



District of Columbia  
Office of the State Superintendent of Education

# State of Discipline: 2015-2016 School Year



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## Introduction

The Office of the State Superintendent of Education (OSSE) is committed to ensuring all students in the District of Columbia are provided equitable access to educational opportunities.

This report responds to the recent Pre-K Student Discipline Amendment Act of 2015 (D.C. Law 21-12; D.C. Official Code § 38-236), which requires OSSE to publicly report on the state of suspensions and expulsions in the District based on data from the preceding school year submitted by local education agencies (LEAs) and community-based organizations (CBOs). This report reflects discipline data submitted to OSSE by the LEAs through a variety of different collection methods for the 2015-16 school year. None of the CBOs from whom data were collected reported disciplinary incidents in the 2015-16 school year.

## Changes to the National Legal Landscape

In 2016, the US Department of Education (USED) focused broadly on encouraging safe, supportive school environments and specifically on ensuring equitable access to such environments for all students. USED's work placed a spotlight on significant disproportionality across many aspects of the educational experience, including discipline. Building on the 2014 Dear Colleague Letter (DCL) issued jointly with the United States Department of Justice regarding equitable application of disciplinary measures for all students, USED took specific action to protect students with disabilities by proposing "Equity in IDEA" regulations that would require states to adopt standard methodology for determining significant disproportionality.<sup>1</sup> Under the Individuals with Disabilities Education Act (IDEA)<sup>2</sup>, states are currently required to select from multiple acceptable methodologies to identify districts demonstrating significant disproportionality on the basis of race or ethnicity in the identification of students with disabilities, placement outside of the general education environment, or discipline. Under the standard proposed in the regulations, states would identify disparities using a required risk ratio and select a reasonable threshold for determining when racial and ethnic disparities become significant.<sup>3</sup> Public comment on the proposed regulations closed in May 2016, and final regulations have not yet been released by ED.

USED's Office of Special Education and Rehabilitative Services (OSERS) also issued a DCL emphasizing the importance of providing students with disabilities with appropriate positive behavioral supports necessary for the student to have meaningful access to the educational environment.<sup>4</sup> This guidance clarified that an LEA's failure to consider or provide behavioral supports through an individualized education program (IEP) may result in a student being denied a free appropriate public education (FAPE). OSERS encouraged states and LEAs to seek and employ alternative discipline practices that

<sup>1</sup> "Equity in IDEA," 81 Fed. Reg. 10968, 10998 (March 2, 2016) (amending 34 CFR § 300, et seq.).

<sup>2</sup> Individuals With Disabilities Education Act, 20 U.S.C. § 1400 (2004).

<sup>3</sup> Among other things, the proposed regulations would also clarify that States must address identified significant disproportionality as it relates to discipline using the same statutory remedies required to address significant disproportionality in the identification and placement of children with disabilities.

<sup>4</sup> US Department of Education, Office of Special Education and Rehabilitative Services. (2016). Dear Colleague Letter on the Inclusion of Behavioral Supports in Individualized Education Programs

support and respond to behaviors while reducing disciplinary removals, thus increasing opportunities for students with disabilities to participate in the least restrictive educational environment.

## Recent Changes to the Local Legal Landscape

### Pre-K Student Discipline Amendment Act of 2015

The District of Columbia leads the nation in providing access to high-quality pre-kindergarten (pre-K) programming.<sup>5</sup> This quickly developing and expanding area of education requires meaningful consideration of policies affecting these young learners. In the 2014 report “Reducing Out-of-School Suspensions and Expulsions in District of Columbia Public and Public Charter Schools”, OSSE reported that 0.71% of 3 year olds and 0.55% of 4 year olds received out of school suspensions during the 2012-13 school year.<sup>6</sup> Research suggests that removing young children from the educational environment as a means of behavior management does not reinforce appropriate conduct but does negatively affect a child’s learning. The report expressed concern that pre-K students may be disciplined for age-appropriate misconduct, and encouraged schools to exclude pre-K students from out-of-school suspension and expulsion disciplinary actions.

In 2015, the Council of the District of Columbia enacted legislation addressing exclusionary discipline measures for pre-K students. The Pre-K Student Discipline Amendment Act of 2015, effective June 23, 2015, amends the Attendance Accountability Amendment Act of 2013 (D.C. Law 20-17; D.C. Official Code § 38-236) and prohibits the expulsion of pre-K age students from publicly funded CBOs and public schools providing pre-K care and education. The Act also prohibits out-of-school suspensions for pre-K aged students unless a school administrator determines that the student willfully caused or attempted to cause bodily injury, or threatened serious bodily injury to another person, except if the student acted in self-defense. Suspensions given to pre-K age students cannot exceed three (3) days for any individual incident.

### Student Discipline Data Collection

The Pre-K Student Discipline Amendment Act of 2015 also sought to improve data collection by establishing annual reporting requirements related to suspensions and expulsions in pre-K through 12<sup>th</sup> grade. The Act requires LEAs and CBOs to collect and report to OSSE important demographic and discipline data to assist in critical analysis of school discipline practices and the development of this report. LEAs and CBOs must collect and maintain student-level discipline data which allows for the reporting of disciplinary incidents for each enrolled student as follows:

- Total number of out-of-school suspensions and in-school suspensions experienced by the student during each school year;
- Total number of days excluded from school;

<sup>5</sup> Barnett, W. S., Friedman-Krauss, A. H., Gomez, R. E., Horowitz, M., Weisenfeld, G. G., & Squires, J. H. (2016). *The State of Preschool 2015: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

<sup>6</sup> Office of the State Superintendent of Education, “Reducing Out-of-School Suspensions and Expulsions in District of Columbia Public and Public Charter Schools”. June 2014.

- Whether the student was referred to an alternative education setting for the duration of a suspension;
- Whether the student was expelled during the school year;
- Whether the student voluntarily or involuntarily transferred or withdrew from the school during the school year; and
- For each suspension or expulsion, a description of the action that led to the suspension or expulsion.

Beginning in 2016, LEAs must also annually provide to OSSE discipline data disaggregated by demographic characteristics and including:

- The students suspended for at least one (1) and no more than five (5) days;
- The students suspended for at least six (6) and no more than ten (10) days;
- The students suspended for more than ten (10) days total;
- The students who received more than one suspension in a school year;
- The students who were referred to an alternative educational setting for the course of a suspension;
- A description of the types of actions that led to the suspension or expulsion;
- The students expelled; and
- The students who voluntarily or involuntarily transferred or withdrew from the school during the school year.

On July 13, 2016, OSSE issued guidance to LEAs regarding the legal requirements and processes for discipline data collection to facilitate collection and reporting for the 2015-16 and 2016-17 school years.<sup>7</sup> These efforts supported data collection and analysis for discipline reporting required under the Pre-K Student Discipline Amendment Act of 2015, IDEA, other related data reporting required through EDFacts, and for development of SY 2015-16 Equity Reports. OSSE, in conjunction with the District of Columbia Public Charter Schools Board (PCSB), provided a shared template incorporating the legally mandated data elements to ensure accurate data, reduce the burden of duplicative data submissions, and protect student privacy. Public charter LEAs had the option of submitting this student-level discipline data directly to OSSE or through PCSB, who then shared the verified student-level data with OSSE on behalf and with permission of those LEAs.

As this was the first year that LEAs and CBOs were required to report discipline data to OSSE under the Pre-K Student Discipline Amendment Act of 2015, OSSE provided a collection template and asked LEAs and CBOs to provide the required data in this template. The analysis throughout this report is reflective of the data submitted to OSSE by the LEAs through a variety of different collection methods. None of the CBOs from whom data were collected reported disciplinary incidents. Going forward, OSSE intends to provide additional training and technical assistance to support LEAs and CBOs in gathering and reporting high quality, reliable discipline data.

<sup>7</sup> See Appendix C: Student Discipline Data Collection Guidance

### OSSE Non-Regulatory Discipline Guidance

LEAs in the District have significant latitude to determine their schools' approach to discipline. In response to feedback from schools, parents, and other community stakeholders, OSSE released non-regulatory guidance in July 2016 to assist LEAs in administering student discipline in accordance with federal and local laws.<sup>8</sup> With an emphasis on preventing discrimination and disparate impacts in student discipline, the guidance provides background information on relevant federal civil rights and anti-discrimination laws, including the Civil Rights Act of 1964, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and the Individuals with Disabilities Education Act, as well as District of Columbia laws, including the District of Columbia Human Rights Act, Pre-K Student Discipline Amendment of 2015, and the Youth Bullying Prevention Act of 2012. The guidance also provides an overview of behavior support frameworks, best practices for developing a comprehensive LEA discipline policy, and key recommendations for discipline practices from the US Department of Education.

The guidance assists LEAs in designing and implementing discipline practices that are non-discriminatory in nature and application. LEAs should continually examine current policies and regularly analyze discipline data to ensure policies and practices result in neither disparate treatment (intentional discrimination) nor a disparate impact (disproportionate and unjustified effect on students of a particular subgroup). LEAs are encouraged to reduce use of exclusionary discipline practices resulting in lost instructional time, and embrace developmentally- and age-appropriate responses to behavior. The guidance further provides recommendations intended to help schools adopt comprehensive, appropriate and effective school discipline policies and practices that reduce disruption and misconduct while supporting positive behavior and character development in students.

### Practice Highlights: Restorative Justice

To reduce disciplinary actions that result in exclusion from the learning environment, some District schools have implemented alternative approaches to discipline and behavior management. Restorative Justice is one such approach that focuses on repairing harm through inclusive practices, responsibility, and relationship-building rather than punishment. For the 2015-2016 school year, OSSE, SchoolTalk Inc., and the District of Columbia Public Schools (DCPS) partnered to engage in a deeper dive of the previous year's work through Restorative DC. The Restorative DC project focused on implementing whole-school, Restorative Practices in five schools: (1) Ballou High School, (2) Maya Angelou High School, (3) Luke C. Moore High School, (4) Hart Middle School, and (5) Columbia Heights Education Campus. The Restorative DC initiative provides customized, on-site support in both community building and responsive circles. This design ensures commitment, sustainability, and impact. LEAs that are not included in this group, but have been implementing restorative justice practices, include The Next Step Public Charter School and EL Haynes Public Charter School. Over the course of SY 2015-2016, the four pilot DCPS schools reduced suspensions by an average of 50%. The schools observed a shift in school culture marked by a greater sense of safety, belonging, and community.

<sup>8</sup> See Appendix D: Non-Regulatory Guidance: School Discipline

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

For the 2016-17 school year, OSSE is expanding the Restorative Justice project to include a second cohort of schools that will begin the first year of implementation, and will continue to support the Restorative Justice CoP and provide ongoing training opportunities.

### Current Local Policy Landscape

The District does not have standardized legal definitions or requirements for in-school suspensions, out-of-school suspensions, or expulsions for schools across educational sectors. District discipline regulations from prior to the Public Education Reform Amendment Act of 2007 (PERAA) apply only to DCPS<sup>9</sup>, while public charter schools each develop discipline policies that are submitted to PCSB. LEAs and schools across the District have significant latitude to determine discipline policies and practices, including establishing clear guidelines for disciplinary action, providing notice to students and parent of infractions and responses, establishing processes for how students and parents may appeal disciplinary decisions, and defining key terms related to the discipline process and resulting and consequences. One of the particular challenges in the District is the different terminology used by LEAs to describe the reason a student was disciplined. For the purposes of this report, the following definitions apply:

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

<sup>9</sup> 5-B DCMR § 2500 et. seq.



## Findings

### Suspensions and Expulsions for the 2015-16 School Year

#### Student population

The analysis throughout this report includes 94,053 students attending 63 LEAs and 223 schools. This student population includes all students ever attending a public school in the District during the 2015-16 school year, ranging from grades PK3-Adult with the following exclusions. OSSE does not collect discipline data from non-public schools; therefore, students that only attended non-public schools during the 2015-16 school year are excluded. Students attending the New Beginnings Youth Development Center, Youth Services Center, the Incarcerated Youth Program, C.H.O.I.C.E Academy and residential schools were also excluded from this report.<sup>10</sup> LEAs verified enrollment and demographics for the student population analyzed in this report as part of the comprehensive demographic verification process.<sup>11</sup>

Throughout this report there are two main types of analyses: analyses at the disciplinary action level and analyses at the student level. Analyses at the student level include detail on all disciplinary incidents for all students enrolled during the 2015-16 school year across all schools and sectors. This methodology differs from the methodology used for student level analyses in the 2015-16 Equity Reports. In the 2015-16 Equity Reports a disciplinary action was only reported if A) the student was in the audited population (enrolled on October 5<sup>th</sup>) and B) the disciplinary action occurred at the audited school for that audited student. The broader student population and attribution of disciplinary actions used throughout this report is consistent with the specifications OSSE must follow for federal reporting. For more details about the data limitations and methodology applied see Appendix A.

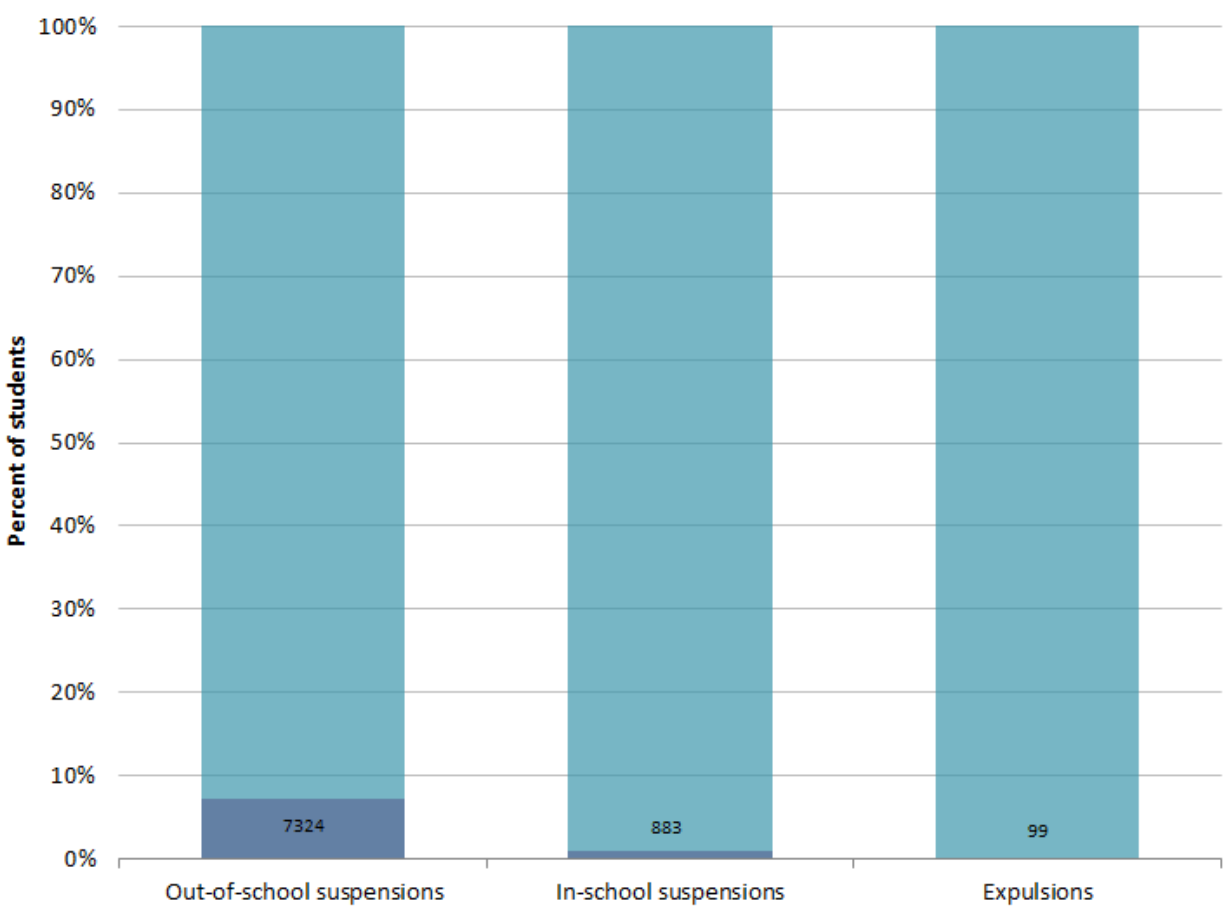
<sup>10</sup> C.H.O.I.C.E. Academy Middle and Senior High School provides a specialized alternative setting for students grades 6-12 who are in a long-term suspension or expulsion status.

<sup>11</sup> The student population captured in this report includes those for whom daily attendance was reported by LEAs and whose data was included in the comprehensive demographic verification process.

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

Examination of the suspension and expulsion data reported by LEAs and PCSB to OSSE reveals that of the 94,053 students ever enrolled in the 2015-16 school year, 7,324 received at least one out-of-school suspension, 883 received at least one in-school suspension and 99 were expelled. Figure 1 shows the percentage of students with at least one of each type of disciplinary action. Appendix B provides detail on the suspension and expulsion rates reported to OSSE at the LEA- and school-level.

**Figure 1. Percent of enrolled students who were disciplined, by disciplinary action type**

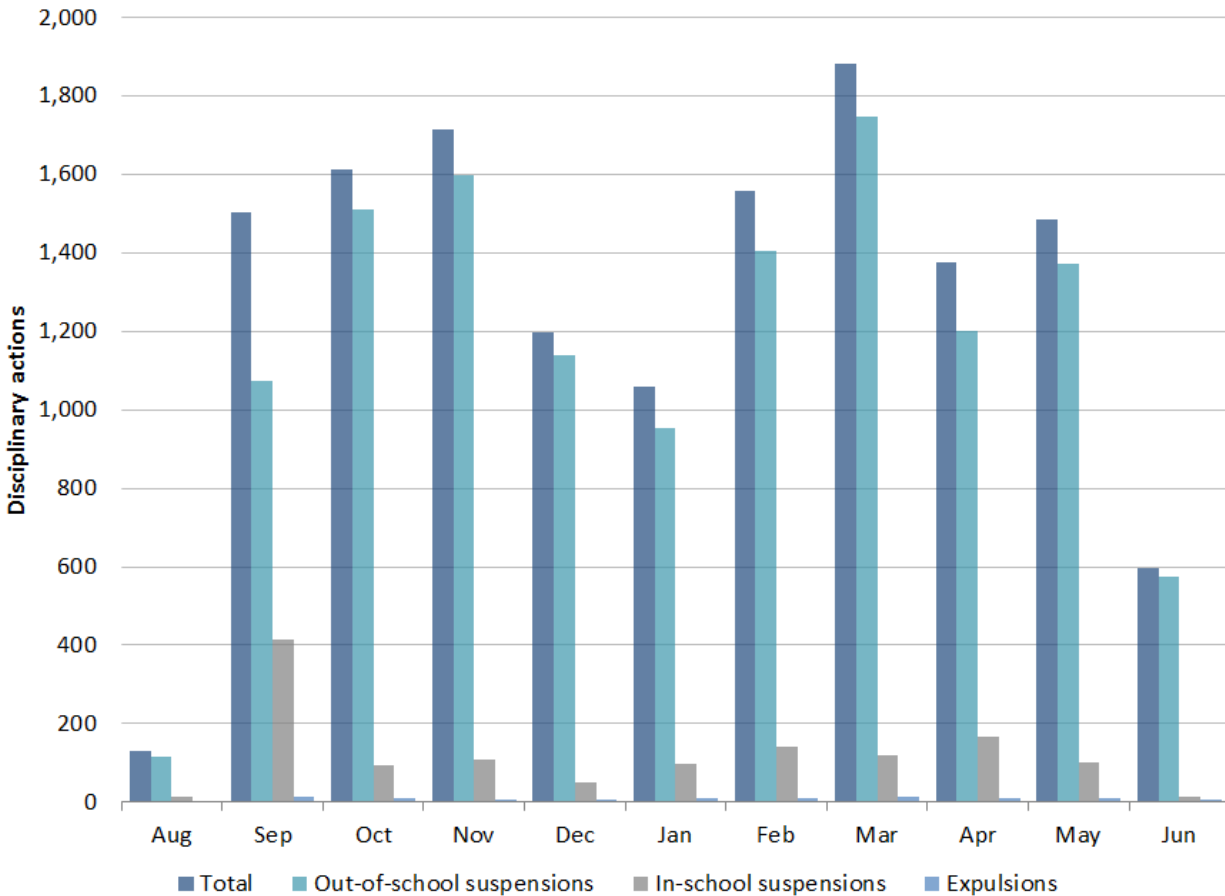


In the 2015-16 school year, 7.8% of students received at least one out-of-school suspension, 0.9% of students received at least one in-school suspension and 0.1% were expelled.

