rather than waiting until the end of the school year.
2. Beginning data collection on restorative justice practices (RJP)	Collecting this data will ensure that District policymakers have accurate information on the use of RJP in the District, build a foundation for evaluation and research, and align the District's data collection with that of other large urban school districts.
3. Gathering additional data on how suspended students are receiving educational services	A greater level of education services can now be provided while students are suspended due to the technological options available. Therefore, OSSE is providing a way for LEAs to indicate the type of educational services provided.

[44] Student Discipline Data Collection Guidance, OFF. OF THE STATE SUPERINTENDENT OF EDUC., https://osse.dc.gov/publication/student-discipline-data-collection-guidance (last visited Mar. 17, 2023).
[45] For a brief summary of Human-Centered Design, see context here: Human Centered Design (HCD) | NIST.

Conclusion

This report explored trends in disciplinary actions in the 2021-22 school year and how they compared to disciplinary actions prior to the COVID-19 pandemic in the 2018-2019 school year. Many of the trends from prior to the pandemic persist:

- Out-of-school suspensions remain the primary type of disciplinary action reported, though they declined from pre-pandemic levels;
- Students with disabilities, overage students, Black/African American students, and male students continue to receive disciplinary actions at disproportionate rates; and
- The primary reasons for disciplinary action remained the same over time (e.g., fighting, disruptive behavior).

Some of the trends, however, were notably different post pandemic:

- Fewer students received out-of-school suspensions;
- A smaller proportion of students were removed from learning for three to five days due to disciplinary action;
- The number of incidents where students received disciplinary action for disruptive behavior decreased almost 75 percent; and
- The number of reported incidents involving sexual harassment tripled.

This report also conducted new analyses (or analyses that had not been done in many years) to understand the post-pandemic state of school discipline in the District. These analyses revealed the following:

- English learners and students involved with the Children and Family Services Agency (or "foster care") were not disciplined at disproportionate rates;
- Both DCPS and PCS saw decreases in out-of-school suspensions in the 2021-22 school year, 33 percent and 42 percent, respectively.
- DCPS continues to report no school-based interventions, though it has committed to do so during the 2023-24 school year.
- Schools in census tracts with lower levels of need have lower out-of-school suspension rates.
- Schools with higher rates of mental health staff have higher out-of-school suspension rates.
- Schools who receive the highest level of technical assistance and support on how to implement restorative justice practices have out-of-school suspension rates that are up to 20% *lower* than what would be expected of a school with similar demographics.

All of the data points mentioned throughout the report, along with the feedback received on the discipline data collection, are actionable, and OSSE is taking steps to improve the collection of discipline data. Most notably, beginning in the 2022-23 school year, OSSE will collect discpline (and attendance) data three times per year, instead of once annually.

In addition, OSSE will collect restorative justice data in the 2022-23 school year to better connect this practice to discipline outcomes; “Restorative Justice” will be a valid disciplinary action type that LEAs can use and document in the same way they have for out-of- and in-school suspensions. LEAs will also be able to indicate the specific type of restorative justice practice used and provide any additional relevent information in an open-text field. In addition, OSSE will begin gathering data on how suspended students are receiving educational services by adding an option for LEAs to report whether students are engaging in education services synchronously or asynchronously.

OSSE has made improvements in recent years in order to collect discipline data in a consistent and actionable way. OSSE will continue build on the research and findings from this report, made possible through robust data collection, and its continuous improvement efforts to ensure discipline data is accurate, informative, and useful for stakeholders seeking to be responsive to the needs of students in the District.

Appendix A: Restorative Justice Support for Schools in the District

During the 2020-21 school year RestorativeDC (RDC) provided a robust program of virtual professional development and coaching sessions that focused on virtual community-building, preparation for school teams to lead community-building activities for pre-service/beginning of school, and other activities to support students and staff in a remote setting. RDC found that school staff were eager for anything to support them in the new virtual environment, including how to maintain relationships with students, establish/transition classroom culture to online platform, and keep students engaged. By modeling virtual techniques, RDC staff provided school staff with concrete strategies for immediate deployment in virtual school settings. RDC saw increased participation in its trainings as school communities sought to identify ways to connect and build community with students and staff during the pandemic.

As schools prepared to return to in-person learning for the 2021-22 school year, RDC continued a scaled back virtual professional development program, while shifting a majority of the technical assistance to in-person support. In summer 2021, RDC hosted a week-long (virtual) summer institute to its Whole School and Targeted Technical Assistance schools that focused on supporting schools as they prepared for staff and students to return to school in person after more than a year of virtual schooling. The institute focused on planning for the year that would integrate a restorative approach to school re-entry to meet the social-emotional, academic, and creative needs of the entire school community. Session topics/titles included, but were not limited to:

- Understanding Re-Entry and Recovery Through a Restorative Lens
- Building and Sustaining Community and Restorative Justice
- Tier 1 Supports and Restorative Justice
- Staff Engagement and Wellness

RDC also offered virtual workshops open to all District educators that included topics such as:

- Restorative Justice Fundamentals in a Changing World
- Restorative Justice and Alignment with MTSS
- Restorative Justice, Social Emotional Learning, and Mental Health.

RDC found that many of their partner schools were asking for resources to support a safe return to school and address student behavior upon re-entry (including protocols for safe circles). Partner schools also wanted school-specific, pre-service professional development for new staff, targeted sessions with specific teams, and whole-staff trainings. Some of the most frequently requested sessions included: Understanding Re-Entry & Recovery Through a Restorative Lens and Restorative Discipline and Approaches to Student Behavior.

As schools re-opened for in-person learning in fall 2021, many partner schools faced a myriad of challenges due to the realities of bringing together students who had not interacted in person in over a year. Many students had never set foot in their schools before, and many staff and students suffered significant trauma during the pandemic. To respond to these needs, RDC team members spent much of the fall supporting schools as they faced increased conflict amongst students, violence in surrounding

communities, and absenteeism of both students and staff. Given that RDC was able to be in-person, the RDC team engaged in much more individualized support than in previous years, including modeling and coaching with specific teachers or teams, co-facilitating community-building and other circles, working in individual classrooms, and participating in staff meetings.

While RDC maintained a robust calendar of citywide virtual professional development sessions open to all District educators (as well as regular open virtual coaching sessions and communities of practice), there was more demand for onsite assistance tailored to the needs of each individual school's context. Therefore, virtual PD sessions were scaled back from the prior year and technical assistance was shifted to more intensive direct support for schools, including on-site professional development, coaching, and modeling.

Appendix B: Definitions & Data Methodology

Definitions of Disciplinary Action Types

Term	Definition Type	Definition
In-School Suspension	Federal/Local	Temporarily removing a student from their 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.
Out-of-School Suspension	Federal/Local	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. • The term "out-of-school suspension" includes an involuntary dismissal. • For students with disabilities, the term "out-of-school suspension" includes a removal in which no individualized family service plan (IFSP) or IEP services are provided because the removal is 10 days or fewer as well as removals in which the student continues to receive services according to the student's IFSP or IEP.
Expulsion	Federal/Local	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.
Modified Expulsions	Federal	Removal of a student from the student's school or enrollment resulting from violations of the Gun Free Schools Act that are modified to fewer than 365 days.
Involuntary Dismissal	Local	The removal of the student from school attendance for less than half 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	Local	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.
School-Based Intervention	Local	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.
Change in Placement	Federal	For purposes of removals of a child with a disability from the child's current educational placement under 34 CFR §§ 300.530 - 300.535, a change of placement occurs if: (1) The removal is for more than 10 consecutive school days; or (2) The child has been subjected to a series of removals that constitute a pattern: i. Because the series of removals totals more than 10 school days in a school year; ii. Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and

		iii. Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another. (1) The public agency determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. (2) This determination is subject to review through due process and judicial proceedings.
Restorative Justice	Local	Temporarily removing a student from the student's regular class schedule for the purpose of engaging the student in practices that focus on repairing harm and supporting the student's reintegration into the classroom.

Data Sources

The student universe and subgroup identification are based on data certified during the data validation process at the end of the 2020-21 school year. Disciplinary action data are based on 12 self-reported data provided by LEAs and PCSB.

Data Cleaning and Limitations

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. The District of Columbia Public Schools submitted disciplinary incident records this year, but due to conflicts with attendance data that had already been certified in data validation, those records had to be imputed from the analysis. DCPS continues to report no school-based interventions, though it has committed to do so for the 2023-24 school year.

Counts of Disciplinary Actions

Counts of in-school suspensions, out-of-school suspensions, exclusions, 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 and can be found in the Discipline Data Collection section of this report. Each unique student disciplinary action date and disciplinary action type were calculated once for this report.

Appendix C: Discipline Data Validation Errors & Resolution Path

Error Name	Description	Resolution
Invalid Disciplinary Incident Date	The student has a disciplinary incident date or disciplinary action start/end date that occurred on a non-instructional school day.	The LEA should either: 1) update the school calendar in eSchoolPLUS to reflect correct instructional days; or 2) update the disciplinary incident date or disciplinary action start/end date to fall on an instructional day.
Invalid Disciplinary Action Start Date		The LEA should either: 1) update the school calendar in eSchoolPLUS to reflect the correct instructional days; or 2) update the disciplinary action start date to fall on an instructional day.
Invalid Disciplinary Action End Date		The LEA should either: 1) update the school calendar in eSchoolPLUS to reflect the correct instructional days; or 2) update the disciplinary action end date to fall on an instructional day.
Invalid Alternative Education Setting Start Date	The student has an alternative education setting start or end date occurred on a non-instructional day.	The LEA should either: 1) update the school calendar in eSchoolPLUS to reflect the correct instructional days; or 2) update the alternative education start or end date to fall on an instructional day.
Invalid Alternative Education Setting End Date		The LEA should either: 1) update the school calendar in eSchoolPLUS to reflect the correct instructional days; or 2) update the alternative education end date to fall on an instructional day.
Invalid Date Written Justification Provided	The date written justification provided occurred on a non-instructional day.	The LEA should either: 1) update the school calendar in eSchoolPLUS to reflect the correct instructional days; or 2) update the date written justification to fall on an instructional day.
Discipline Enrollment Conflict	The student has a disciplinary incident that occurred when the student was not enrolled at the school.	The LEA should either: 1) update the student's enrollment dates or 2) if the student was involuntarily withdrawn, then update the student's exit code to reflect.
Attendance Code Conflict: In-School Suspension	The student has a disciplinary incident with an attendance code other than Present- In School Suspension "PIS."	The LEA must update the attendance code for days where the student served an in-school suspension to “PIS.”
Attendance Code Conflict: Out-of-School Suspension	The student has a disciplinary incident action type of Out-of-School Suspension, but the student has an attendance code other than Out-of-School Suspension "AOS."	The LEA must update the attendance code for days where the student served an out-of-school suspension to “AOS.”
Missing Required Manifestation Determination Review	A student with an individualized education program (IEP) received an	The LEA must conduct a manifestation determination review when a student with an IEP has received an out-of-school

	out-of-school suspension lasting 10 or more days and is missing a Manifestation Determination review.	suspension of 10 or more days. The LEA must also update the Manifestation Determination field to "YES."
Missing Required Field(s): Students with Disabilities	OSSE has found that the student had an IEP at the time of the incident, but the LEA did not complete the required data elements for Students with Disabilities outlined in the data collection template.	The LEA should complete the data elements required in the Discipline Data Collection for Students with Disabilities.

Appendix D: Data Sources & Assumptions for Environmental Factors Analysis

Out-of-school suspension rates are calculated for the DC School Report Card using the STAR Technical Guide. The rates are calculated using the following equation:

$$\frac{Total\ number\ of\ students\ receiving\ an\ out\ -\ of\ -\ school\ suspension}{Total\ number\ of\ students\ ever\ enrolled\ during\ the\ accountability\ year}$$

Rates are calculated as proportions and can be multiplied by 100 to attain the percentage. Out-of-school suspension rates are used in each of the three analyses focusing on environment factors.