### Disciplinary actions over time

Figure 2 provides detail on the month of occurrence for each in-school suspension, out-of-school suspension, and expulsion that occurred in the 2015-16 school year as well as the total number of these disciplinary action types by month.<sup>12</sup>

**Figure 2. Number of disciplinary actions, by disciplinary action type and month**



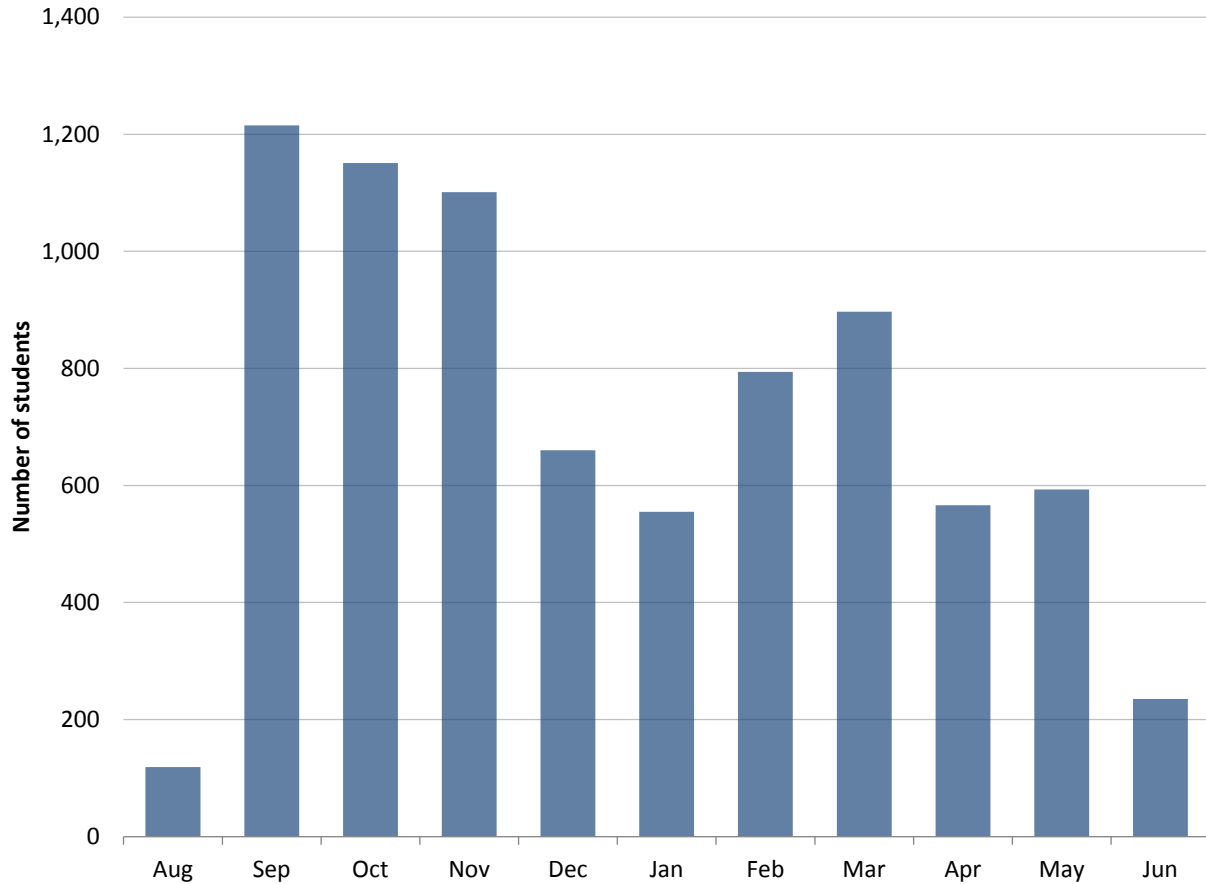
In general, disciplinary actions peaked in November and March, with the 1,715 disciplinary actions in November and 1,881 in March. This finding mirrors trends seen in other descriptive studies of disciplinary trends where counts of disciplinary incidents have been found to be highest in November and March<sup>13</sup>.

<sup>12</sup> One disciplinary action occurred in July and is not displayed in this chart.

<sup>13</sup> Flannery, K.B., Fenning, P., Kato, M.M., & Bohanon, H. A descriptive student of office disciplinary referrals in high schools. *Journal of Emotional and Behavioral Disorders*, XX(X), 1-12. DOI: 10.1177/1063426611419512

Figure 3 shows the month of the first disciplinary action for each student with at least one in-school suspension, out-of-school suspension or expulsion.<sup>14</sup>

**Figure 3. Month of first disciplinary action (among disciplined students)**



Students are typically first disciplined at the beginning of the school year (between September and November) and in March. Schools in the District typically open in late August and close in mid-June, which may account for the lower numbers of disciplinary incidents seen in these months. Additionally, District public schools generally observe winter break for two weeks at the end of December and observe spring break for one week at the end of March.

<sup>14</sup> One disciplinary action occurred in July and is not displayed in this chart.

### In-School Suspensions

Of the 63 LEAs and 223 schools included in this report, only 18 LEAs and 77 schools reported having in-school suspensions. Furthermore, in-school suspensions were highly concentrated, with only 12 schools reporting an in-school suspension rate of 5% or higher, and two LEAs accounting for 75% of all reported in-school suspensions. Only nine LEAs reported issuing more than ten in-school suspensions during the 2015-16 school year.

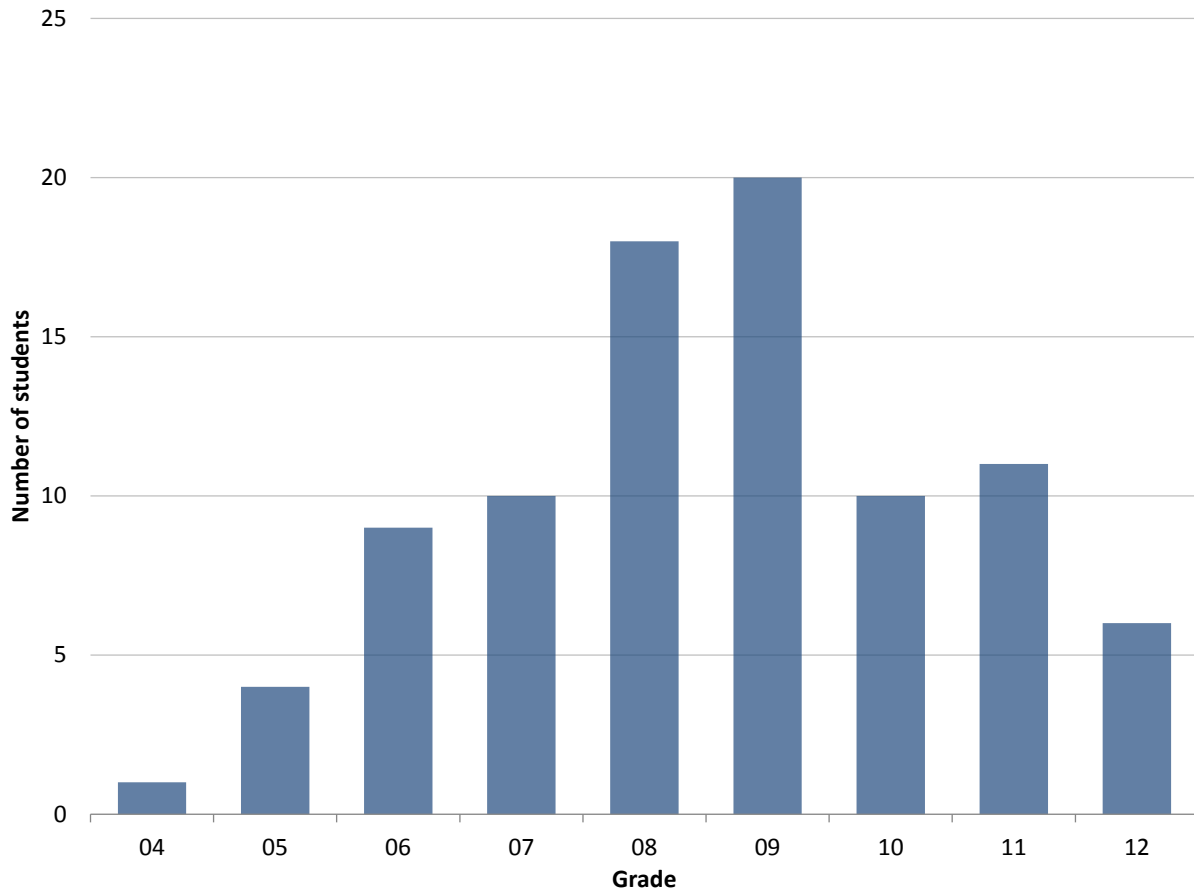
Of the 77 schools that reported having in-school suspensions, eight reported having more in-school suspensions than out-of-school suspensions. In general, schools that reported having in-school suspensions reported lower rates of in-school suspensions compared to out-of-school suspensions. For a count of in-school suspensions by LEA and school see Appendix B.

Because in-school suspensions were concentrated in certain local education agencies, detailed analysis of in-school suspensions would shed light only on those schools which use in-school suspensions as a significant part of their discipline policy, rather than providing a better understanding of the relationship between in-school suspensions and student factors more generally at the state level.

## Expulsions

In the 2015-16 school year, 99 students were expelled from District public schools. Of the 99 expulsions, 96 occurred at public charter schools and 3 occurred at DCPS. These expulsions were concentrated at 36 schools within 23 LEAs. Male students were disproportionately expelled; while male students make up about 50% of the population, 66% (n= 66) of the 99 expelled students were male. Figure 4 shows the number of expulsions by students' enrollment grade.<sup>15</sup>

**Figure 4. Number of students expelled, by grade**



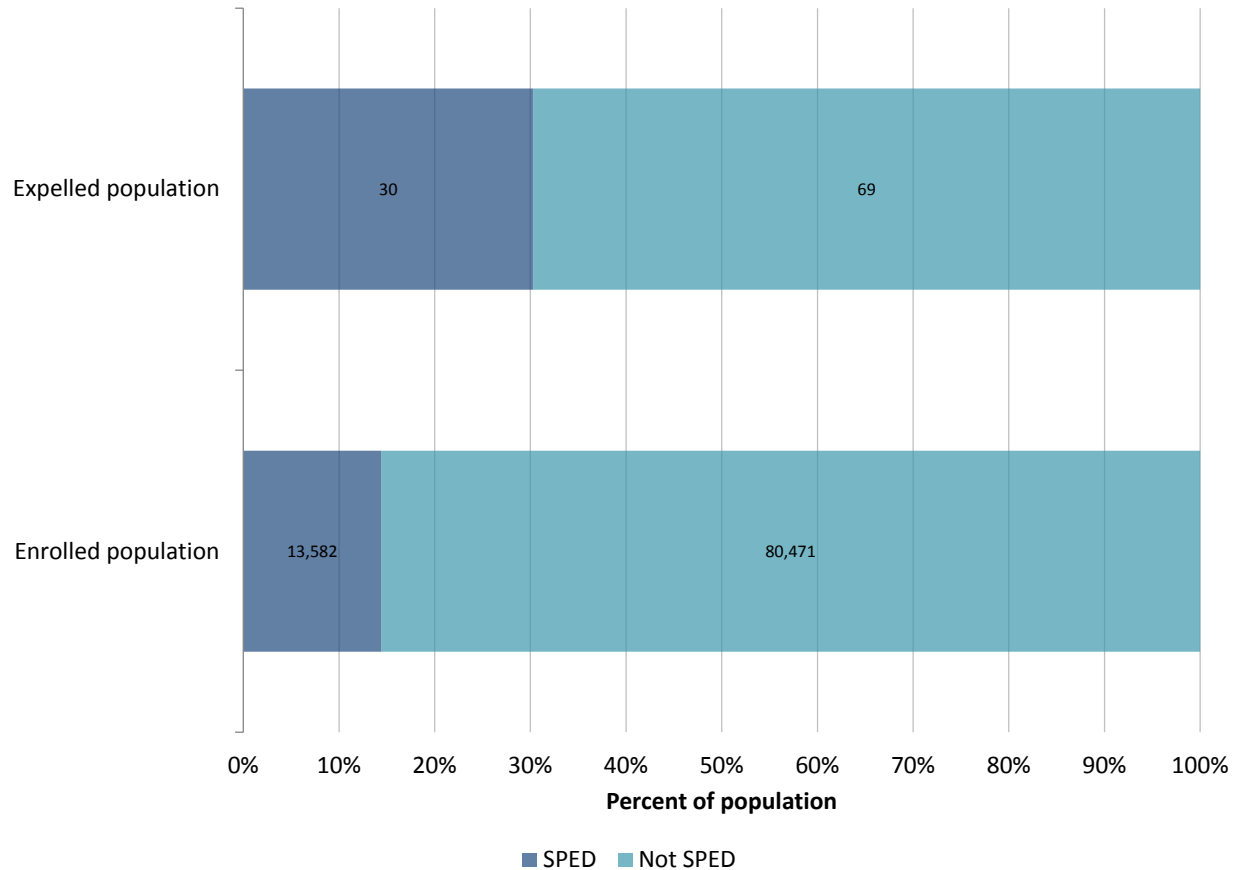
Most students were expelled in either 9<sup>th</sup> grade (n=20) or 8<sup>th</sup> grade (n=18.) No students were expelled in grades PK3 through 3<sup>rd</sup> grade.

<sup>15</sup> Students in adult or ungraded grades are excluded from this chart. 6 adult students and 4 ungraded students were expelled in the 2015-16 school year.

### Disproportionality by disability status

Figure 5 shows the proportion of students with disabilities who were expelled compared to the proportion of students with disabilities who were enrolled during the 2015-16 school year.<sup>16</sup> If all students were expelled at an equal rate, the proportion of students with disabilities who were expelled during the school year should equal the proportion of students with disabilities who were enrolled during the school year.

**Figure 5. Proportion of students expelled, by special education status**



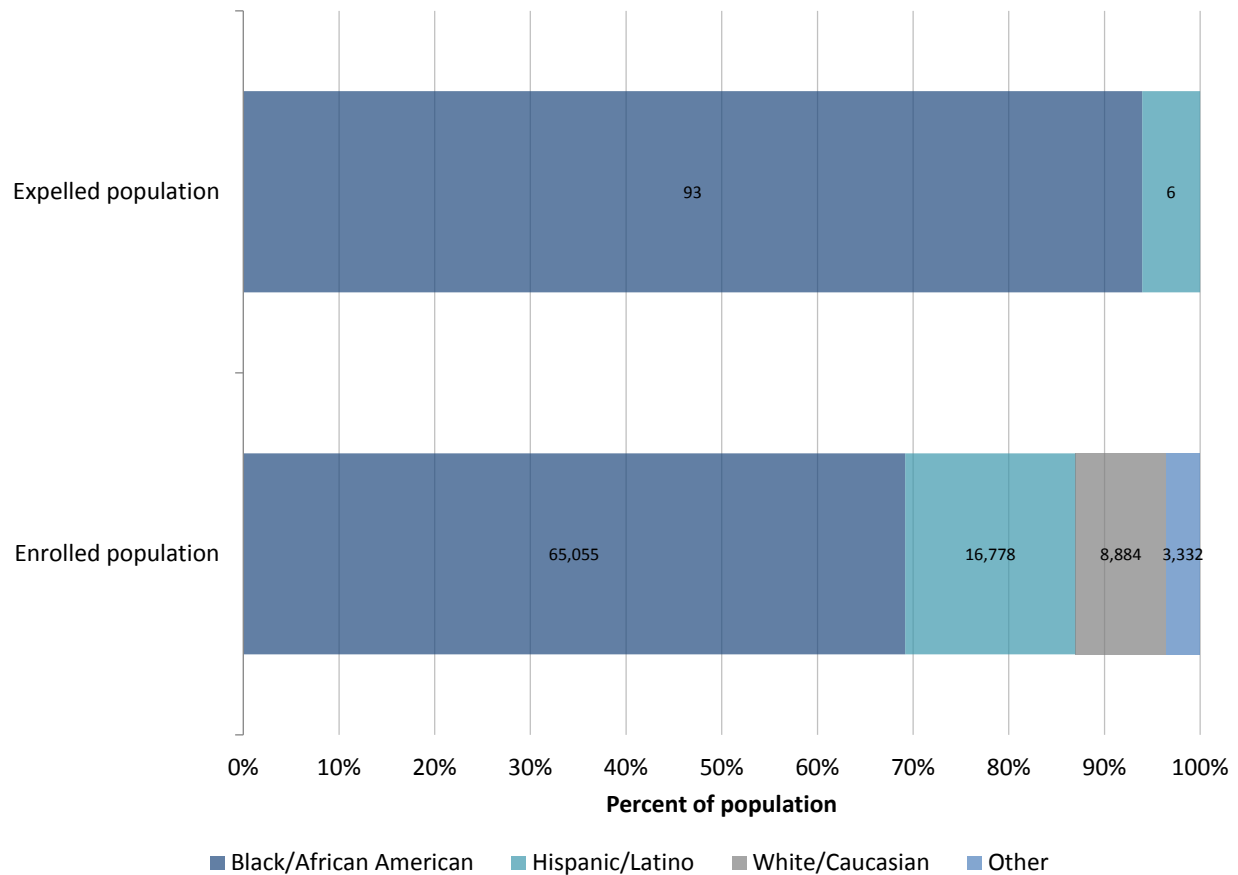
While students with disabilities made up 15% of the students who were enrolled during the school year, they made up 30% of the students who were expelled indicating that students with disabilities were disproportionately disciplined compared to students without disabilities.