The environmental factors section also uses data from the American Community Survey (2015-2019 5-year estimates)[46] and OSSE's faculty and staff data collection.[47] Each LEA must report teaching vacancies and staff roster information for all instructional, administrative, and support staff in the LEA and its schools. Teaching vacancy and staff roster information must include information on positions filled by direct hire or by contracting that can be considered part of the LEA's regular operations. The data reported to OSSE under this collection must represent each LEA's faculty and staff roster and teaching vacancies as of Oct. 5, 2021.

LEAs are required to report data on the following faculty and staff, and what is reported is a snapshot of all present on October 5:

- All instructional, administrative and support staff in LEAs and schools filled by direct hire or by contracting;
- Long-term substitute teachers employed for four weeks or longer;
- Contract staff who contract directly with the LEA or school and are considered part of regular operations. Examples include:
    - Bus drivers (if buses are used regularly),
    - School nurses, and
    - Related service providers (e.g., audiologists, social workers, school psychologists, physical therapists, occupational therapists); and
- Staff employed by another entity that is contracted to provide work that can be considered part of the LEA's regular operations. Examples include:
    - Related service providers,
    - School security personnel provided by a private firm, and
    - Charter school teachers who are employees of a charter school operator.

OSSE reviewed all titles of faculty and staff members in this data collection and made determinations on who falls into the category of mental health or behavior support with the following criteria:

[46] American Community Survey 2015-2019 5-Year Data Release (census.gov).
[47] More information on how OSSE collects and reports faculty and staff data can be found here: 2022-23 Faculty and staff data collection (dc.gov).

- Principals, teachers, instructional/dedicated aides were not included both due to the broad ways in which they interact with students, and their specific focus on instruction
- Special education staff were excluded unless they were social workers who have more of a focus on wraparound services and mental health than school psychologists who typically focus more on evaluations for students with disabilities
- School counselors and social workers were included due to their likely role in triaging student behavior concerns and mental health needs
- Roles focused on school culture, restorative justice, wellness, advocacy, or behavior were included to account for their likely role in responding to and preventing disciplinary incidents
- Deans were included as they often handle and report disciplinary incidents in the District

A full list of the included staff positions is recorded in Appendix G, as submitted by LEAs. OSSE does not have access to the specific job descriptions for each title and had to deduce the function of the role by analyzing the titles and the federal roles each staff member is required to have. Although imprecise and likely over-inclusive in some ways and under-inclusive in others, the list clearly includes staff that are primarily focused on mental health and behavior.

Appendix E: Census Tract Cluster Designations and Rankings

Note: Deprivation Index Scores below 0.2 indicate Census Tract areas that exhibit high level of hardship in employment, education, income, and wealth.

Census Tract #	Neighborhood	Deprivation Index Score	Total Population	Access Status	Ward
98.02	BELLEVUE	0	2071	Area-in-need	8
77.08	FORT DUPONT	0.005747126	3055	Area-in-need	7
109	BELLEVUE	0.011494253	3779	Area-in-need	8
64	SW/WATERFRONT	0.017241379	2834	Area-in-need	6
74.01	SAINT ELIZABETHS	0.022988506	1721	Area-in-need	8
73.04	CONGRESS HEIGHTS/SHIPLEY	0.028735632	4245	Area-in-need	8
75.04	HISTORIC ANACOSTIA	0.034482759	2999	Area-in-need	8
88.03	TRINIDAD	0.040229885	3312	Area-in-need	5
74.08	NAYLOR/HILLCREST	0.045977011	3193	Area-in-need	8
77.03	FORT DUPONT	0.045977011	7050	Area-in-need	7
75.02	NAYLOR/HILLCREST	0.057471264	5933	Area-in-need	8
98.11	BELLEVUE	0.063218391	4633	Area-in-need	8
96.02	EASTLAND GARDENS	0.068965517	3793	Area-in-need	7
98.01	WASHINGTON HIGHLANDS	0.074712644	2196	Area-in-need	8
74.09	DOUGLASS	0.08045977	4405	Area-in-need	8
74.06	HISTORIC ANACOSTIA	0.086206897	3809	Area-in-need	8
76.05	TWINING	0.091954023	4256	Area-in-need	8
75.03	HISTORIC ANACOSTIA	0.097701149	2619	Area-in-need	8
98.04	CONGRESS HEIGHTS/SHIPLEY	0.103448276	2787	Area-in-need	8
104	SAINT ELIZABETHS	0.109195402	5258	Area-in-need	8
74.03	DOUGLASS	0.114942529	2805	Area-in-need	8
108	GWU	0.120689655	6460	Area-in-need	2
92.04	EDGEWOOD	0.126436782	2895	Area-in-need	5
77.07	MARSHALL HEIGHTS	0.132183908	4748	Area-in-need	7
89.04	TRINIDAD	0.137931034	4237	Area-in-need	5
98.10	BELLEVUE	0.143678161	2828	Area-in-need	8
99.06	MARSHALL HEIGHTS	0.149425287	1550	Area-in-need	7
78.04	LINCOLN HEIGHTS	0.155172414	4220	Area-in-need	7
88.04	TRINIDAD	0.16091954	2648	Area-in-need	5