<sup>16</sup> 4 students have unknown genders and have been excluded from this chart.

### Disproportionality by race and ethnicity

Figure 6 shows the proportion of students of each race who were expelled in the 2015-16 school compared to the proportion of students of each race who were enrolled.<sup>17</sup> All students expelled during the 2015-16 school year were either Black or Hispanic.

**Figure 6. Proportion of students expelled, by race**



Black students make up less than 70% of the students enrolled in the 2015-16 school year but make up 97% of the students expelled.

<sup>17</sup> Other includes students in the following racial and ethnic categories: Asian, American Indian, Pacific Islander or Alaskan Native and Multiracial



### Removals to an interim alternative education setting

IDEA provides certain procedural safeguards that apply when a student with a disability (or a student who is suspected of having a disability) violates a code of student conduct and is subjected to a suspension or expulsion that results in the student being removed from his or her current educational placement. A student with a disability who violates a code of student conduct may be removed from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) school days.<sup>18</sup> However, if a student with a disability is removed from his or her current placement for more than ten (10) school days (either consecutively or cumulatively totaling ten (10) days), the LEA must conduct a meeting to determine if the behavior that gave rise to the violation of the school code is a manifestation of the student's disability.<sup>19</sup> However, school personnel are permitted to remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if a student:

- (1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of OSSE or an LEA;
- (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of OSSE or an LEA; or
- (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of OSSE or an LEA.<sup>20</sup>

There were 92 instances when a student was removed to an interim alternative educational setting during the 2015-16 school year. Of these, 88 students were removed to an interim alternative educational setting at least once. Appendix B shows the number of interim removals by LEA and Appendix B shows the number of interim removals by school.

### Out-of-school suspensions

The following sections of this report will provide further detail about the out-of-school suspensions occurring in District public schools during the 2015-16 school year.

The following sections will explore:

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

<sup>18</sup> 34 C.F.R. § 300.530(b).

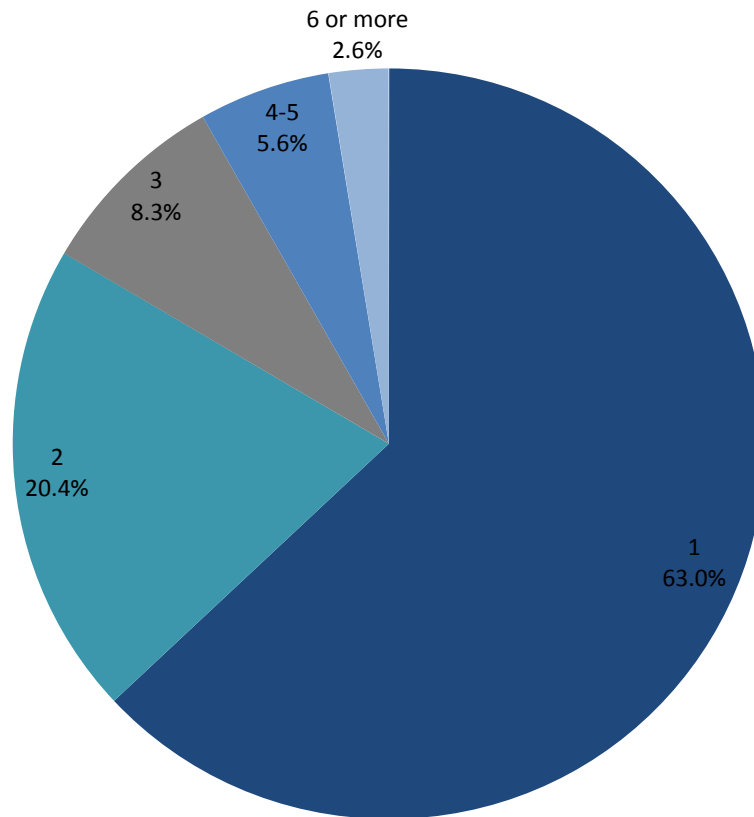
<sup>19</sup> 34 C.F.R. § 300.530(e).

<sup>20</sup> 34 C.F.R. §300.530(g).

### Overall trends in the frequency and length of out-of-school suspensions

Students attending District public schools vary both in the number of out-of-school suspensions they receive and the duration of these disciplinary actions. Figure 7 shows the percentage of students receiving one, two, three, four to five, or six or more out-of-school suspensions among students who received at least one out-of-school suspension during the 2015-16 school year.

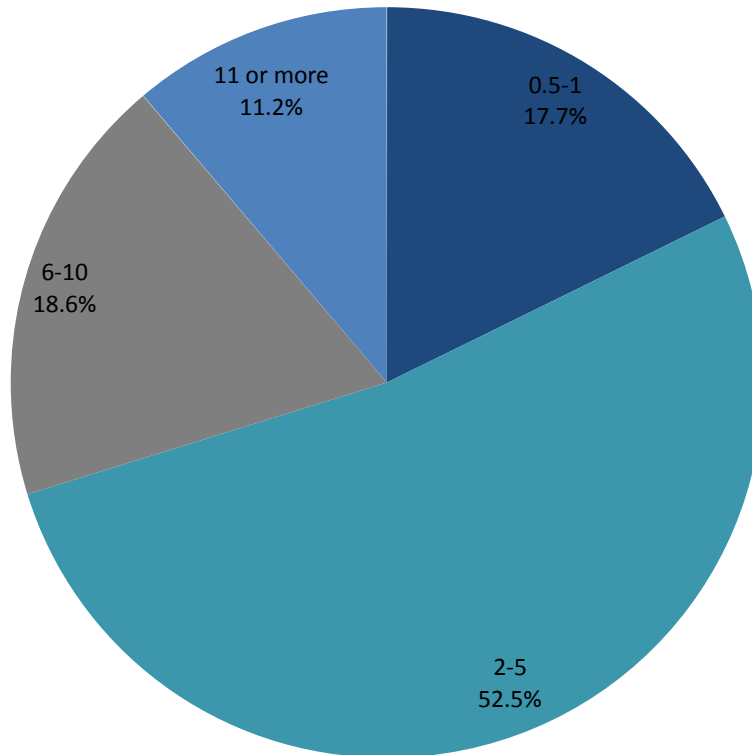
**Figure 7. Total number of out-of-school suspensions among suspended students**



Of the 7,324 students with at least one out-of-school suspension, over one-third (37.0%) received an out-of-school suspension on more than one occasion. Approximately 16.5% of students who were out-of-school suspended received three or more out-of-school suspensions.

Figure 8 shows the percentage of students who were suspended for 0.5 to 1.0 days, 2 to 5 days, 6 to 10 days, and 11 or more days among students who received with at least one out-of-school suspension during the 2015-16 school year.

**Figure 8. Total instructional days missed due to out-of-school suspensions among suspended students**



Over half of students receiving an out-of-school suspension (52.5%) missed between 2 and 5 instructional days as a result of being suspended during the school year. Approximately 11.2% of students with out-of-school suspensions missed 11 or more days of school.

### Disproportionality in rates of out-of-school suspensions: Examination of student subgroups

The following section outlines the data trends resulting from logistic regression analysis. Logistic regression is a type of regression analysis that is used when the outcome variable is binary (i.e., student *received* an out-of-school suspension versus student *did not receive* an out of school suspension). Logistic regression measures how likely the outcome (i.e., out-of-school suspension) is to occur based on a variety of other factors (e.g., grade, gender, race).

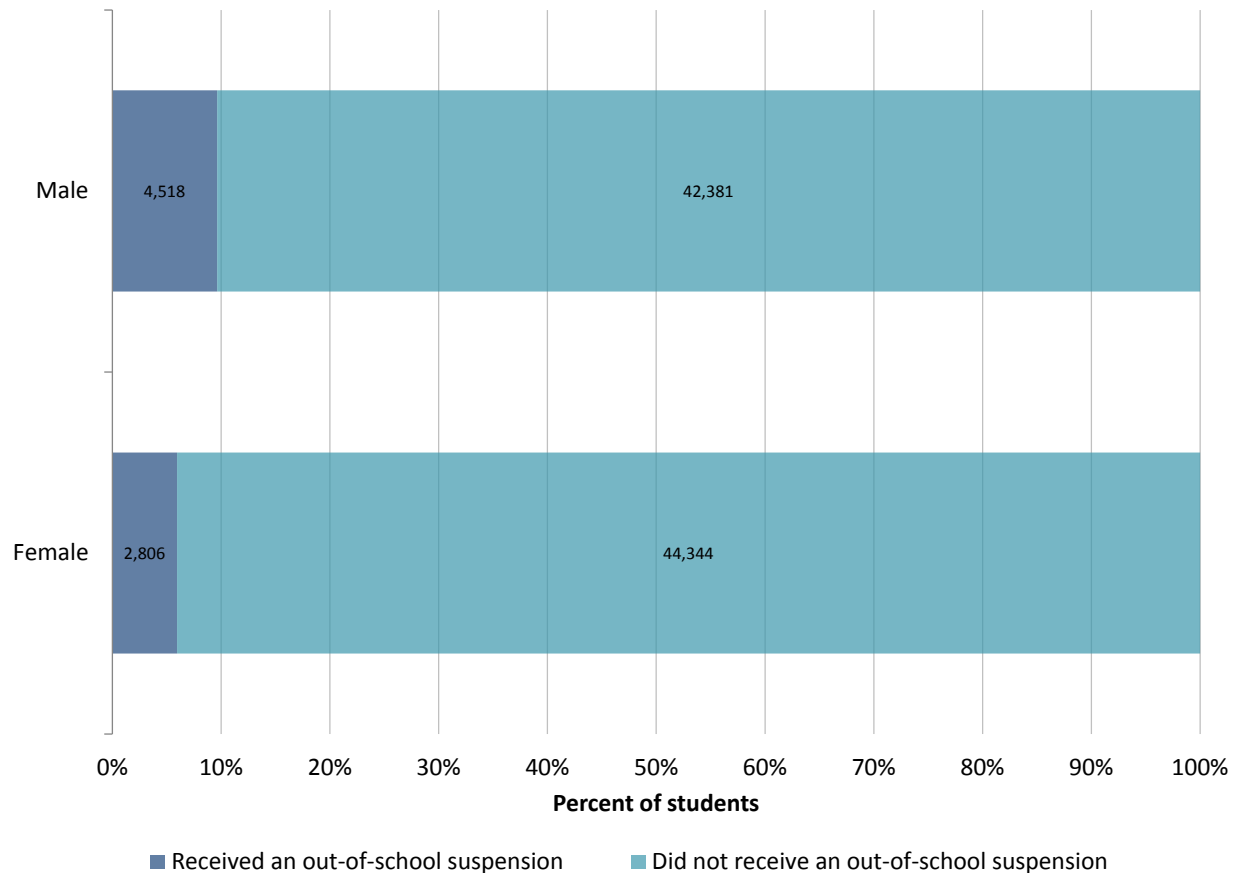
Because all data is analyzed together in one model, the results represent the independent effect of each factor. This means, for example, that Black students are 6.8 times more likely to have received at least one out-of-school suspension compared to White students irrespective of the students' grade in school, sex, their English Language Learner status, their economic disadvantaged status, their at-risk status, whether or not they were over-age, whether they are directly certified to receive Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP) benefits, whether they are receiving services from the Child and Family Services Agency, whether or not they were homeless, whether or not they have an individualized educational program (IEP), or whether or not they attended more than one school during the 2015-16 school year. All likelihoods noted in text are statistically significant at the 99.9% confidence level.

Examination of student characteristics associated with out-of-school suspensions revealed several factors which are strongly associated with a student experiencing a disciplinary action. Being male, Black, economically disadvantaged, receiving "Level 3" special education services, being in 7<sup>th</sup> or 8<sup>th</sup> grade and having attended more than one school were the factors most strongly associated with having received at least one out-of-school suspension

*Out-of-school suspensions by sex*

In the 2015-16 school year **9.6% of male students** and **6.0% of female students** received at least one out-of-school suspension.<sup>21</sup> Male students were 1.6 times more likely to receive at least one out of school suspension compared to female students. Figure 9 shows the proportion of students enrolled during the 2015-16 school year who received at least one out-of-school suspension by sex.

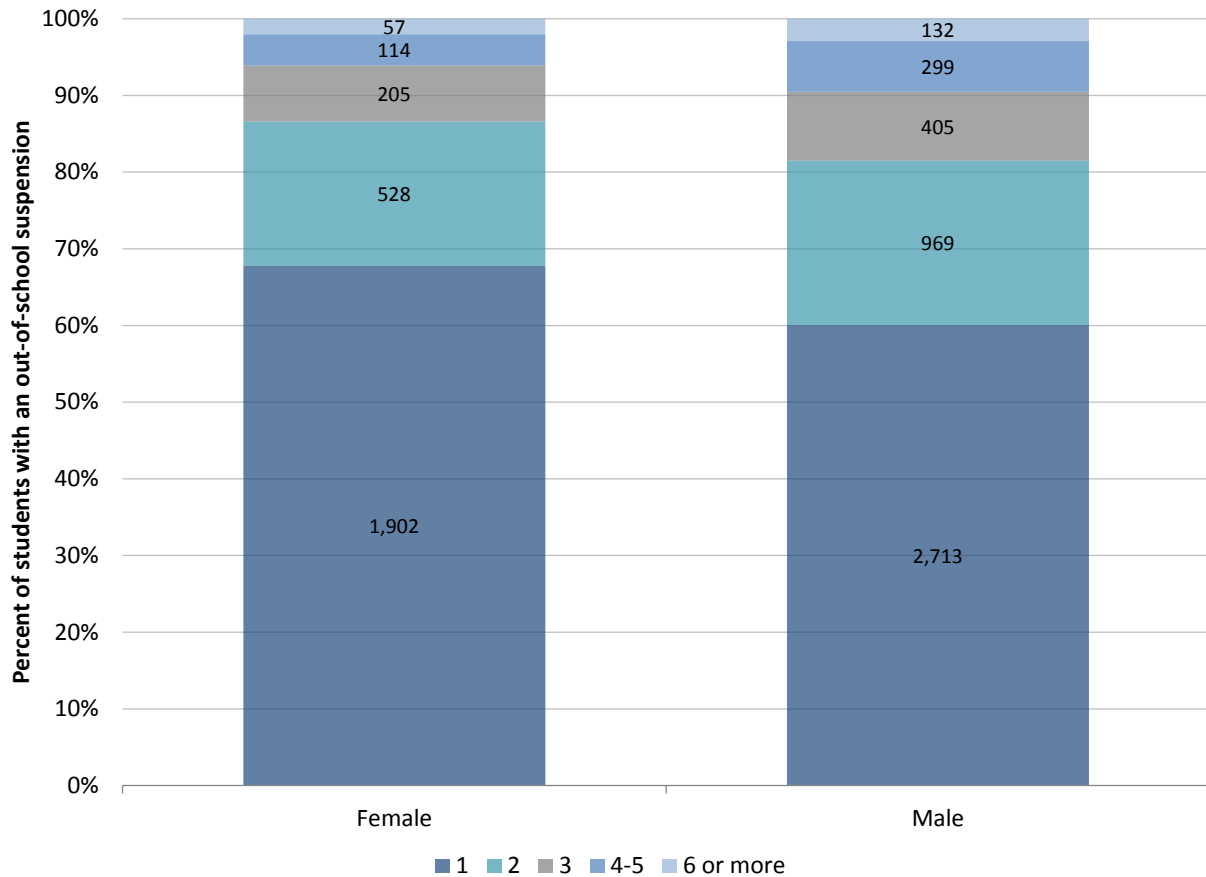
**Figure 9. Percentage of enrolled students who received at least one out-of-school suspension, by sex**



<sup>21</sup> 4 students with an unknown sex were excluded from the analysis in this section of the report.

The suspension rates depicted in Figure 9 demonstrate the overall percentage of males and females who received at least one out-of-school suspension. Figure 10 provides detail on the total number of out-of-school suspensions among males and females with at least one out-of-school suspension (i.e., detail on the population of students represented by the dark blue bars in Figure 9). Among students who received at least one out-of-school suspension, 40.0% of male students received more than one out-of-school suspension, compared to 32.2% of female students.

**Figure 10. Number of students out-of-school suspended, by sex and total number of out-of-school suspensions**

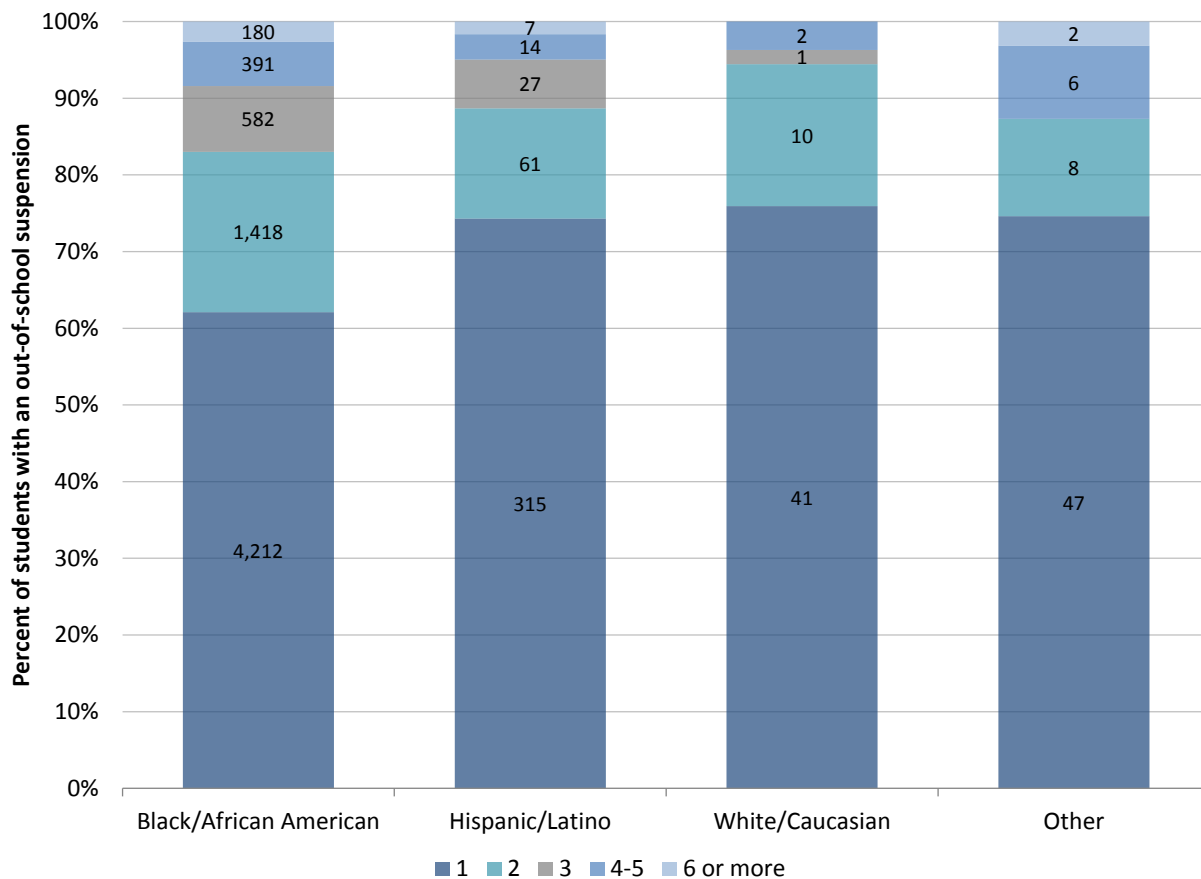


*Out-of-school suspensions by race*

In the 2015-16 school year, the three largest racial and ethnic groups of students were Black, Hispanic and White. Analysis of suspension rates by racial and ethnic group reveals that 10.4% of Black students, 2.5% of Hispanic students and 0.6% of White students received at least one out-of-school suspension. Black students were 6.8 times more likely than White students and 2.8 times more likely than Hispanic students to have received at least one out-of-school suspension. Hispanic students were 2.4 times more likely than White students to have received at least one out-of-school suspension. Among students who were disciplined, 83.0% of Black students missed more than 1 day of school due to out-of-school suspensions, compared to 75.5% of Hispanic students and 63.0% of White students. Figure 12 provides detail the cumulative number of instructional days students with at least one out-of-school suspension missed during the 2015-2016 school year by racial and ethnic group.

Figure 12 shows the number of out-of-school suspensions received by students with at least one out-of-school suspension in 2015-16.

**Figure 11. Number of students out-of-school suspended, by race and total number of out-of-school suspensions**

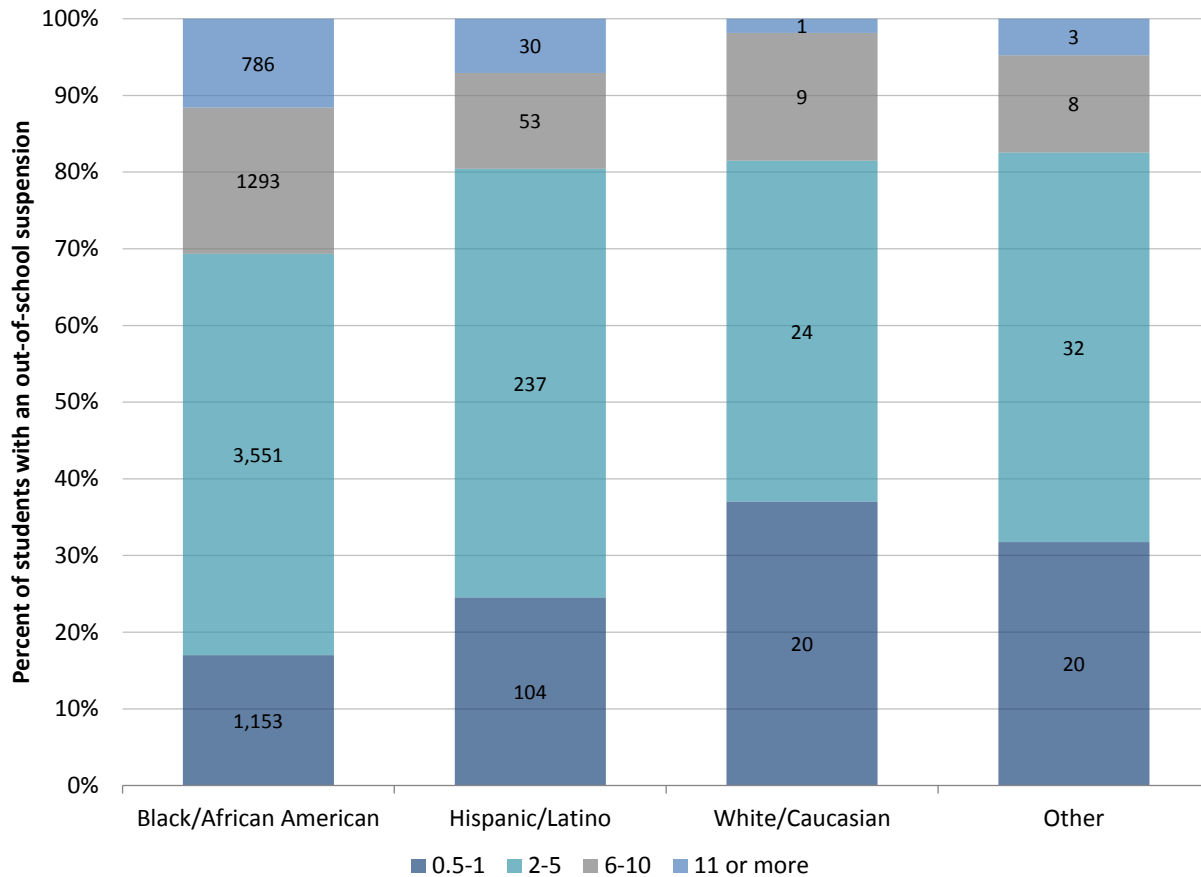


A larger proportion of Black students with at least one-out-of-school suspension were suspended multiple times; 37.9% of Black students who were suspended received more than one out-of-school suspension, compared to 25.7% of Hispanic students and 24.1% of White students.



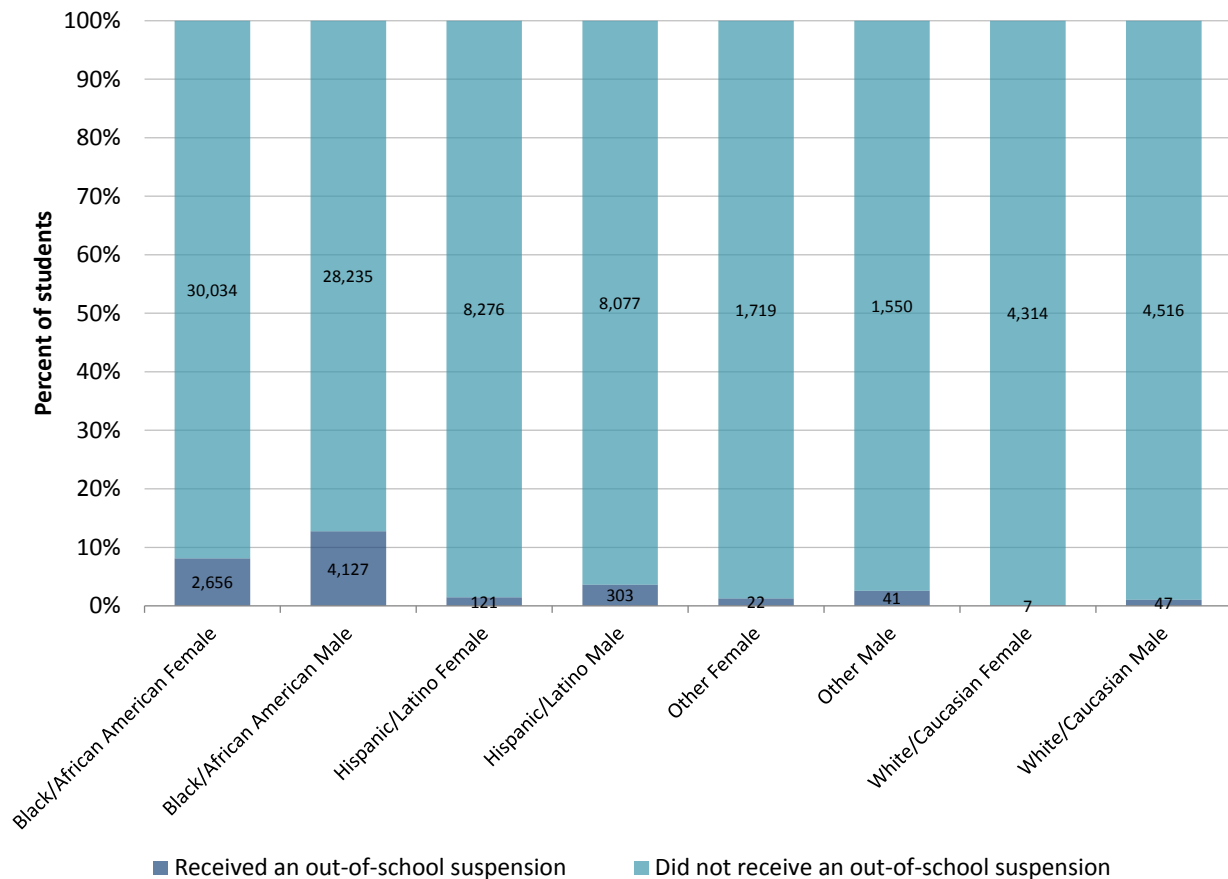
Disproportionality between racial and ethnic groups was also observed in the number of instructional days missed due to receiving out-of-school suspensions. Among students who were disciplined, 83.0% of Black students missed more than 1 day of school due to out-of-school suspensions, compared to 75.5% of Hispanic students and 63.0% of White students. Figure 12 provides detail on the cumulative number of instructional days students with at least one out-of-school suspension missed during the 2015-2016 school year by racial and ethnic group.

**Figure 12. Number of students missing school due to out-of-school suspensions, by race and total number of instructional days missed**



Recall that a larger portion of male students received at least one out-of-school suspension than female students (Figure 9). This pattern holds true across the three main racial and ethnic groups. Figure 13 shows the percent of students with at least one out-of-school suspension by race and gender for the three largest racial and ethnic groups. Analysis reveals that 12.8% of Black males received at least one out-of-school suspension, compared to 8.1% of Black females and 3.6% of Hispanic males.

**Figure 13. Disproportionality in rates of out-of-school suspensions, by race and sex**

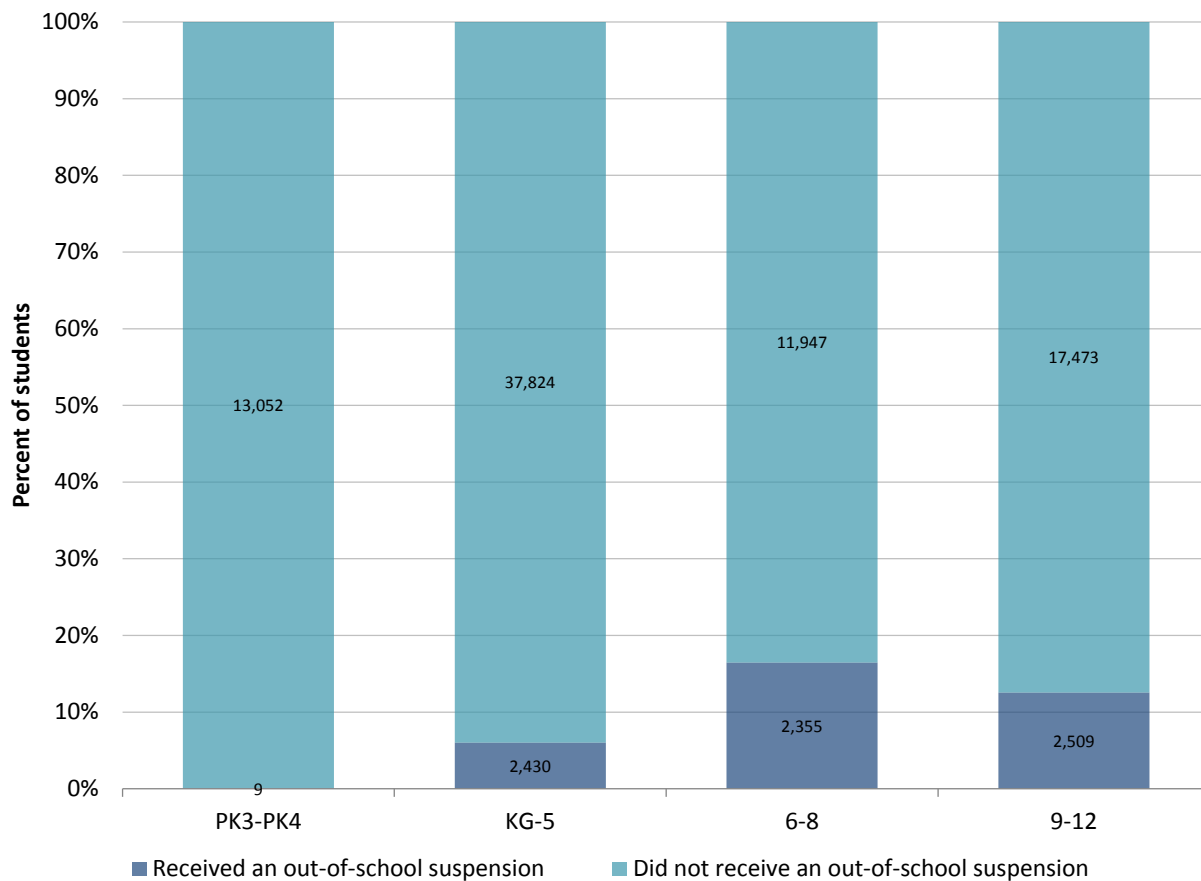


A large degree of disproportionality was evident between racial and ethnic groups among both males and females who received at least one out-of-school suspension. Controlling for demographic factors, Black females were 9.1 times more likely to receive at least one out-of-school suspension compared to non-Black females. Black males were 5.8 times more likely to receive at least one out-of-school suspension compared to non-Black males. Finally, black males were 15.8 times more likely to receive at least one out-of-school suspension compared to non-Black females.

*Out-of-school suspensions by grade*

In the 2015-16 school year, 0.1% of pre-k students, 6.0% of elementary students, 16.5% of middle-school students and 12.7% of high school students received at least one out-of-school suspension. Figure 14 shows the rate of out-of-school suspensions by grade band.<sup>22</sup> Students in middle school (grades 6-8) were 3.0 times more likely to receive at least one out-of-school suspension than students in grades K through 5. Students in high school (grades 9-12) were 1.8 times more likely to receive at least one out-of-school suspension compared to students in grades K through 5.

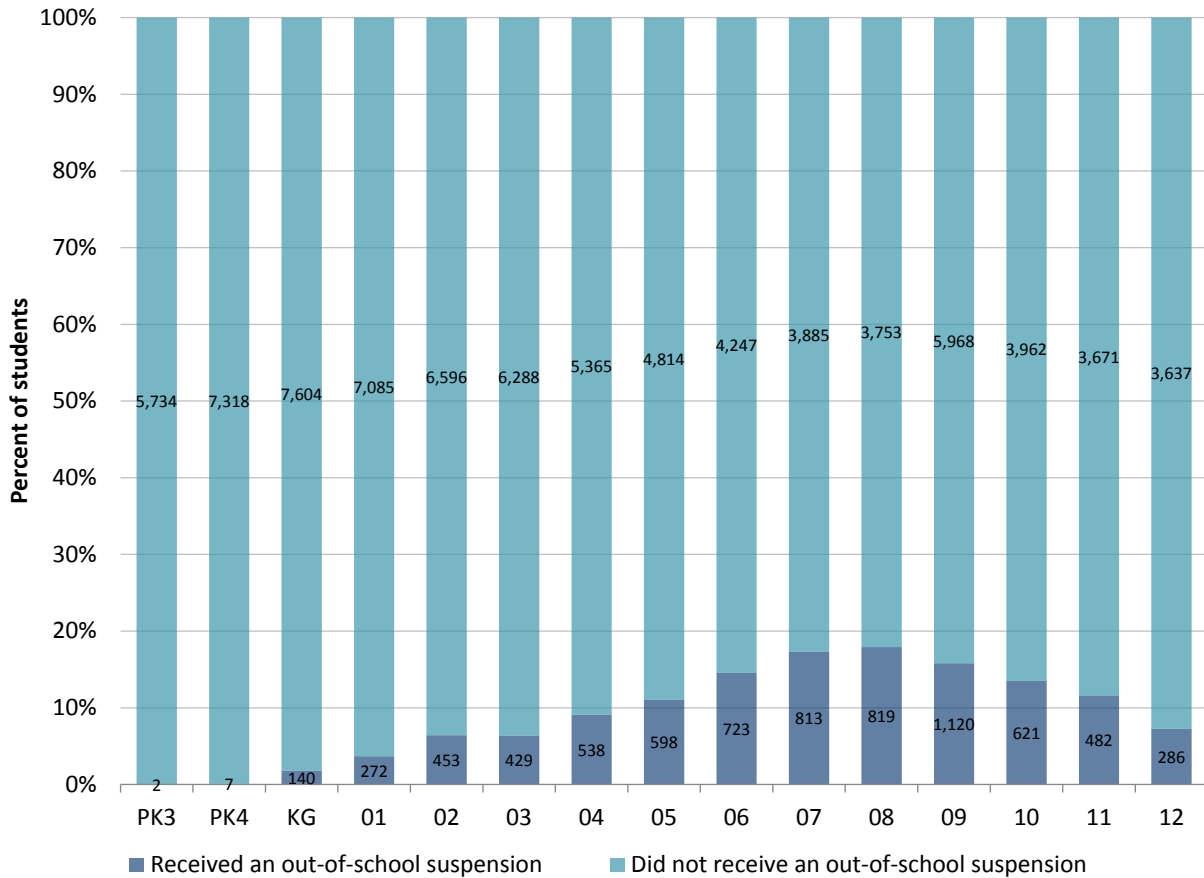
**Figure 14. Disproportionality in rates of out-of-school suspensions, by grade band**



<sup>22</sup> Students with adult grades, ungraded students and students with unknown grades are excluded from this chart. These students were significantly less likely than elementary school students to receive at least one out-of-school suspension.

Figure 15 shows the proportion of students with at least one out-of-school suspension by grade.<sup>23</sup> In general, the out-of-school suspension rate increased steadily from 1.8% in Kindergarten to a peak of 17.9% in eighth grade. After eighth grade, the out-of-school suspension rate steadily decreases during the high school years with a twelfth grade suspension rate of 7.3%.