77.09	TWINING	0.166666667	2410	Area-in-need	7
71	HILL EAST	0.172413793	3369	Area-in-need	6
78.08	LINCOLN HEIGHTS	0.17816092	4159	Area-in-need	7
74.07	HISTORIC ANACOSTIA	0.183908046	3234	Area-in-need	8
98.03	CONGRESS HEIGHTS/SHIPLEY	0.189655172	3070	Area-in-need	8
18.04	BRIGHTWOOD	0.189655172	5894	Area-in-need	4
78.09	LINCOLN HEIGHTS	0.201149425	3111	Not area-in-need	7
97	WASHINGTON HIGHLANDS	0.206896552	3271	Not area-in-need	8
78.06	LINCOLN HEIGHTS	0.212643678	2480	Not area-in-need	7
99.05	MARSHALL HEIGHTS	0.218390805	2793	Not area-in-need	7
89.03	TRINIDAD	0.218390805	3300	Not area-in-need	5
95.01	MICHIGAN PARK	0.229885057	7368	Not area-in-need	5
99.04	MARSHALL HEIGHTS	0.235632184	3121	Not area-in-need	7
96.01	EASTLAND GARDENS	0.24137931	2352	Not area-in-need	7
96.03	FORT DUPONT	0.247126437	3969	Not area-in-need	7
78.07	LINCOLN HEIGHTS	0.252873563	2298	Not area-in-need	7
28.02	COLUMBIA HEIGHTS	0.25862069	5056	Not area-in-need	1
18.03	BRIGHTWOOD	0.264367816	4231	Not area-in-need	4
78.03	EASTLAND GARDENS	0.270114943	4354	Not area-in-need	7
47.01	CHINATOWN	0.275862069	4886	Not area-in-need	6
91.02	BRENTWOOD	0.281609195	4821	Not area-in-need	5
99.07	MARSHALL HEIGHTS	0.287356322	2675	Not area-in-need	7
28.01	COLUMBIA HEIGHTS	0.293103448	4048	Not area-in-need	1
76.01	TWINING	0.298850575	5162	Not area-in-need	8
79.01	KINGMAN PARK	0.304597701	4692	Not area-in-need	7
23.02	DC MEDICAL CENTER	0.304597701	1612	Not area-in-need	5
74.04	DOUGLASS	0.316091954	4061	Not area-in-need	8

98.07	BELLEVUE	0.32183908	3388	Not area-in-need	8
35	U ST/PLEASANT	0.327586207	5053	Not area-in-need	1
59	CHINATOWN	0.333333333	2511	Not area-in-need	6
88.02	TRINIDAD	0.33908046	4419	Not area-in-need	5
37	SOUTH COLUMBIA HEIGHTS	0.344827586	5005	Not area-in-need	1
76.03	NAYLOR/HILLCREST	0.344827586	4214	Not area-in-need	7
76.04	NAYLOR/HILLCREST	0.356321839	4189	Not area-in-need	7
30	COLUMBIA HEIGHTS	0.362068966	3732	Not area-in-need	1
111	FORT LINCOLN/GATEWAY	0.367816092	5700	Not area-in-need	5
99.02	TWINING	0.373563218	3202	Not area-in-need	7
105	SW/WATERFRONT	0.373563218	3921	Not area-in-need	6
34	U ST/PLEASANT	0.385057471	5007	Not area-in-need	1
99.03	MARSHALL HEIGHTS	0.390804598	2244	Not area-in-need	7
87.02	EDGEWOOD	0.396551724	3337	Not area-in-need	5
107	GWU	0.396551724	1768	Not area-in-need	2
20.01	16th ST HEIGHTS	0.408045977	3490	Not area-in-need	4
92.03	BLOOMINGDALE	0.413793103	3031	Not area-in-need	5
90	FORT LINCOLN/GATEWAY	0.41954023	3798	Not area-in-need	5
27.01	MOUNT PLEASANT	0.425287356	5802	Not area-in-need	1
48.02	CHINATOWN	0.431034483	3587	Not area-in-need	2
95.07	LAMOND RIGGS	0.436781609	1991	Not area-in-need	4
56	GWU	0.442528736	6773	Not area-in-need	2
7.02	CATHEDRAL HEIGHTS	0.448275862	2972	Not area-in-need	3
32	COLUMBIA HEIGHTS	0.454022989	5301	Not area-in-need	1
96.04	FORT DUPONT	0.459770115	2377	Not area-in-need	7

95.08	LAMOND RIGGS	0.465517241	3754	Not area-in-need	5
50.02	LOGAN CIRCLE/SHAW	0.471264368	5798	Not area-in-need	1
93.02	BRENTWOOD	0.477011494	1565	Not area-in-need	5
25.02	16th ST HEIGHTS	0.482758621	6734	Not area-in-need	4
36	SOUTH COLUMBIA HEIGHTS	0.488505747	4765	Not area-in-need	1
47.02	CHINATOWN	0.494252874	3600	Not area-in-need	6
92.01	EDGEWOOD	0.5	3213	Not area-in-need	5
79.03	KINGMAN PARK	0.505747126	2002	Not area-in-need	7
101	CHINATOWN	0.511494253	2728	Not area-in-need	2
49.02	LOGAN CIRCLE/SHAW	0.511494253	3457	Not area-in-need	2
49.01	LOGAN CIRCLE/SHAW	0.522988506	3420	Not area-in-need	2
58	CHINATOWN	0.528735632	3656	Not area-in-need	6
21.01	BRIGHTWOOD PARK	0.534482759	5531	Not area-in-need	4
99.01	TWINING	0.540229885	2777	Not area-in-need	7
22.02	PETWORTH	0.545977011	3332	Not area-in-need	4
21.02	BRIGHTWOOD PARK	0.551724138	5660	Not area-in-need	4
31	COLUMBIA HEIGHTS	0.557471264	3605	Not area-in-need	1
55	GEORGETOWN EAST	0.563218391	6609	Not area-in-need	2
94	WOODRIDGE	0.563218391	5135	Not area-in-need	5
84.02	UNION STATION	0.574712644	2333	Not area-in-need	6
106	UNION STATION	0.58045977	8925	Not area-in-need	6
24	PETWORTH	0.586206897	4104	Not area-in-need	4
95.04	MICHIGAN PARK	0.591954023	3424	Not area-in-need	5
95.05	LAMOND RIGGS	0.597701149	3721	Not area-in-need	4
8.01	KENT/PALISADES	0.603448276	6195	Not area-in-need	3