**Figure 15. Disproportionality in rates of out-of-school suspensions, by grade**

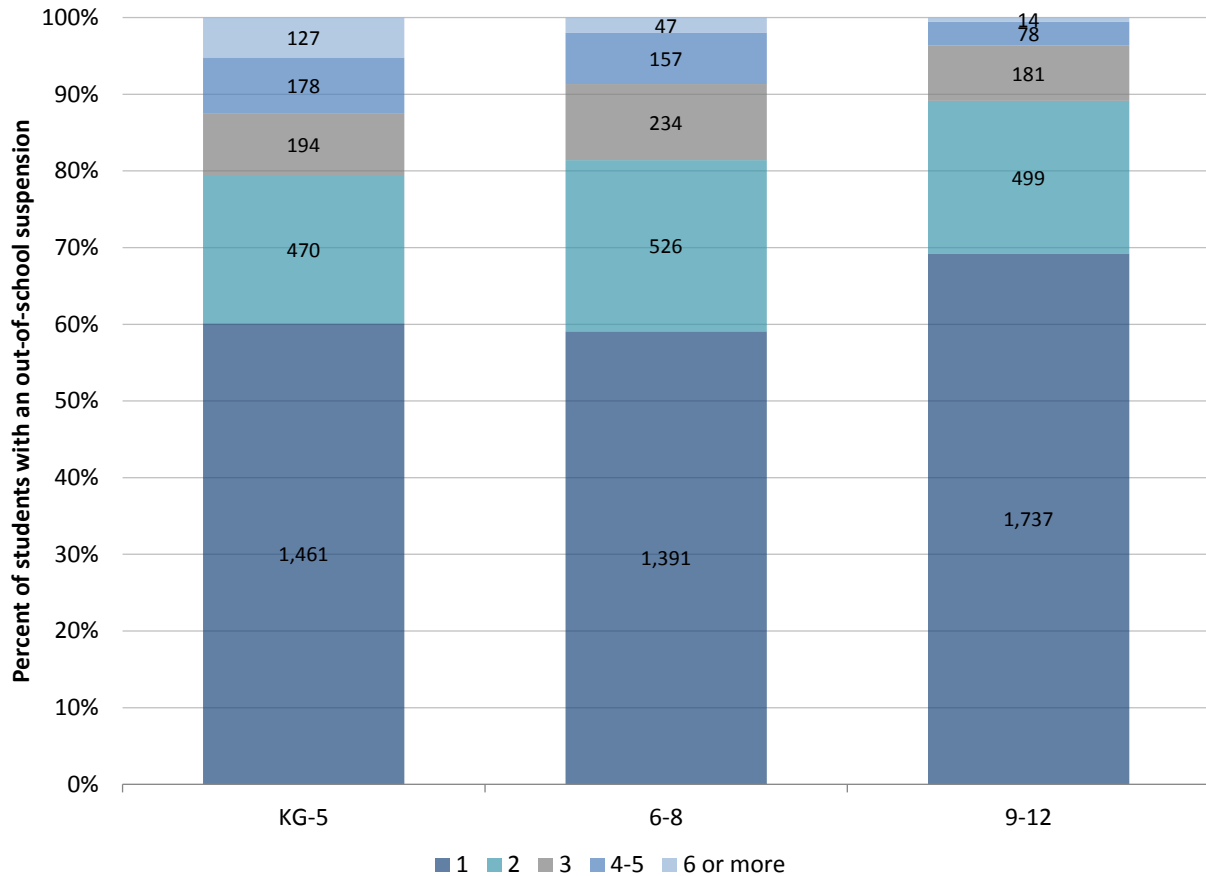


During the 2015-16 school year, eighth grade students were 5.9 times more likely to receive an out-of-school suspension than first grade students. Students in grades PK3 through K were significantly less likely than first grade students to be disciplined with kindergarten students half as likely to be disciplined compared to first grade students. Despite overall lower levels of discipline in the elementary school grades, fourth grade students are 2.6 times more likely and fifth grade students are 3.3 times more likely than first grade students to be disciplined. In contrast, twelfth grade students are 1.8 times more likely to be disciplined compared to first grade students.

<sup>23</sup> Students with adult grades, ungraded students and students with unknown grades are excluded from this chart.

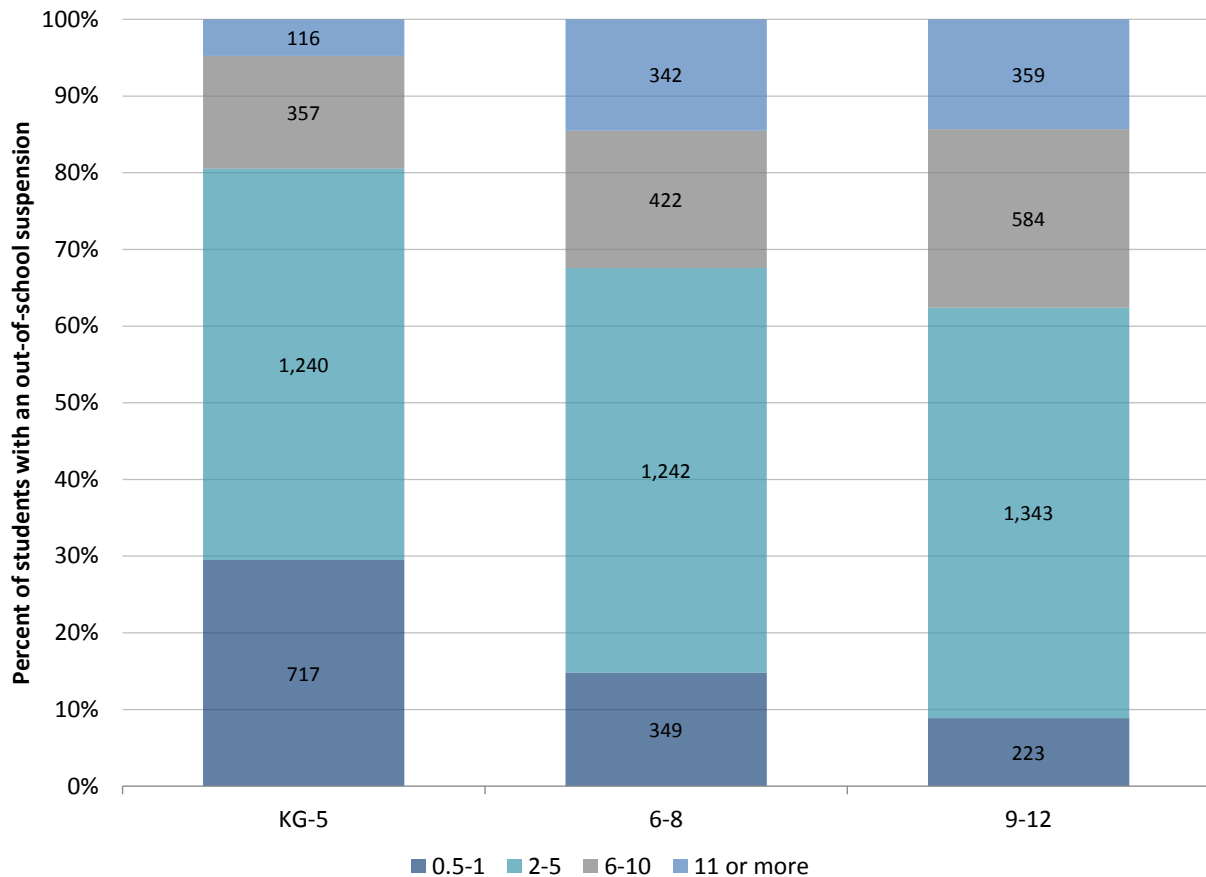
Recall that middle school students were 3.0 times more likely than elementary school students to receive at least one out-of-school suspension. However, Figure 16 below shows that among all suspended students, elementary school students receive multiple suspensions at a similar rate to middle school students. In comparison, only 30.8% of high school students with at least one out-of-school suspension receive multiple out of school suspensions.

**Figure 16. Number of students with at least one out-of-school suspension, by grade band and total number of out-of-school suspensions**



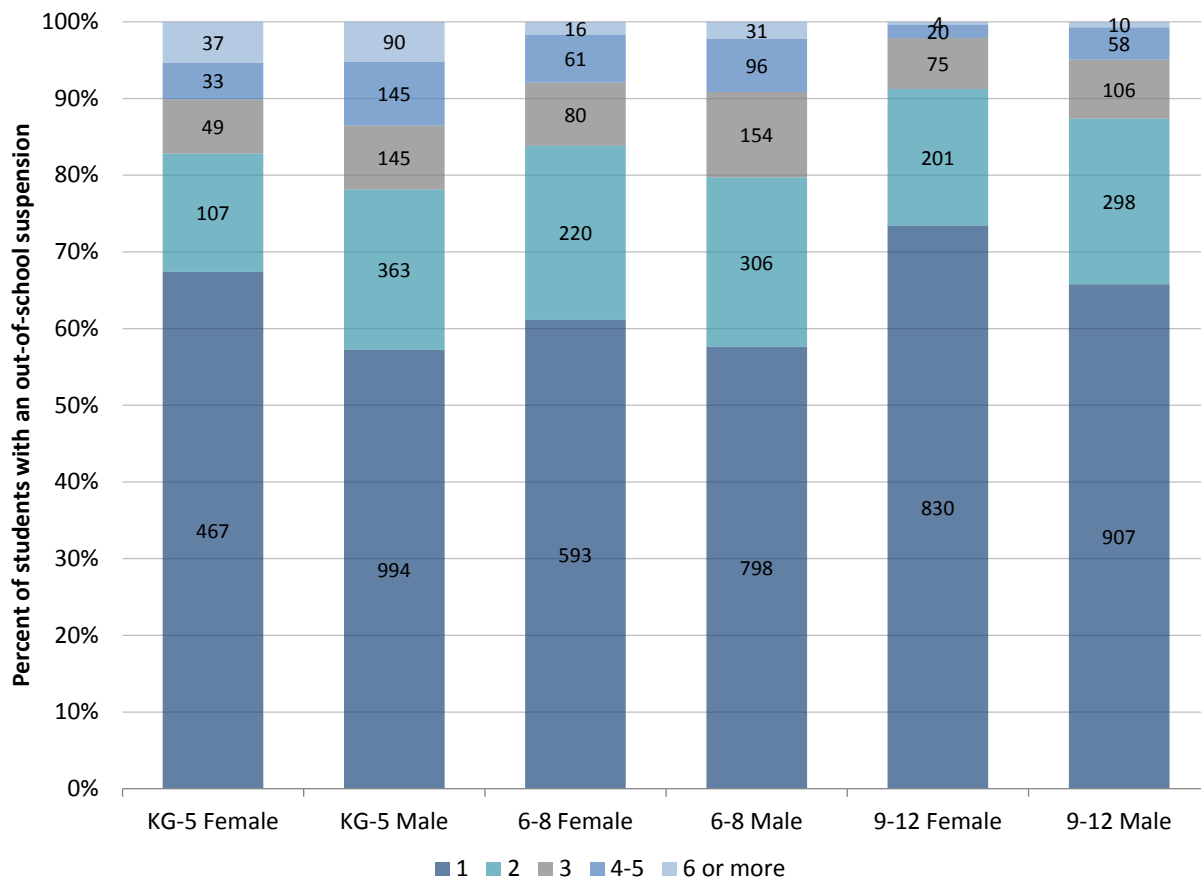
However, as illustrated by Figure 17, among students with at least one out-of-school suspension, a higher proportion of high school students are suspended for more than six days compared to elementary and middle school students. Overall, the average length of a given out-of-school suspension increases as students progress from elementary to middle to high school.

**Figure 17. Number of students missing school due to out-of-school suspensions, by grade band and total number of instructional days missed**



Recall that a larger proportion of suspended male students had more than one out-of-school suspension compared to suspended female students (Figure 10). Figure 18 provides further detail on the proportion of suspended students receiving one, two, three, four to five, or six or more out-of-school suspensions broken down by sex and grade band. About the same proportion of male elementary school students have more than one out-of-school suspension (42.8%) as in male middle school students (42.4%). In comparison, 32.6% of suspended female students in elementary school have more than one out-of-school suspensions and 38.9% of female students in middle school have more than one out-of-school suspension. The difference between the proportion of male versus female students with multiple suspensions is smallest in middle school grades. Significant disproportionality in the number of suspensions received was observed in both elementary and high school grades with male students who were suspended more likely to receive more than one out-of-school suspension compared to female students who were suspended.

**Figure 18. Number of students with at least one out-of-school suspension, by sex, grade-band and total number of out-of-school suspensions**



*Suspensions and Expulsions for Pre-K Students*

The Pre-K Student Discipline Amendment Act of 2015 prohibited the expulsion of pre-k age students from publicly funded community-based organizations (CBO) and public schools providing pre-k care and education. According to the data OSSE received from the LEAs, no students in grades pre-k 3 or pre-k 4 were expelled during the 2015-16 school year.

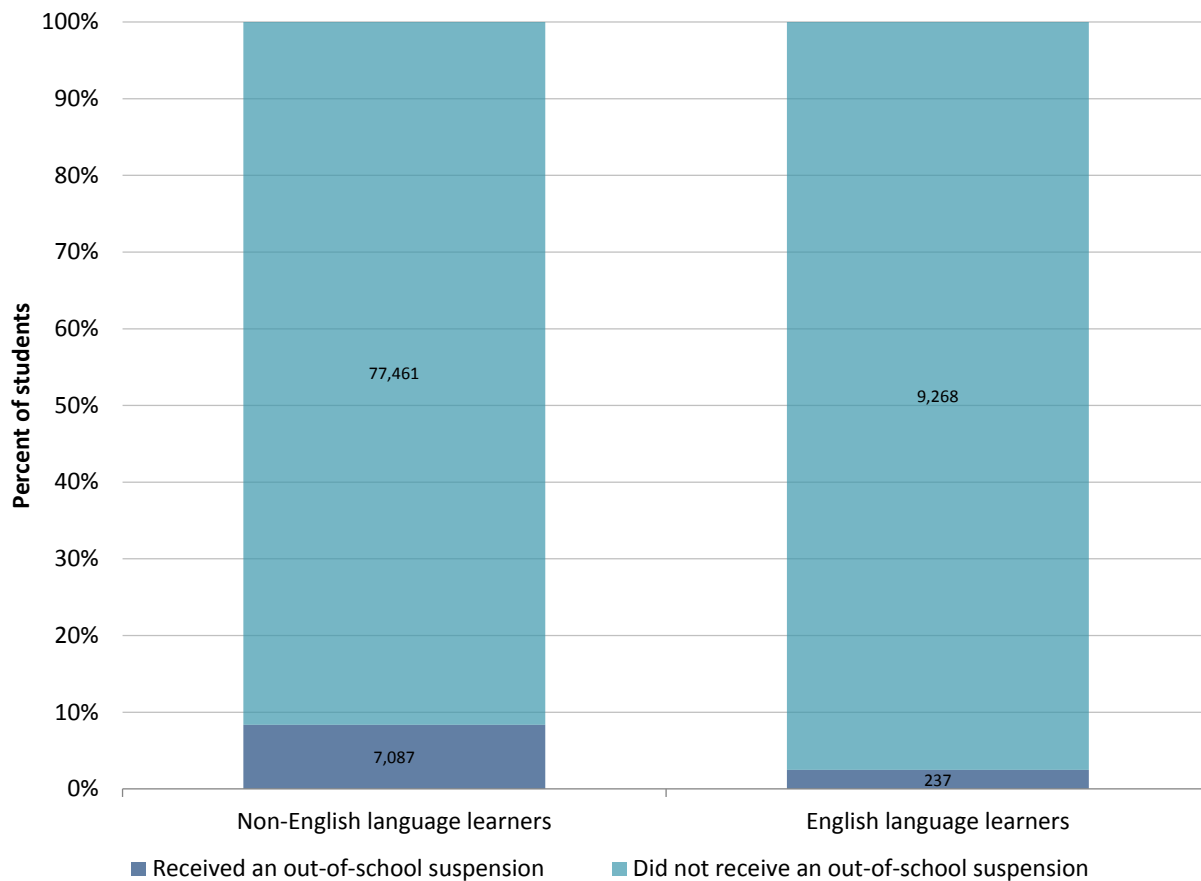
The Act also prohibited out-of-school suspensions for pre-k age students unless a school administrator determined that the student willfully caused or attempted to cause bodily injury, or threatened serious bodily injury to another person, except if the student acted in self-defense. Suspensions given to pre-k age students cannot exceed three (3) days for any individual incident. According to the data OSSE received from the LEAs, nine pre-k students received an out-of-school suspension in the 2015-16 school year. These nine students accumulated a total of 16 distinct out-of-school suspensions. Two of these suspensions were for longer the three days. Many of the disciplinary reasons provided for these suspensions indicate a violent incident. In response to these reports, OSSE is reaching out to LEAs to confirm the data and to ensure that all these LEA actions met the exceptions to the prohibition of such discipline for pre-K students. OSSE is developing guidance and technical assistance to support LEAs in understanding their legal and data collection responsibilities related to discipline of pre-K students, and will follow up with individual LEAs in response to any findings.



*Out-of-school suspensions by English Language Learner status*

Figure 19 shows the out-of-school suspension rate for English language learners. English language learners are the only student population with a lower out-of-school suspension rate than the general population. English language learners are 1.5 times *less* likely to receive an out-of-school suspension than students who are not English language learners. In the 2015-16 school year, 2.5% of English language learners and 8.4% of non-English language learners received at least one out-of-school suspension.

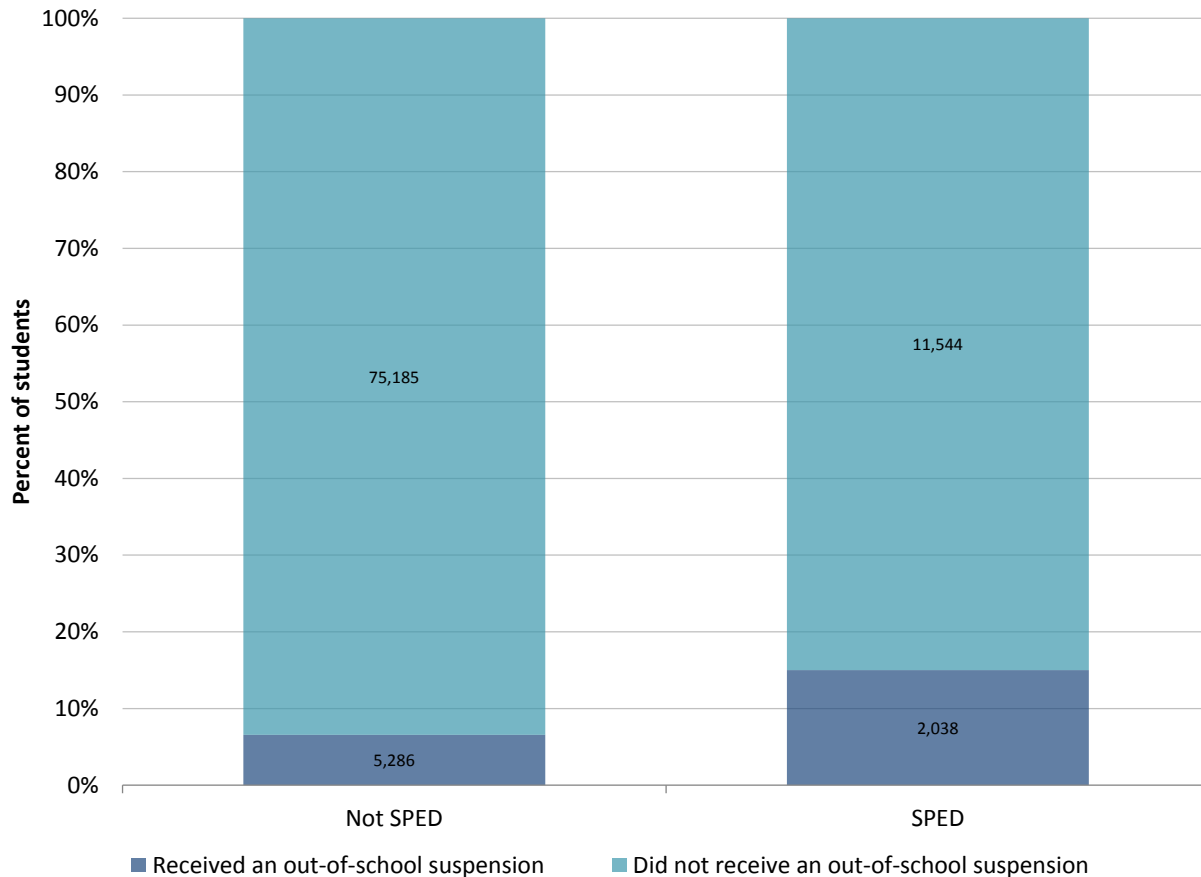
**Figure 19. Disproportionality in rates of out-of-school suspensions, by English Language Learner status**



*Out-of-school suspensions by special education status and level*

Controlling for other demographic factors, students with disabilities were 1.4 times more likely than students without disabilities to receive at least one out-of-school suspension (Figure 20).