95.09	MICHIGAN PARK	0.609195402	3412	Not area-in-need	5
10.02	CATHEDRAL HEIGHTS	0.614942529	3428	Not area-in-need	3
43	U ST/PLEASANT	0.620689655	4088	Not area-in-need	1
46	BLOOMINGDALE	0.626436782	3075	Not area-in-need	5
27.02	MOUNT PLEASANT	0.632183908	6049	Not area-in-need	1
48.01	LOGAN CIRCLE/SHAW	0.637931034	2999	Not area-in-need	2
25.01	16th ST HEIGHTS	0.643678161	3260	Not area-in-need	4
103	SHEPHERD PARK	0.649425287	4162	Not area-in-need	4
19.01	BRIGHTWOOD	0.655172414	4183	Not area-in-need	4
19.02	LAMOND RIGGS	0.66091954	2544	Not area-in-need	4
29	COLUMBIA HEIGHTS	0.666666667	4416	Not area-in-need	1
22.01	PETWORTH	0.672413793	3264	Not area-in-need	4
38	ADAMS MORGAN	0.67816092	5174	Not area-in-need	1
4	WOODLEY PARK	0.683908046	1413	Not area-in-need	3
68.01	HILL EAST	0.689655172	2454	Not area-in-need	6
13.01	FOREST HILLS	0.695402299	4334	Not area-in-need	3
93.01	BRENTWOOD	0.701149425	3512	Not area-in-need	5
65	CAPITOL HILL	0.706896552	3010	Not area-in-need	6
102	SW/WATERFRONT	0.712643678	3654	Not area-in-need	6
2.02	GEORGETOWN	0.718390805	4709	Not area-in-need	2
7.01	CATHEDRAL HEIGHTS	0.724137931	5786	Not area-in-need	3
13.02	FOREST HILLS	0.729885057	7166	Not area-in-need	3
72	SW/WATERFRONT	0.735632184	6827	Not area-in-need	6
87.01	BLOOMINGDALE	0.74137931	2539	Not area-in-need	5
53.01	LOGAN CIRCLE/SHAW	0.747126437	5118	Not area-in-need	1

20.02	16th ST HEIGHTS	0.752873563	4781	Not area-in-need	4
26	16th ST HEIGHTS	0.75862069	2652	Not area-in-need	4
50.01	LOGAN CIRCLE/SHAW	0.764367816	2060	Not area-in-need	2
52.01	LOGAN CIRCLE/SHAW	0.770114943	5855	Not area-in-need	1
14.02	CHEVY CHASE	0.775862069	3370	Not area-in-need	4
44	U ST/PLEASANT	0.781609195	5793	Not area-in-need	1
33.02	BLOOMINGDALE	0.787356322	2306	Not area-in-need	5
33.01	BLOOMINGDALE	0.793103448	4138	Not area-in-need	5
110	SW/WATERFRONT	0.798850575	4099	Not area-in-need	6
23.01	PETWORTH	0.804597701	3608	Not area-in-need	4
40.02	ADAMS MORGAN	0.810344828	3302	Not area-in-need	1
42.01	ADAMS MORGAN	0.816091954	3767	Not area-in-need	2
41	GEORGETOWN EAST	0.82183908	2604	Not area-in-need	2
42.02	ADAMS MORGAN	0.827586207	2376	Not area-in-need	2
39	ADAMS MORGAN	0.833333333	4588	Not area-in-need	1
3	CATHEDRAL HEIGHTS	0.83908046	6585	Not area-in-need	3
40.01	ADAMS MORGAN	0.844827586	4628	Not area-in-need	1
14.01	CHEVY CHASE	0.850574713	3659	Not area-in-need	3
15	BARNABY WOODS	0.856321839	6094	Not area-in-need	4
12	TENLEYTOWN	0.862068966	5362	Not area-in-need	3
9.01	KENT/PALISADES	0.867816092	7270	Not area-in-need	3
95.03	WOODRIDGE	0.873563218	3182	Not area-in-need	5
16	SHEPHERD PARK	0.879310345	4959	Not area-in-need	4
17.02	BRIGHTWOOD	0.885057471	3482	Not area-in-need	4
84.10	UNION STATION	0.890804598	1632	Not area-in-need	6

83.01	UNION STATION	0.896551724	2601	Not area-in-need	6
6	WOODLEY PARK	0.902298851	4966	Not area-in-need	3
80.02	KINGMAN PARK	0.908045977	3397	Not area-in-need	7
5.01	WOODLEY PARK	0.913793103	3434	Not area-in-need	3
80.01	KINGMAN PARK	0.91954023	3144	Not area-in-need	6
9.02	KENT/PALISADES	0.925287356	2416	Not area-in-need	3
8.02	KENT/PALISADES	0.925287356	3470	Not area-in-need	3
66	CAPITOL HILL	0.936781609	1996	Not area-in-need	6
1	GEORGETOWN EAST	0.942528736	4888	Not area-in-need	2
82	CAPITOL HILL	0.948275862	3172	Not area-in-need	6
11	TENLEYTOWN	0.954022989	4823	Not area-in-need	3
10.01	TENLEYTOWN	0.959770115	7213	Not area-in-need	3
83.02	UNION STATION	0.965517241	2946	Not area-in-need	6
70	CAPITOL HILL	0.971264368	2444	Not area-in-need	6
69	HILL EAST	0.977011494	2699	Not area-in-need	6
5.02	WOODLEY PARK	0.982758621	3396	Not area-in-need	3
68.02	HILL EAST	0.988505747	2578	Not area-in-need	7
67	CAPITOL HILL	0.994252874	4424	Not area-in-need	6
81	CAPITOL HILL	1	3374	Not area-in-need	6
62.02	NATIONAL MALL	*	58		6
73.01	NAVAL STATION & AIR FORCE	*	4803		6
68.04	STADIUM ARMORY	*	2800		7
2.01	GEORGETOWN	*	3922		2

** Census tracts without deprivation index scores indicate areas where the population density is too low to accurately generate a score.*

Appendix F: Ratio of Students to Mental Health Faculty, by School

School Name	Number of Mental Health Staff	Number of Students (Per Every One Mental Health Staff Member)
Achievement Preparatory Academy PCS - Wahler Place Elementary School	2	102
Aiton Elementary School	3	72
Amidon-Bowen Elementary School	3	121
Anacostia High School	7	56
AppleTree Early Learning Center PCS - Columbia Heights	1	123
AppleTree Early Learning Center PCS - Douglas Knoll	1	53
AppleTree Early Learning Center PCS - Lincoln Park	0	60
AppleTree Early Learning Center PCS - Oklahoma Avenue	1	84
AppleTree Early Learning Center PCS - Parklands at THEARC	1	104
AppleTree Early Learning Center PCS - Southwest	1	77
Ballou High School	13	57
Bancroft Elementary School	6	120
Bard High School Early College DC (Bard DC)	2	190
Barnard Elementary School	2	330
BASIS DC PCS	4	164
Beers Elementary School	2	204
Benjamin Banneker High School	3	181
Breakthrough Montessori PCS	1	322
Brent Elementary School	2	225
Bridges PCS	7	51
Brightwood Elementary School	5	129
Briya PCS	1	82
Brookland Middle School	5	75
Browne Education Campus	3	163
Bruce-Monroe Elementary School @ Park View	5	96
Bunker Hill Elementary School	1	216
Burroughs Elementary School	3	92
Burrville Elementary School	2	145
C.W. Harris Elementary School	3	93
Capital City PCS - High School	3	116
Capital City PCS - Lower School	1	328
Capital City PCS - Middle School	2	167
Capital Village PCS	1	89

Capitol Hill Montessori School @ Logan	1	392
Cardozo Education Campus	18	41
Cedar Tree Academy PCS	3	163
Center City PCS - Brightwood	1	264
Center City PCS - Capitol Hill	1	260
Center City PCS - Congress Heights	1	244
Center City PCS - Petworth	1	252
Center City PCS - Shaw	1	221
Center City PCS - Trinidad	1	204
Cesar Chavez Public Charter Schools for Public Policy	3	127
Cleveland Elementary School	3	97
Columbia Heights Education Campus	10	163
Coolidge High School	10	82
Creative Minds International PCS	5	112
DC Bilingual PCS	3	166
DC Prep PCS - Anacostia Elementary School	2	224
DC Prep PCS - Anacostia Middle School	0	146
DC Prep PCS - Benning Elementary School	3	152
DC Prep PCS - Benning Middle School	1	341
DC Prep PCS - Edgewood Elementary School	3	152
DC Prep PCS - Edgewood Middle School	1	348
DC Scholars PCS	7	79
Deal Middle School	7	208
Digital Pioneers Academy PCS - Capitol Hill	0	121
Digital Pioneers Academy PCS - Johenning	2	174
District of Columbia International School	18	85
Dorothy I. Height Elementary School	3	146
Drew Elementary School	1	225
Duke Ellington School of the Arts	3	195
Dunbar High School	9	95
E.L. Haynes PCS - Elementary School	3	118
E.L. Haynes PCS - High School	6	75
E.L. Haynes PCS - Middle School	3	120
Eagle Academy PCS - Capitol Riverfront	2	60
Eagle Academy PCS - Congress Heights	7	59
Early Childhood Academy PCS	0	235
Eastern High School	12	68
Eaton Elementary School	1	452
Eliot-Hine Middle School	5	68
Elsie Whitlow Stokes Community Freedom PCS - Brookland	1	350

Elsie Whitlow Stokes Community Freedom PCS - East End	1	282
Excel Academy	5	90
Friendship PCS - Armstrong Elementary	3	93
Friendship PCS - Armstrong Middle	3	80
Friendship PCS - Blow Pierce Elementary	2	155
Friendship PCS - Blow Pierce Middle	2	140
Friendship PCS - Chamberlain Elementary	3	110
Friendship PCS - Chamberlain Middle	3	112
Friendship PCS - Collegiate Academy	6	113
Friendship PCS - Ideal Elementary	2	124
Friendship PCS - Ideal Middle	2	80
Friendship PCS - Online Academy	0	549
Friendship PCS - Southeast Elementary	0	392
Friendship PCS - Southeast Middle	0	351
Friendship PCS - Technology Preparatory High School	4	84
Friendship PCS - Woodridge International Elementary	3	96
Friendship PCS - Woodridge International Middle	3	73
Garfield Elementary School	3	93
Garrison Elementary School	2	175
Girls Global Academy PCS	4	41
Global Citizens PCS	0	60
H.D. Cooke Elementary School	4	106
H.D. Woodson High School	13	31
Hardy Middle School	1	571
Harmony DC PCS - School of Excellence	2	75
Hart Middle School	7	68
Hearst Elementary School	1	348
Hendley Elementary School	6	59
Hope Community PCS	0	285
Houston Elementary School	1	291
Howard University Middle School of Mathematics and Science PCS	4	72
Hyde-Addison Elementary School	1	393
I Dream PCS	1	79
Ida B. Wells Middle School	3	198
IDEA PCS	3	112
Ingenuity Prep PCS	4	203
Inspired Teaching Demonstration PCS	3	171
J.O. Wilson Elementary School	4	114
Janney Elementary School	1	682

Jefferson Middle School Academy	4	99
Johnson Middle School	8	45
Kelly Miller Middle School	2	227
Ketcham Elementary School	3	105
Key Elementary School	0	330
Kimball Elementary School	3	148
King Elementary School	2	131
KIPP DC - AIM Academy PCS	11	38
KIPP DC - Arts and Technology Academy PCS	9	37
KIPP DC - College Preparatory PCS	23	39
KIPP DC - Connect Academy PCS	9	34
KIPP DC - Discover Academy PCS	9	36
KIPP DC - Grow Academy PCS	8	38
KIPP DC - Heights Academy PCS	11	43
KIPP DC - Honor Academy PCS	10	36
KIPP DC - Inspire Academy PCS	9	9
KIPP DC - KEY Academy PCS	10	40
KIPP DC - Lead Academy PCS	9	24
KIPP DC - LEAP Academy PCS	8	50
KIPP DC - Legacy College Preparatory PCS	13	21
KIPP DC - Northeast Academy PCS	10	35
KIPP DC - Pride Academy PCS	9	13
KIPP DC - Promise Academy PCS	10	55
KIPP DC - Quest Academy PCS	11	37
KIPP DC - Spring Academy PCS	13	31
KIPP DC - Valor Academy PCS	10	34
KIPP DC - WILL Academy PCS	10	34
Kramer Middle School	6	52
Lafayette Elementary School	2	438
Langdon Elementary School	0	372
Langley Elementary School	4	90
LaSalle-Backus Elementary School	8	37
Latin American Montessori Bilingual PCS	3	180
Lawrence E. Boone Elementary School	2	228
LEARN DC PCS	0	175
Leckie Education Campus	3	154
Lee Montessori PCS - Brookland	8	34
Lee Montessori PCS - East End	3	56
Ludlow-Taylor Elementary School	3	150
MacFarland Middle School	6	118