**Figure 20. Disproportionality in rates of out-of-school suspensions, by special education status**

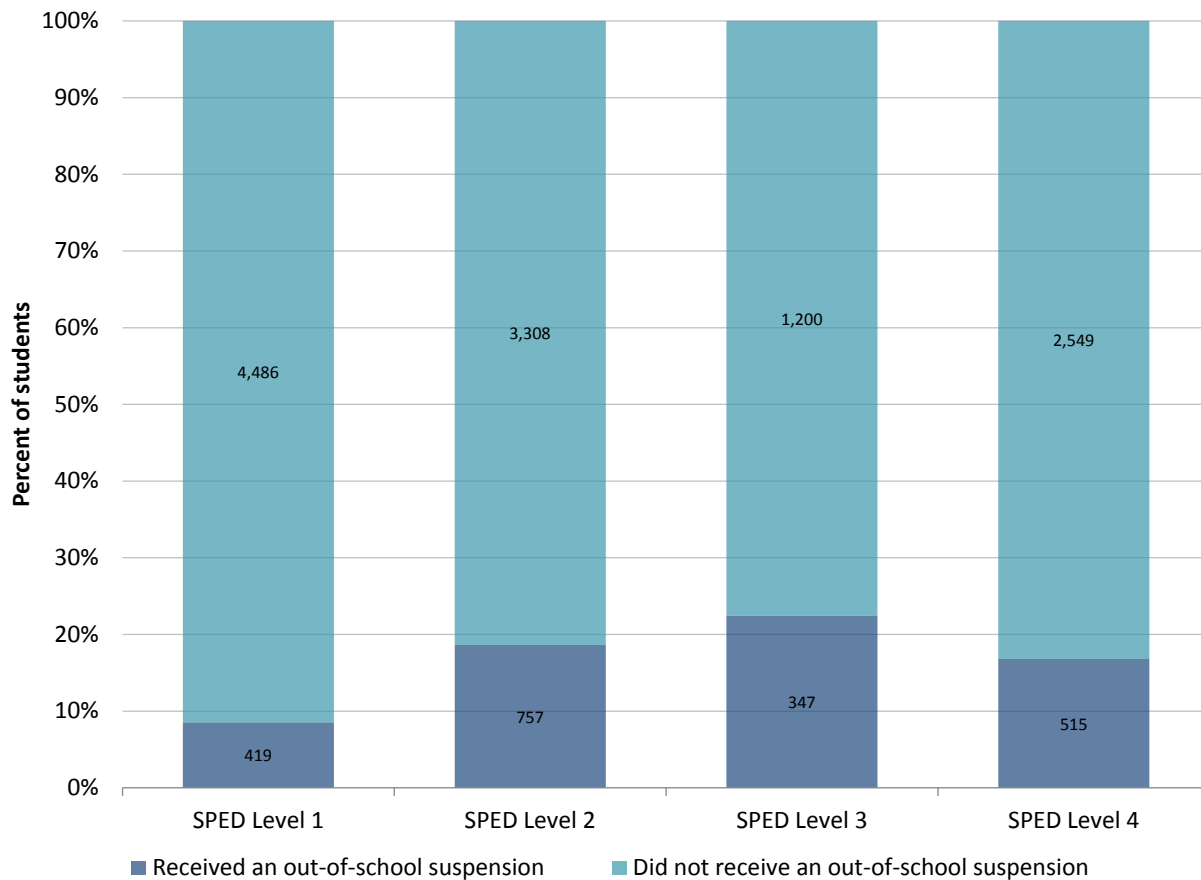


In the District of Columbia, students with disabilities receiving special education services receive various funding weights based on the total number of hours per week a student receives specialized instruction and related services regardless of the setting where received, and any dedicated aide hours. Levels are defined as follows:

- Level 1 – 0 to 8 hours per week of specialized instruction and related services (including dedicated aide hours)
- Level 2 – 8.01 to 16 hours per week of specialized instruction and related services (including dedicated aide hours)
- Level 3 – 16.01 to 24 hours per week of specialized instruction and related services (including dedicated aide hours)
- Level 4 – more than 24 hours per week of specialized instruction and related services (including dedicated aide hours)

As depicted in Figure 21, students with disabilities receiving “Level 2” and “Level 3” services experienced higher rates of out-of-school suspensions than students with disabilities receiving “Level 1” or “Level 4.” Analysis revealed that 22.4% of students with disabilities receiving “Level 3” services received at least one out-of-school suspension. In comparison, students with disabilities receiving “Level 1” services have an out-of-school suspension rate of 8.5%. Holding all other characteristics constant, students with disabilities receiving “Level 3” services were 1.7 times more likely to receive an out-of-school suspension than students without disabilities.

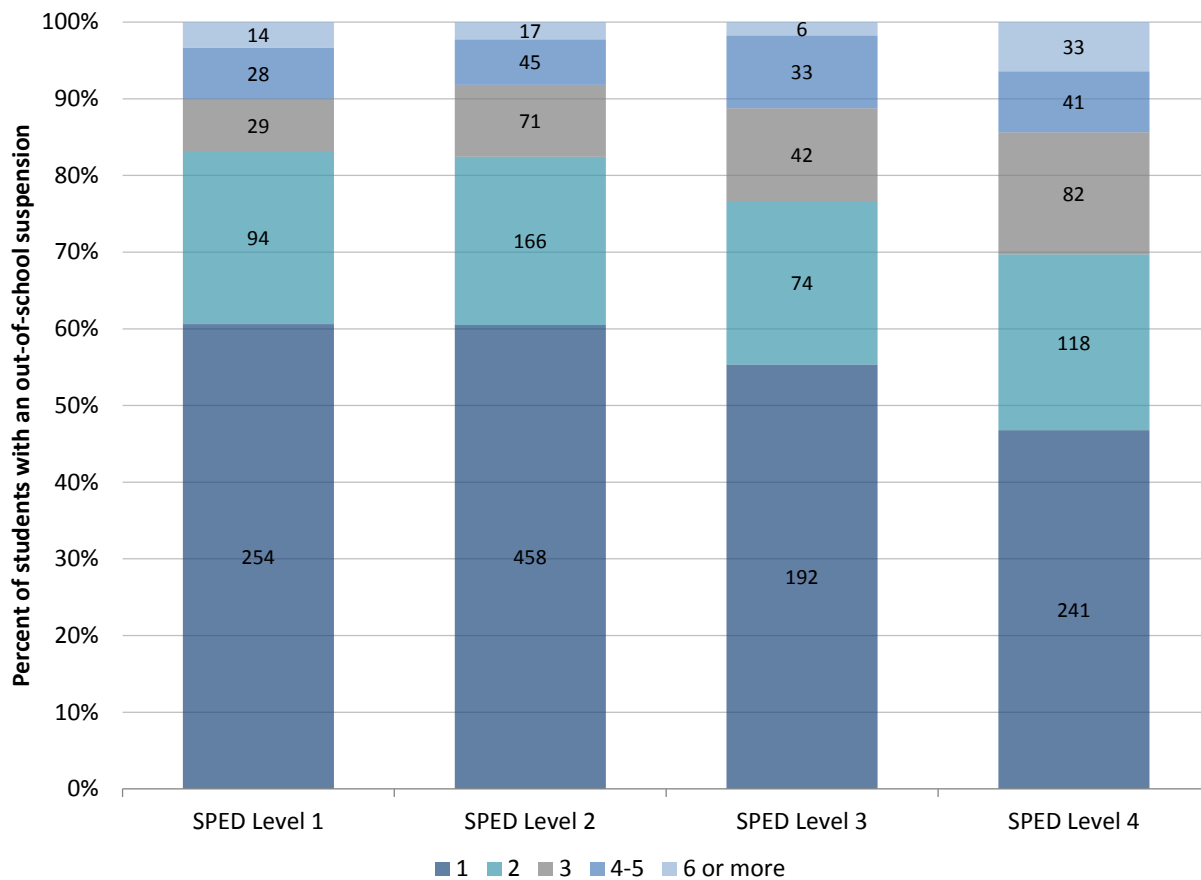
**Figure 21. Disproportionality in rates of out-of-school suspensions among students receiving special education services, by special education level**



Interestingly, the proportion of students with at least one out-of-school suspension does not increase as a student’s special education level increases. For example, a smaller proportion of students receiving “Level 4” services received out-of-school suspensions compared to students receiving “Level 3” services.

Figure 22 below depicts the number of students with disabilities at each special education level who had at least one out-of-school suspension during the 2015-16 school year by the total number of out-of-school suspensions received. Overall, 53.2% of suspended students receiving “Level 4” services received more than one out-of-school suspension, compared to 44.7% of suspended students receiving “Level 3” services, 39.5% of students receiving “Level 2” services and 39.4% of students receiving “Level 1” services. While a smaller proportion of students receiving “Level 4” services were suspended compared to students receiving other levels of services, a larger portion of the suspended “Level 4” students received multiple suspensions.

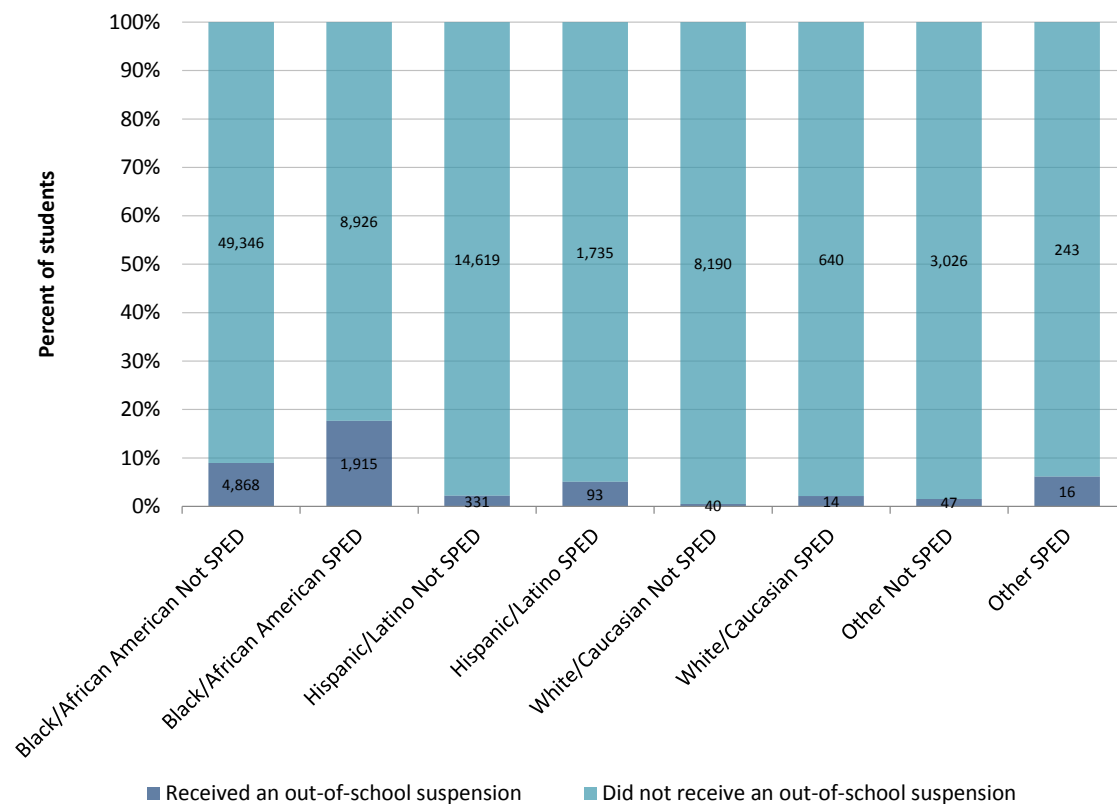
**Figure 22. Number of students with at least one out-of-school suspension, by special education level and total number of out-of-school suspensions**



As previously discussed (Figure 11), Black students were more likely to receive an out-of-school suspension compared to other racial and ethnic groups in the 2015-16 school year. Figure 23 shows the percentage of enrolled students who received at least one out-of-school suspension by race and special education status. To protect student privacy, results are only presented for the three largest racial and ethnic groups: Black/African American, Hispanic/Latino, and White/Caucasian. Within each of these racial and ethnic groups, a higher proportion of students with disabilities received an out-of-school suspension compared to students without disabilities. Across racial and ethnic groups further disproportionality was observed; 17.7% of Black students with disabilities received at least one out-of-school suspension, compared to 5.1% of Hispanic students with disabilities and 2.1% of White students with disabilities.

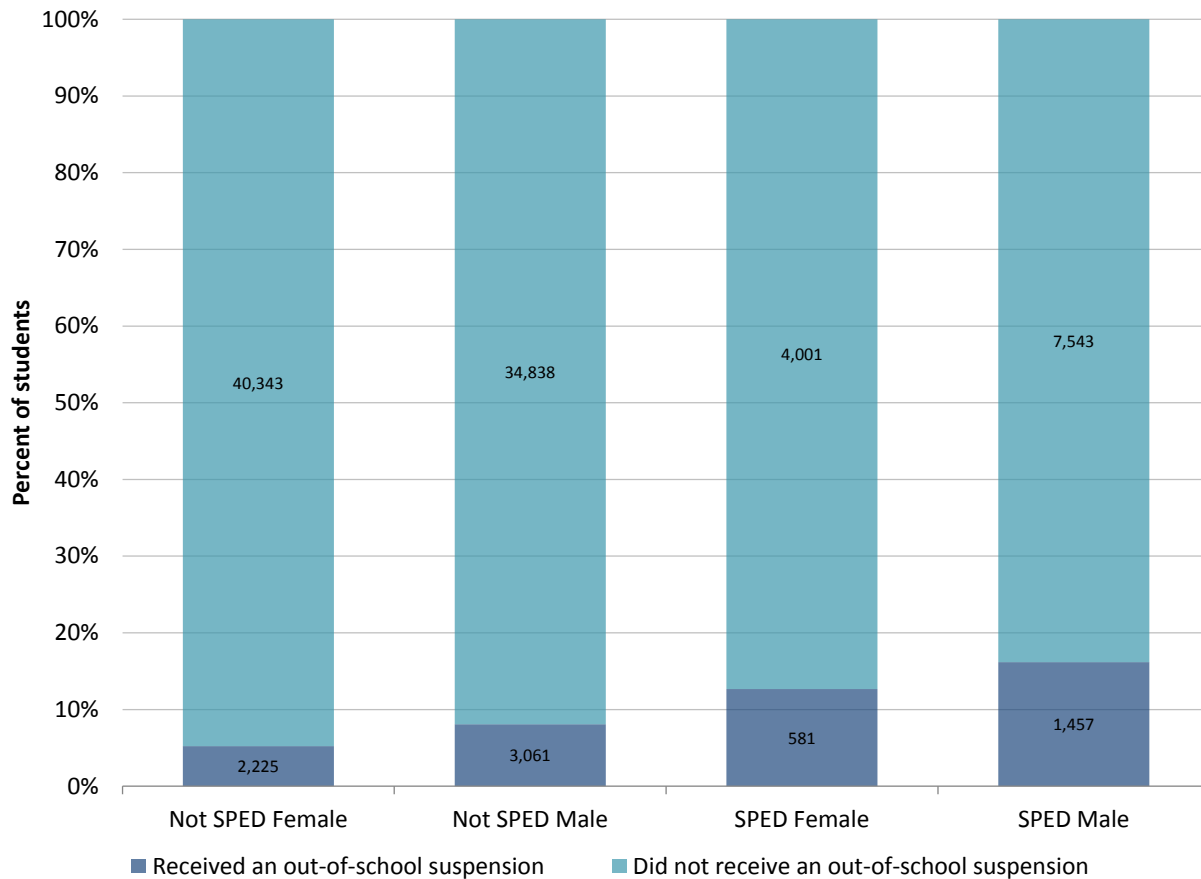
The greatest disproportionality was observed among Black students with disabilities; there was a 12.6 percentage point difference between the proportion of Black students with disabilities receiving at least one out-of-school suspension compared to the proportion of Hispanic students with disabilities receiving at least one out-of-school suspension. This difference was greater than both the difference between the percentage of Black and Hispanic students receiving at least one out-of-school suspension (7.9 percentage points) and the difference between the percentage of students with disabilities and students without disabilities receiving at least one out-of-school suspension (8.4 percentage points).

**Figure 23. Disproportionality in rates of out-of-school suspensions, by race and special education status**



As indicated previously, a larger proportion of male students received an out-of-school suspension compared to female students (Figure 9) and a larger proportion of students with disabilities received an out-of-school suspension compared to students without disabilities (Figure 20). Figure 24 depicts the percentage of enrolled students who received at least one out-of-school suspension by sex and special education status. In the 2015-16 school year, 15.9% of male students with disabilities received at least one out-of-school suspension. Results indicate disproportionality in the rate of out-of-school suspensions among male students with disabilities compared to both male students without disabilities and female students with disabilities.

**Figure 24. Disproportionality in rates of out-of-school suspensions, by sex and special education status**



### *Out-of-School Suspensions by At-Risk Status*

To understand the potential relationship between family income and school discipline, OSSE examined several measures of student socioeconomic status, including whether a student qualifies for “at-risk” funding or is economically disadvantaged.