Malcolm X Elementary School @ Green	3	80
Mann Elementary School	1	377
Marie Reed Elementary School	7	69
Mary McLeod Bethune Day Academy PCS	2	183
Maury Elementary School	2	266
McKinley Middle School	12	26
McKinley Technology High School	3	233
Meridian PCS	7	92
Military Road Early Learning Center	0	74
Miner Elementary School	2	215
Moten Elementary School	3	84
Mundo Verde Bilingual PCS - Calle Ocho	0	429
Mundo Verde Bilingual PCS - J.F. Cook	2	297
Murch Elementary School	3	219
Nalle Elementary School	2	172
Noyes Elementary School	2	144
Oyster-Adams Bilingual School	6	128
Patterson Elementary School	3	113
Paul PCS - International High School	11	39
Paul PCS - Middle School	7	45
Payne Elementary School	4	80
Peabody Elementary School (Capitol Hill Cluster)	1	218
Perry Street Preparatory PCS	4	115
Phelps Architecture, Construction and Engineering High School	1	329
Plummer Elementary School	1	270
Powell Elementary School	2	257
Randle Highlands Elementary School	2	151
Raymond Elementary School	3	143
Richard Wright PCS for Journalism and Media Arts	4	74
Rocketship - Infinity Community Prep	0	250
Rocketship PCS - Legacy Prep	7	99
Rocketship PCS - Rise Academy	12	57
Ron Brown College Preparatory High School	6	36
Roosevelt High School	18	50
Roots PCS	0	107
Ross Elementary School	1	171
Savoy Elementary School	3	97
School Without Walls @ Francis-Stevens	2	277
School Without Walls High School	1	600

School-Within-School @ Goding	1	325
Seaton Elementary School	1	373
SEED PCS of Washington DC	5	51
Sela PCS	1	282
Shepherd Elementary School	1	386
Shining Stars Montessori Academy PCS	0	258
Simon Elementary School	2	125
Smothers Elementary School	1	228
Social Justice PCS	1	112
Sousa Middle School	4	68
Stanton Elementary School	5	78
Statesmen College Preparatory Academy for Boys PCS	4	56
Stoddert Elementary School	1	464
Stuart-Hobson Middle School (Capitol Hill Cluster)	4	131
Takoma Elementary School	4	107
Thaddeus Stevens Early Learning Center	2	42
The Sojourner Truth School PCS	4	40
Thomas Elementary School	2	157
Thomson Elementary School	1	293
Thurgood Marshall Academy PCS	2	176
Truesdell Elementary School	6	82
Tubman Elementary School	5	118
Turner Elementary School	4	129
Two Rivers PCS - 4th Street	2	195
Two Rivers PCS - Young Elementary School	2	191
Two Rivers PCS - Young Middle School	3	82
Tyler Elementary School	2	261
Van Ness Elementary School	4	99
Walker-Jones Education Campus	4	113
Washington Global PCS	3	70
Washington Latin PCS - Middle School	3	126
Washington Latin PCS - Upper School	7	54
Washington Leadership Academy PCS	6	66
Washington Yu Ying PCS	2	288
Watkins Elementary School (Capitol Hill Cluster)	2	218
West Elementary School	1	415
Wheatley Education Campus	5	80
Whittier Elementary School	3	126
Woodrow Wilson High School	10	219

Appendix G: Mental Health Staff Titles

This table includes the name of staff members titles OSSE deemed to be mental health/behavior focused as submitted by the school's LEA for the faculty and staff data collection.

Staff Member's Title	Number of Staff with the Title Across the District
10th Grade Dean	1
6-8 Dean of Culture	1
Assistant Dean of Students	2
Assistant Director of Student Support Services	1
Behavior Analyst	20
Behavior Intervention Coordinator	1
Behavior Intervention Manager	1
Behavior Intervention Technician	4
Behavior Specialist	17
Behavior Support	2
Behavior Support Assistant	1
Behavior Support Coordinator	2
Behavior Support Specialist	2
Behavior Technician	137
Board Certified Behavior Analyst	21
Clinical Social Worker	2
Coordinator of School Culture	2
Coordinator, Restorative Justice	6
Counselor	34
Counselor, ES	2
Counselor, Guidance	2
Counselor, Guidance, Bilingual	6
Counselor, Guidance, ES	1
Counselor, Guidance, HS	3
Counselor, HS	7
Counselor, MS	3
Counselor, PK-10	1
Counselor, PK-11	1
Counselor, PK-12	1
Counselor, PK-13	1
Counselor, PK-14	1
Counselor, PK-15	1
Counselor, PK-16	1
Counselor, PK-17	1
Counselor, PK-8	1
Counselor, PK-9	1

Crisis Response Coordinator	60
Culture Specialist	3
Dean of 12th Grade	1
Dean of Culture	4
Dean of Culture, ES	1
Dean of Culture, HS	1
Dean of Culture, MS	1
Dean of Students	69
Dean of Students and Culture	1
Dean of Students, HS	2
Dean of Students, MS	3
Director (CSO)	24
Director (SSO)	14
Director of Culture	1
Director of Culture and Student Support	1
Director of School Climate and Culture	2
Director of Student Health and Wellness	1
Director of Student Support Service	1
Director of Student Support Services	1
Director of Wellness	1
Director, Culture and Equity	1
Enrichment Instruction and Wellness Specialist	1
Evening Dean of Students	1
Family Engagement and Wellness Manager	1
Family Involvement Coordinator	1
Food And Wellness Manager	1
Guidance Counseling	1
Lead Advocate, Social Worker	1
Licensed Clinician	4
LS Culture Support	1
Manager of School Culture	1
Manager, Academy	1
Manager, School Wellness	1
Mental Health Coordinator	1
Mental Health Practitioner	102
Peer Mediation and Conflict Resolution Coordinator	1
Registered Behavior Technician	6
Restorative Dean	2
Restorative Justice Coordinator	1
Restorative Practices Associate	1
School Counselor	12
School Counselor and At-Risk Program Manager	1
School Counselor, Bilingual	1