In the District of Columbia, “at-risk” refers to a student who possesses one of the following characteristics at any point during the 2015-16 school year:

- 1) Direct Certification: Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP) eligibility
- 2) Homeless: Identification as homeless in the homeless data feeds and/or McKinney-Vento (MKV) QuickBase application
- 3) CFSA: Under the care of the Child and Family Services Agency (CFSA)
- 4) Overage (high school only): A high school student is overage if her or she is at least one year older than the appropriate age for their grade

“Economically disadvantaged” refers to a student who possesses one of the following characteristics at any point during the 2015-16 school year:

1. FRL: Received Free or Reduced-Price Lunch (FRL)
2. CEO/CEP: Received FRL through community eligibility (attending a school where the entire student population receives FRL)
3. Direct Certification: TANF or SNAP enrollment
4. Homeless: Identification as homeless in the homeless data feeds and/or MKV QuickBase application
5. CFSA: Under the care of CFSA

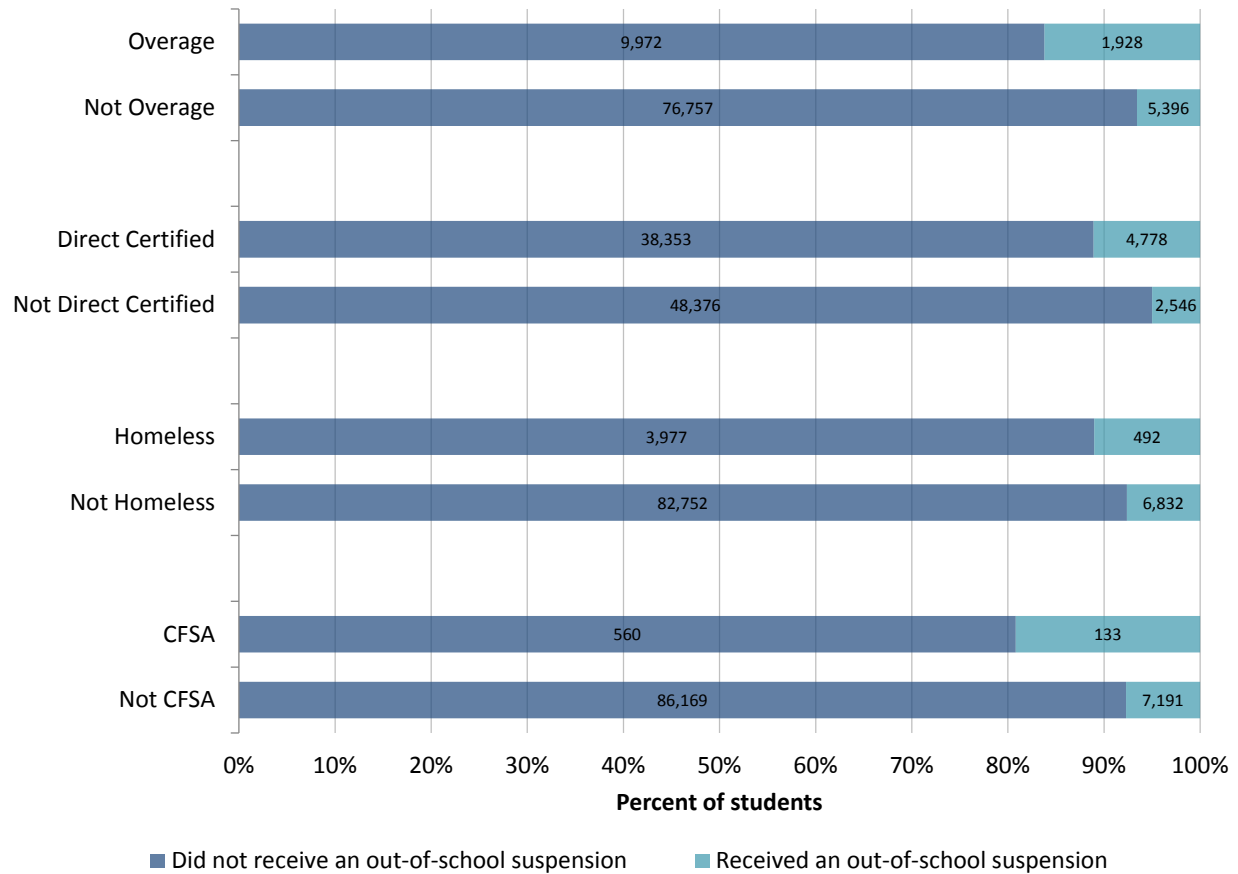
Figure 25 shows that two of the components which comprise the “at-risk” designation were significantly associated with an increased likelihood of receiving an out-of-school suspension: being under the care of CFSA and being overage for grade.

In school year 2015-16, 18.7% of students under the care of the Child and Family Services Agency (CFSA) had at least one out-of-school suspension, compared to 7.7% of non-CFSA students. Holding all other characteristics constant, CFSA students were 1.6 times more likely to receive at least one out-of-school suspension compared to non-CFSA students. Of the 133 CFSA students that received an out-of-school suspension, 56% received more than one out-of-school suspension, compared to 37% of non-CFSA students. Students who were overage for grade were 1.1 times more likely to receive at least one out-of-school suspension compared to students who were not overage.

In school year 2015-16, 11.0% of students who were eligible to receive either Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP) benefits had at least one out-of-school suspension, compared to 5.0% of students who were not eligible to receive TANF or SNAP benefits. Controlling for other demographic factors, students who received TANF or SNAP benefits were not significantly more likely to have received at least one out-of-school suspension compared to

students who did not receive TANF or SNAP benefits. Similarly, although the out-of-school suspension rate was higher among homeless students (11.0%) compared to non-homeless students (7.6%), having been homeless during the 2015-16 school year was not significantly associated with having at least one out-of-school suspension when taking other student characteristics into account.

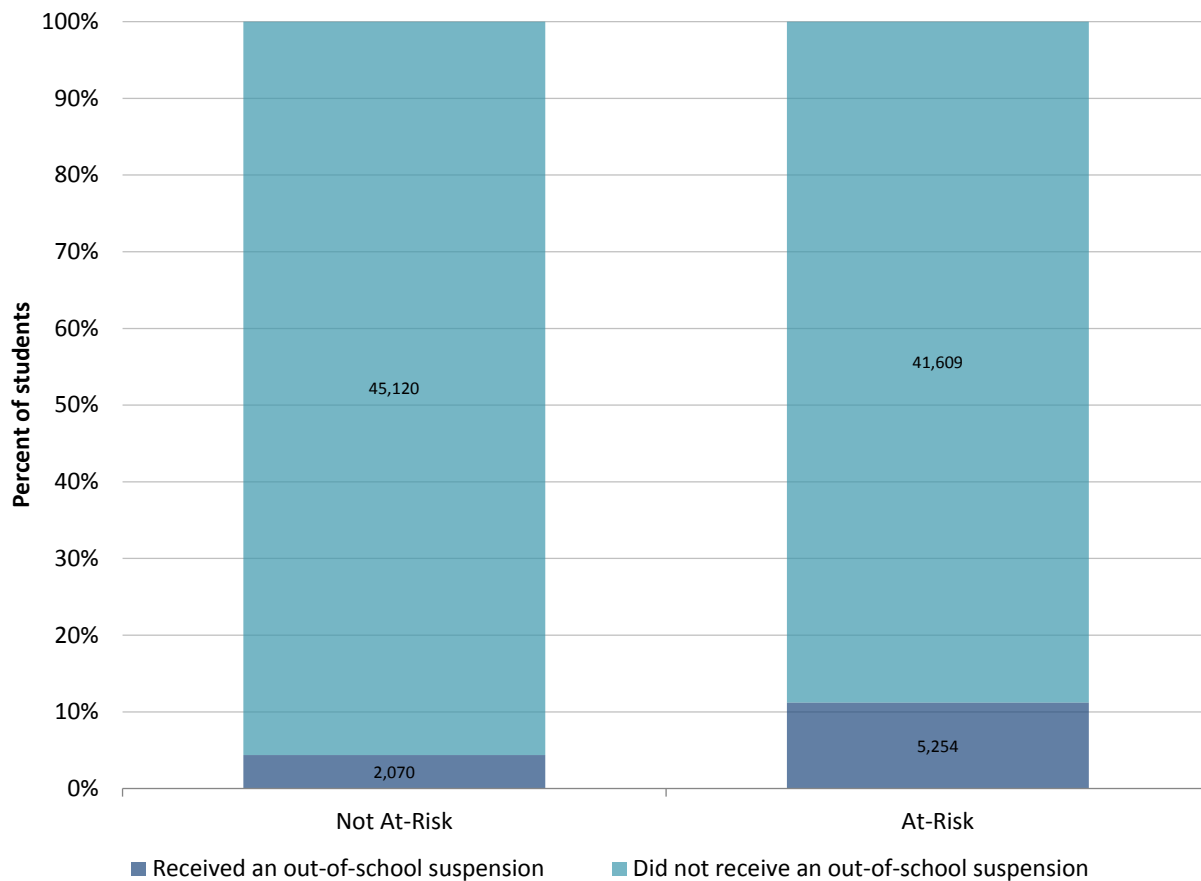
**Figure 25. Disproportionality in rates of out-of-school suspensions, by indicators of at-risk status**





Students who at any point during the school year met the criteria for at-risk funding were 1.4 times more likely than students who never met the criteria for at-risk funding to receive at least one out-of-school suspension. At-risk eligibility was associated with having an out-of-school suspension above and beyond the association of Direct Certification status (which was not significantly associated with receiving an out-of-school suspension), homeless (which was not significantly associated with receiving an out-of-school suspension), CFSA and overage. This signals that there are other unmeasured factors associated with at-risk status that impact the likelihood a student receives at least one out-of-school suspension. Recall that different LEAs have different disciplinary policies. One component not included in this analysis is the LEA (or LEAs) attended by a given student. It may be the case that at-risk students are concentrated in LEAs with stricter disciplinary policies.

**Figure 26. Disproportionality in rates of out-of-school suspensions, by at-risk status**

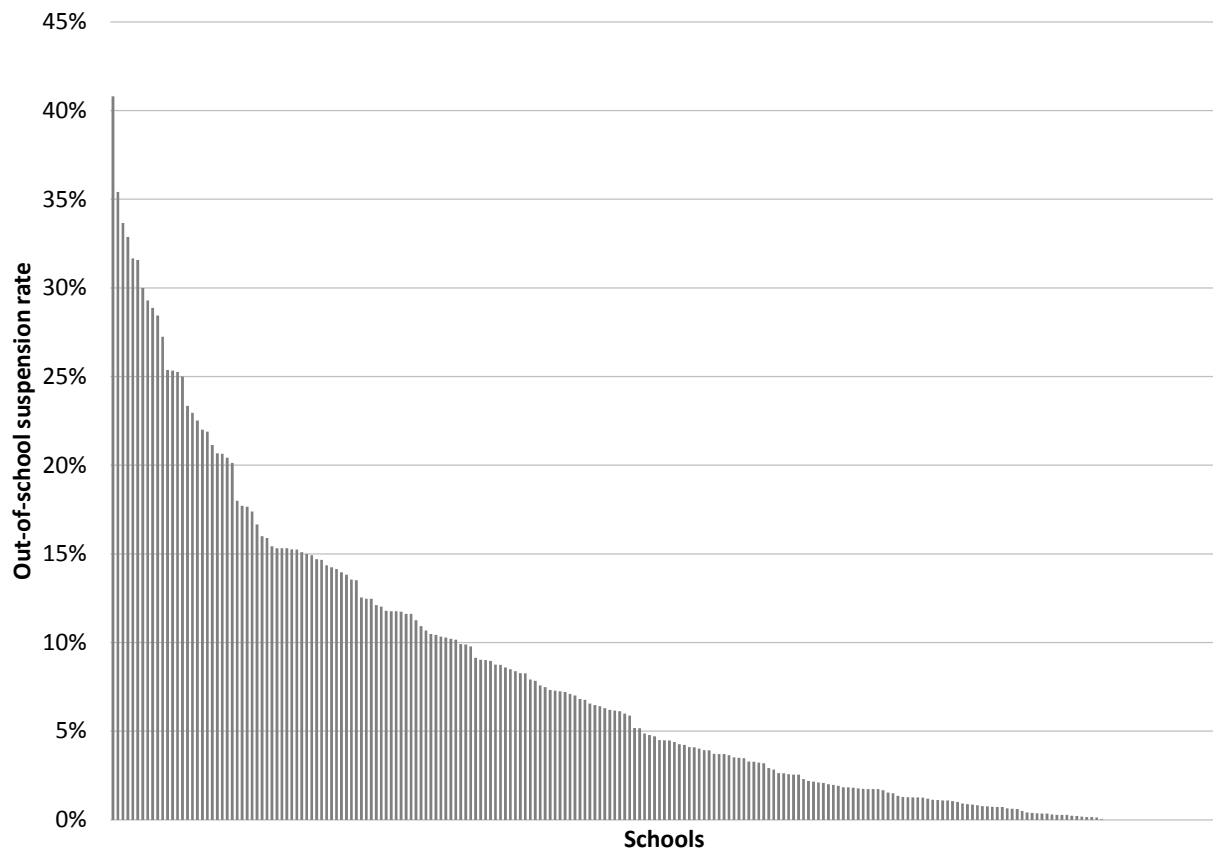


Analysis of disproportionality for economically disadvantaged students yields similar results to the analysis of at-risk students. Economically disadvantaged students were 1.9 times more likely to receive at least one out-of-school suspension compared to students who were not economically disadvantaged. The out-of-school suspension rate for economically disadvantaged students was 9.3% and the out-of-school suspension rate for non-economically disadvantaged students was 1.9%.

### Differences in out-of-school suspension rates across schools

Out-of-school suspension rates varied significantly across schools in the 2015-16 school year. The median (middle) out-of-school suspension rate was 4.5% and the average out-of-school suspension rate was 7.8%. Overall, 23 schools did not out-of-school suspend any students and had an out-of-school suspension rate of 0.0%. The maximum out-of-school suspension rate was 40.8%. Seven schools had out-of-school suspension rates at or above 30.0%. Figure 27 shows the out-of-schools suspension rate for each school included in the analyses throughout this report. Each line represents a single school.

**Figure 27. Out-of-school suspension rates, by school**



As explained above, LEAs have the authority to define their own disciplinary policies. Schools also offer different grades and serve different student populations. Figure 28 shows the same data as Figure 27, but highlights in red the 38 schools where 75 percent or more of the student population was at-risk. While the two schools with the highest out-of-school suspension rates educated a student population which was largely at-risk, there was an overall diversity in the out-of-school suspension rates among schools serving at-risk student populations.

**Figure 28. Out-of-school suspension rates among schools with 75% or more “at-risk” students**

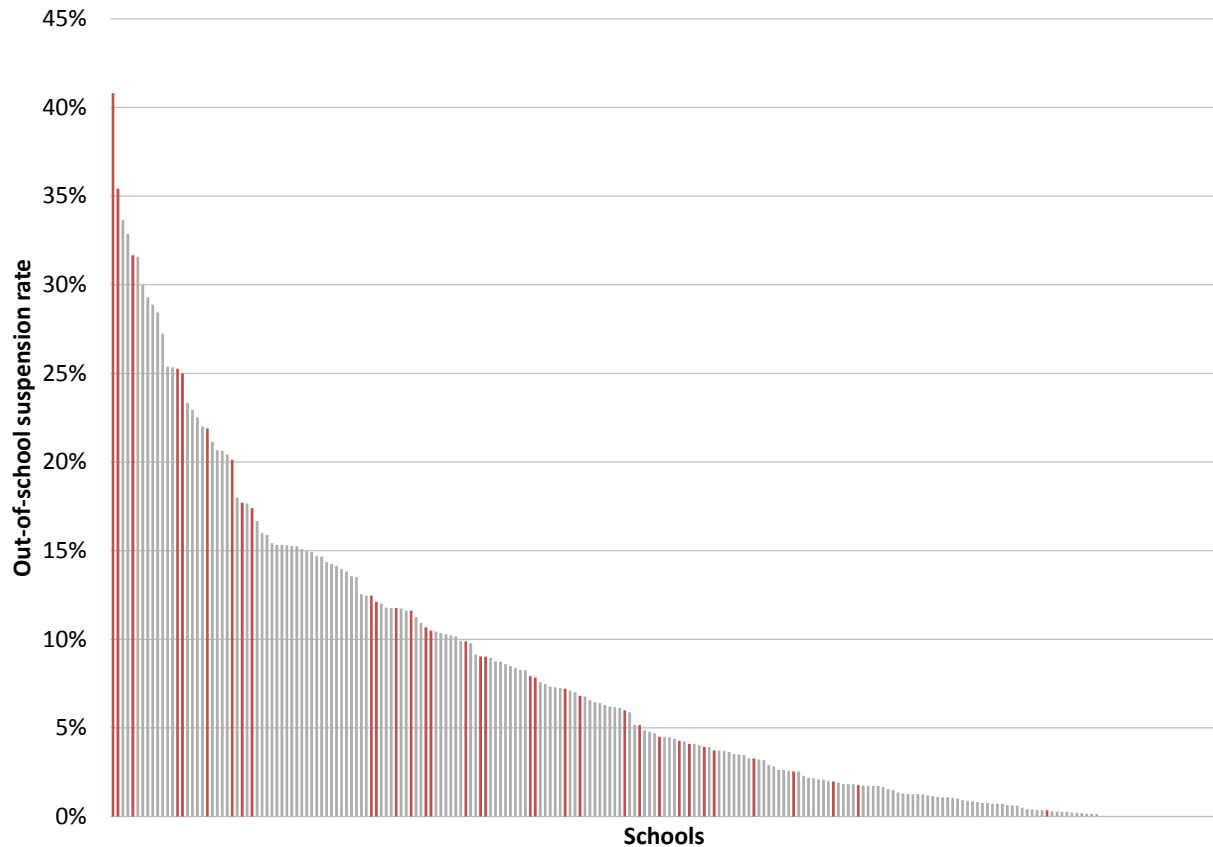
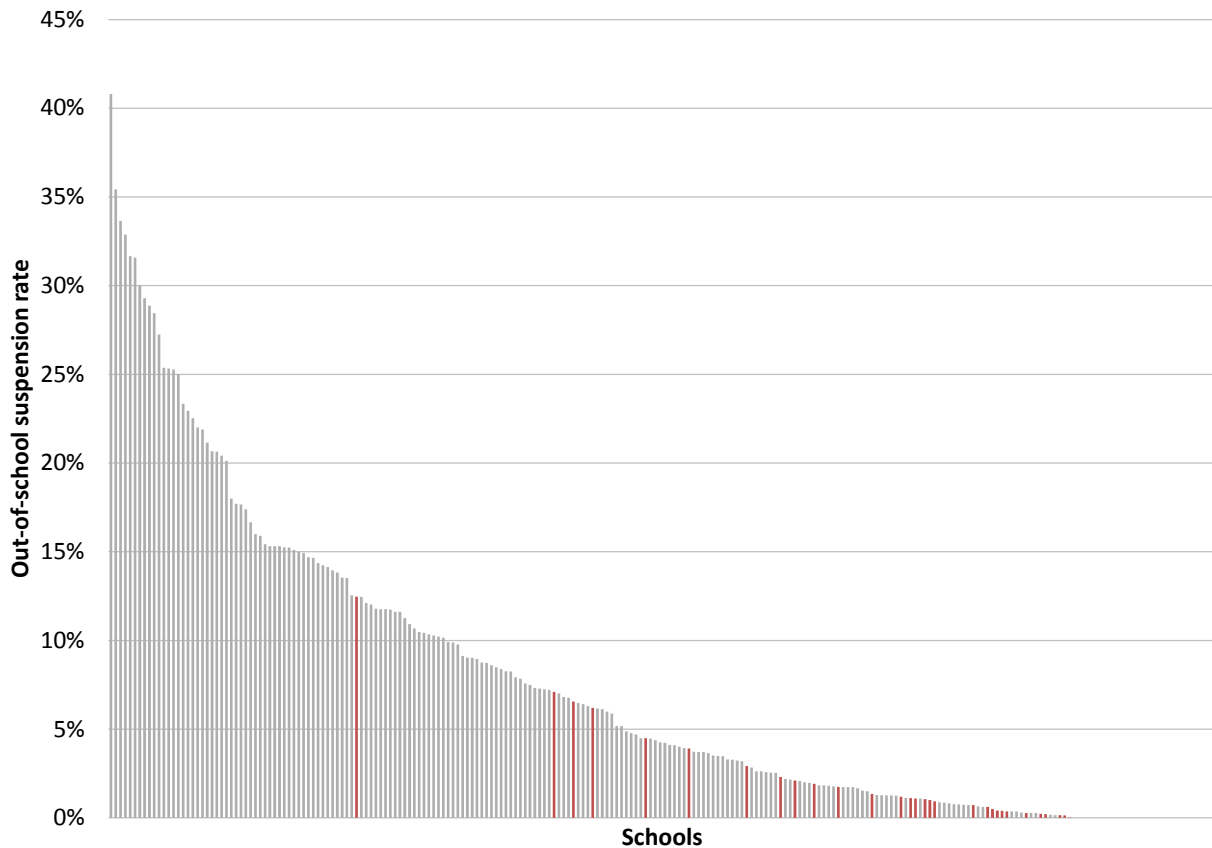