School Counselor, HS	6
School Counselor, K-8	2
School Culture Associate, MS	1
School Culture Coordinator	1
School Social Worker	9
School Social Worker and Mental Health Coordinator	1
Senior Behavior Manager	1
Social Work Fellow	1
Social Work Manager and School Social Worker	1
Social Worker	261
Social Worker, MS	2
Social Worker/Counselor	12
Student Advocate	2
Student Advocate, HS	4
Student Advocate, MS	2
Student Support Coach	1
Student Support Counselor	3
Therapist	1
Upper School Dean of Students	3
Vice Principal, MS	1
Wellness Coordinator	1
Wellness Specialist	1

Appendix H: Bivariate Correlations Between Out-of-School Suspension Rates and Student Groups

Descriptive information and correlations among school-level variables

Variables	*M(SD)*	*Range*	1	2	3	4	5	6	7	8	9	10	11	12
1. Out of School Suspension Rate	4.11 (6.42)	0-27.70												
2. Mental Health Staff FTE Rate	5.22 (3.98)	0-26.60	0.38**											
3. Female Students	49.27 (9.01)	0-100	0.05	-0.02										
4. Male Students	50.69 (9.05)	0-100	-0.05	0.02	-									
5. Black/African American Students	71.08 (29.73)	3.39-100	0.30**	0.15*	-0.01	0.01								
6. Hispanic/Latino Students	14.15 (18.16)	0-77.86	-0.12	0.03	0.00	0.00	-0.67**							
7. Other Racial/Ethnic Category Students	4.15 (5.30)	0-35.83	-0.32**	-0.23**	0.02	-0.02	-0.73**	0.13						
8. White/Caucasian Students	10.62 (17.49)	0-71.80	-0.29**	-0.22**	0.01	-0.02	-0.77**	0.06	0.79**					
9. English Learner Students	11.00 (16.06)	0-81.03	-0.16	-0.04	-0.04	0.04	-0.60**	0.93**	0.11	0.02				
10. Students with Disabilities	17.33 (8.55)	0.37-70.83	0.38**	0.31**	-0.27**	0.27**	0.26**	0.01	-0.32**	-0.35**	0.04			
11. Economically Disadvantaged Students	52.80 (24.88)	1.47-93.79	0.22**	0.21**	-0.01	0.02	0.86**	-0.37**	-0.79**	-0.83**	-0.30**	0.33**		

12. Overage Students	5.24 (15.52)	0-100	0.61***	0.32***	-0.03	0.03	0.12	0.02	-0.18**	-0.17*	-0.06	0.29***	0.07	
13. School Size	400 (247)	53-2190	0.13	0.14	0.03	-0.03	-0.30***	0.27***	0.15*	0.19**	0.15*	-0.12	-0.26***	0.29***

* p<.05, ** p<.01, *** p <.001

Note. Student variables represent school-level percentages for the respective student group.
Economically disadvantaged students include students whose families qualify for Temporary Assistance for Needy Families (TANF), the Supplemental Nutrition Assistance Program (SNAP), have been identified as homeless during the academic year, and/or who are under the care of the Child and Family Services Agency (CFSA or "foster care").
Overage students are those who are high school students and at least one year older than the expected age for their grade.
School size is the unduplicated total of students at the school as validated by the LEA.

Appendix I: Non-Exhaustive Examples of Districts/States/Countries Collecting Data on RJP

Place	*Policies & Perspectives on Data Collection*
Chicago Public Schools	• In 2008, restorative practices were integrated into the 2007 Chicago Public Schools Student Code of Conduct and a school implementation guide was developed for the District (Ashley and Burke, 2009). • "Records on restorative practices should be kept to measure progress and success. Schools should maintain data on referrals made, cases heard, agreements developed, and participants' academic performance, and, as a point of comparison, information on disciplinary actions, such as suspensions, expulsions, and truancy. Tangible data and records are important to secure support and funding" (Ashley and Burke, 2009).
Denver Public Schools	• DPS collects data on the use of restorative interventions as a type of consequence in an Office Discipline Referral (Anyon et. al, 2016). • DPS provides regular professional development training and support to staff to learn restorative practices (Anyon et. al, 2016). • DPS' discipline policy strongly encourages the use of RJP in lieu of more exclusionary practices (Anyon et. al, 2016).
Maryland Department of Education	• "On or before October 1 each year, the Department shall submit to the Governor and, in accordance with § 2-1257 of the State Government Article, the General Assembly, a student discipline data report that includes a description of the uses of restorative approaches in the State and a review of disciplinary practices and policies in the State" (Maryland Department of Education, 2021).
Minneapolis Public Schools/Minnesota Department of Education	• "In spring, 2011, a survey was conducted of elementary, middle, secondary school and alternative learning center principals about the use of restorative measures as part of the disciplinary options of the school" (Minnesota Department of Education, 2011). • "The first step in understanding the implementation and impact of adopting a whole-school restorative approach to bullying prevention is collecting data on incidents of bullying. This requires a widely and consistently implemented behavioral incident reporting system that need not be complex" (Beckman, McMorris, Gower, 2012, p. 21).
New York City Department of Education	*From NYC's Citywide Behavioral Expectations for grades 6-12:* • Provides a glossary of RJPs schools should use in lieu of exclusionary practices • RJPs are considered a disciplinary response option and are required to be collected in student records. • RJPs can be used in lieu of or in tandem with disciplinary responses.

Oakland Unified School District	• Following the exceptional results at Cole Middle School in Oakland, CA, the Oakland Unified School District passed a resolution making restorative justice its official district policy (Oakland Unified School District, 2010).
Palm Beach County	• The School District of Palm Beach County is now including restorative justice in its menu of disciplinary options available to all county public schools (Schiff, 2013).
San Francisco Unified School District	• In 2009, the San Francisco Unified School District Board of Education adopted Resolution No. 96-23A1 to replace some student suspensions with more restorative interventions.
Seattle Public Schools	• RJPs are a viable disciplinary action type in the classroom and in remote settings (Seattle Public Schools, n.d.) • Seattle Public Schools is investing additional funds to improve the implementation and tracking of RJPs (Seattle Public Schools, 2021).