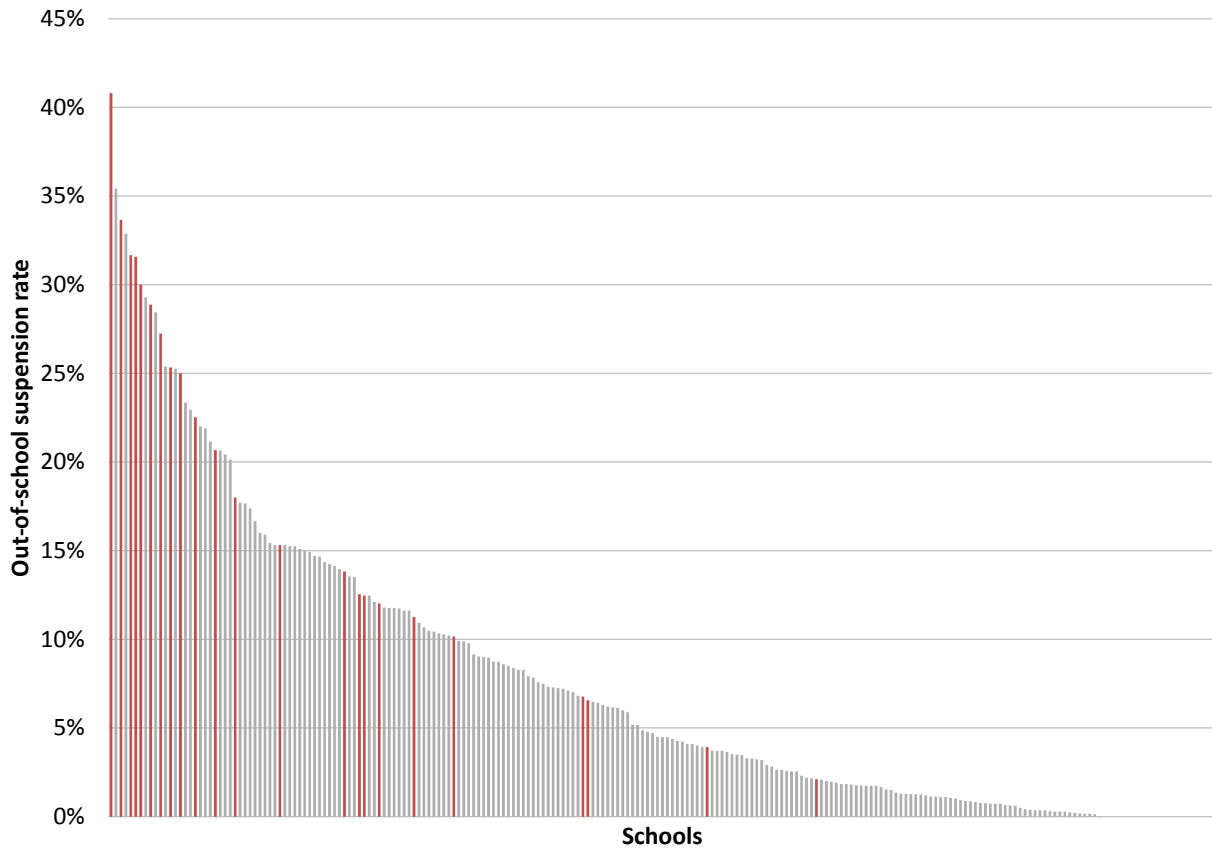
Figure 29 shows the same data as Figure 28, but highlights in red the 41 schools where 25 percent or less of the student population was at-risk. Overall, schools with fewer than 25% of their students qualifying for at-risk status had lower rates of out-of-school suspensions compared to other schools. The highest out-of-school suspension rate amongst these schools was 12.5%.

**Figure 29. Out-of-school suspension rates among schools with 25% or fewer “at-risk” students**



Recall that middle school students were three times more likely than elementary school students to have received at least one out-of-school suspension and that the out-of-school suspension rate peaked in 8<sup>th</sup> grade. Figure 30 shows the same data as Figure 27 with middle schools highlighted in red.<sup>24</sup> The median out-of-school suspension rate for middle schools was 18%, compared to 4.5% for all schools. The average out-of-school suspension rate for middle schools was 19.2%, compared to 7.8% for all schools.

**Figure 30. Out-of-school suspension rates among middle schools**



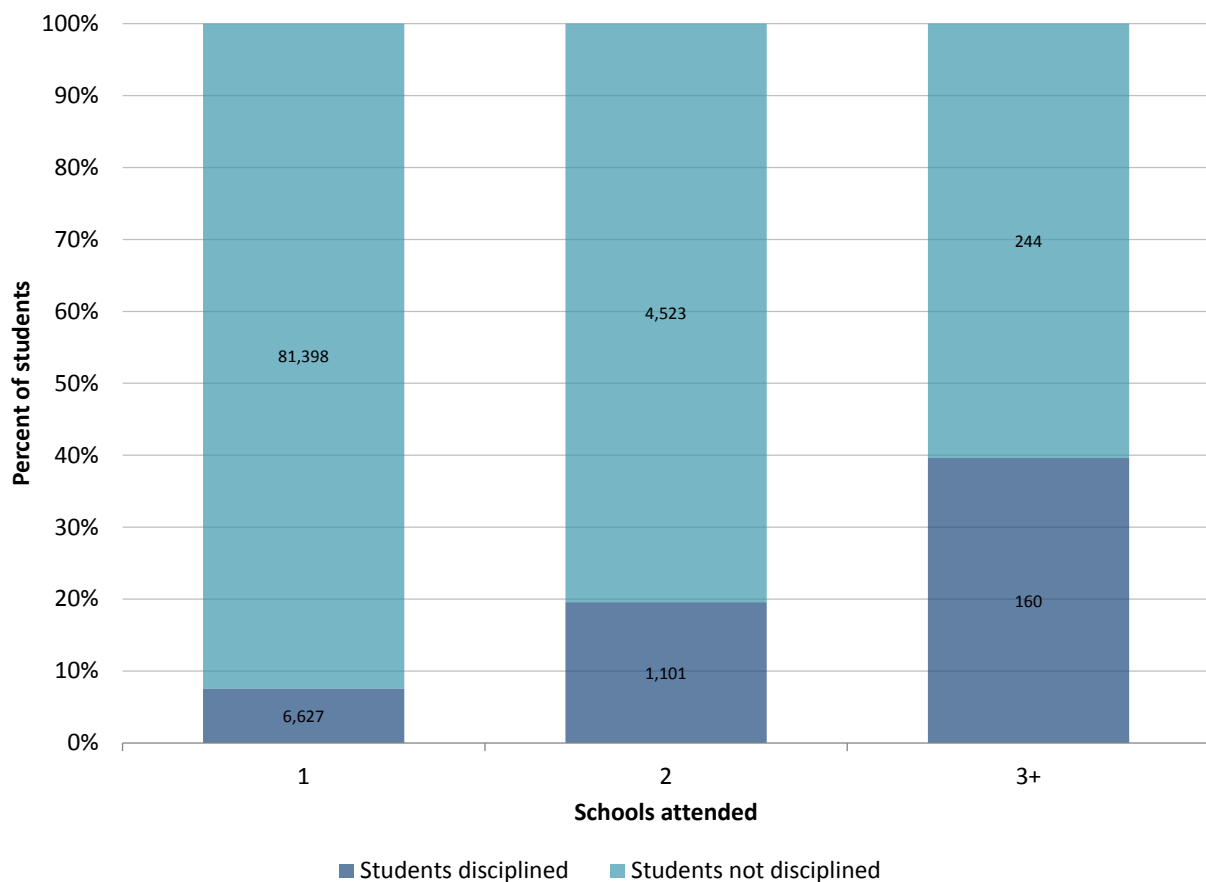
<sup>24</sup> A middle school is defined as a school that served grade 7 and grade 8 and did not serve grades below grade 5 or above grade 9 in the 2015-16 school year.

### Disciplinary Actions and Student Mobility

In school year 2015-16, 93.6% of students attended one school, 6.0% of students attended two schools and 0.4% of students attended three or more schools<sup>25</sup>. Figure 31 shows the percent of students attending one, two, or three or more schools who had at least one disciplinary action. Of the students that only attended one school, 7.5% had at least one disciplinary action. In comparison, 19.6% of students who attended two schools and 39.6% of students who attended three or more schools had at least one disciplinary action.

All else held constant, students who attended more than one school were 2.1 times more likely to have had at least one out-of-school suspension.

**Figure 31. Disproportionality in rates of discipline, by number of schools attended**



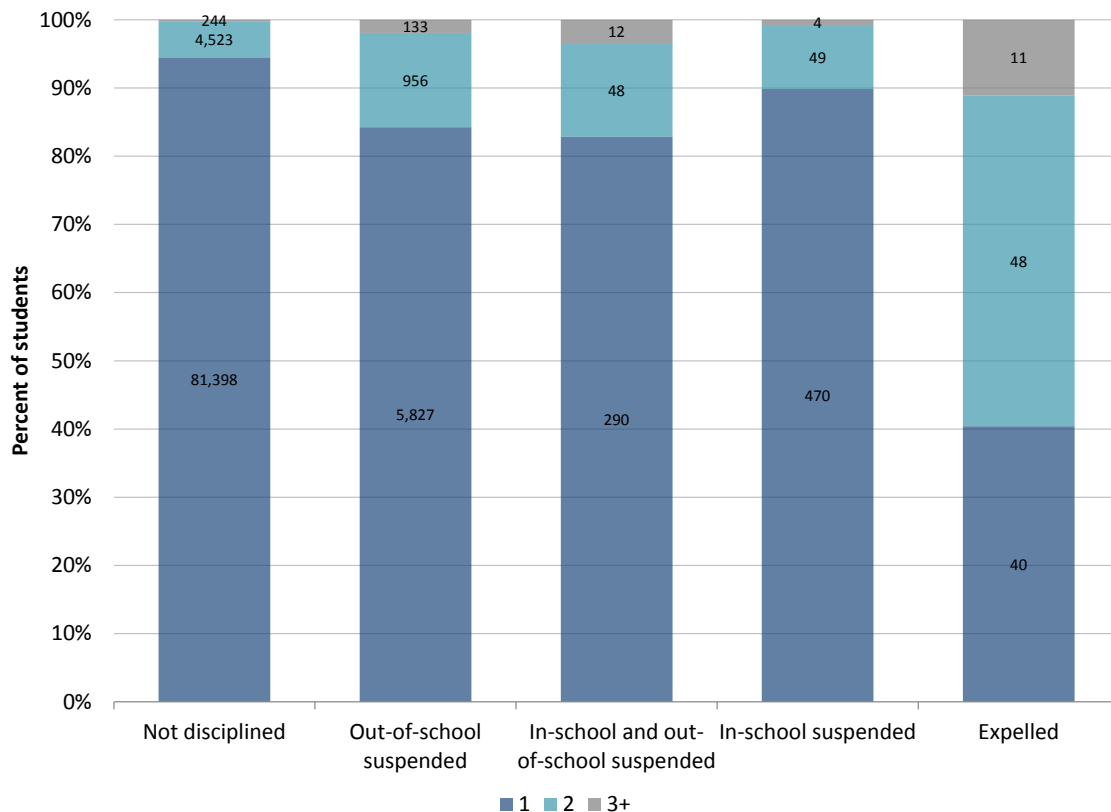
<sup>25</sup> Schools attended count is based on the number of schools that verified a student's enrollment during the demographic and enrollment data verification process.

Figure 32 shows the percentage of students who attended one, two or three or more schools based on the type of disciplinary actions the student experienced. Each student was placed in one of five categories:

- None: The student had no disciplinary action
- Out-of-school suspended: The student had at least one out-of-school suspension and was not in-school suspended or expelled
- In-school and out-of-school suspended: The student had at least one in-school and at least one out-of-school suspension and was not expelled
- In-school suspended: The student had at least one in-school suspension and was not out-of-school suspended or expelled
- Expelled: The student was expelled

Overall, 15.8% of students with at least one out-of-school suspension attended 2 or more schools, compared to 5.5% of students who had no disciplinary actions. One would expect expelled students to attend two schools; once the student is expelled they should enroll in at least one additional public school. Interestingly, 40.4% of expelled students attended only one school (where they were expelled.) 11.1% of expelled students attended three or more schools.

**Figure 32. Number of students disciplined, by disciplinary action type and total number of schools attended**



### Disciplinary Actions and PARCC Results

The Partnership for Assessment of Readiness for College and Careers, or PARCC, is the District of Columbia's annual assessment that replaced the DC Comprehensive Assessment System (DC CAS) for Mathematics and English Language Arts (ELA) in the 2014-15 school year. DC students in grades 3 through 8 and high school students take PARCC assessments in ELA and Mathematics each spring. Each student's score on each subject test corresponds to one of five performance levels:

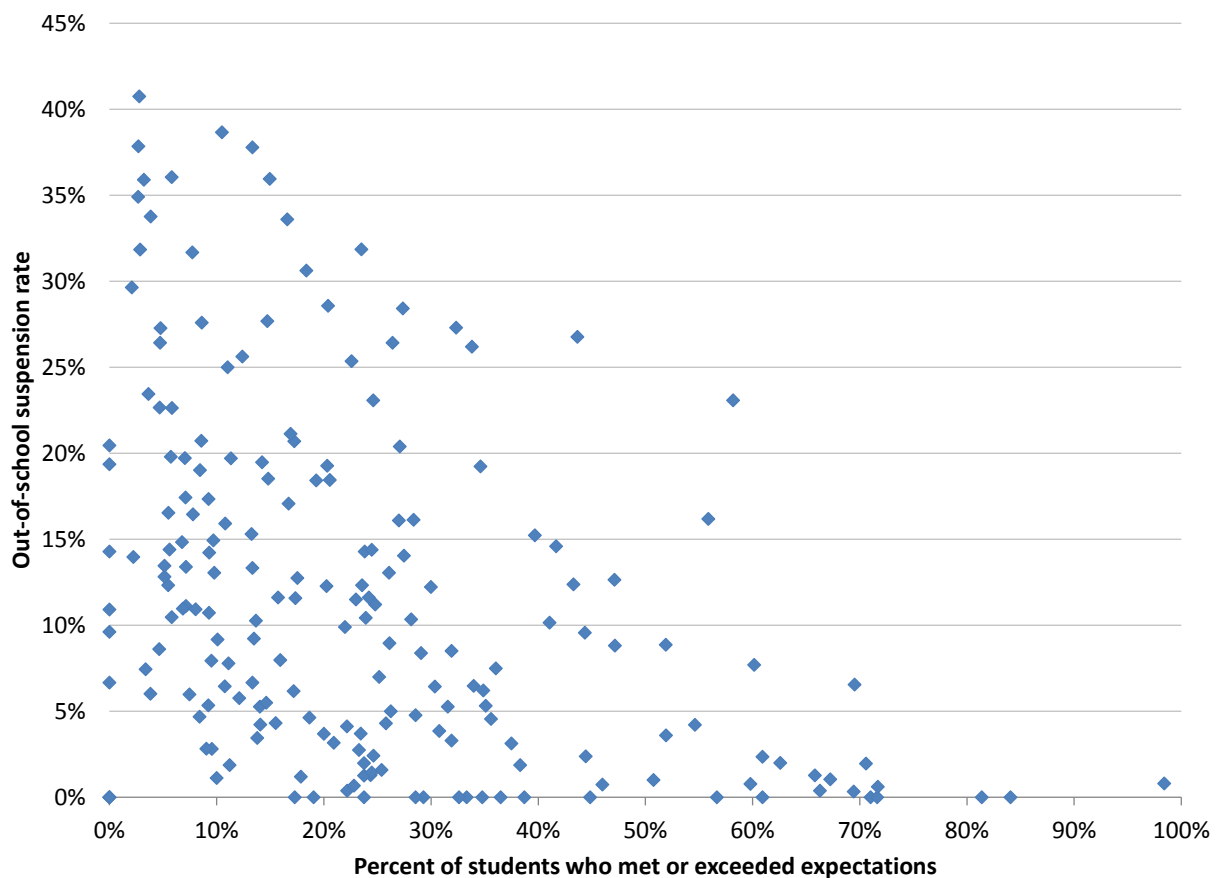
- Level 1: Did not Yet Meet Expectations
- Level 2: Partially Met Expectations
- Level 3: Approached Expectations
- Level 4: Met Expectations
- Level 5: Exceeded Expectations

The following charts depict the relationship between PARCC ELA results and out-of-school suspensions in the 2015-16 school year. Similar results were found when conducting these analysis using PARCC Mathematics results.



Figure 33 compares out-of-school suspension rates to PARCC performance for students that participated in an ELA PARCC exam at a given school. Each blue diamond represents one school. The vertical axis indicates the percentage of students receiving at least one out-of-school suspension at a given school among students who participated in the ELA PARCC exam. Note that the out-of-school suspension rate for students who participated in the ELA PARCC exam may be different than the overall out-of-school suspension rate for a certain school. The horizontal axis shows the percentage of students at a given school scoring at Level 4 or Level 5 on the ELA PARCC exams in the 2015-16 school year.<sup>26</sup> In general, schools with a higher percentage of students who met or exceeded expectations on the ELA PARCC exams had lower out-of-school suspension rates.

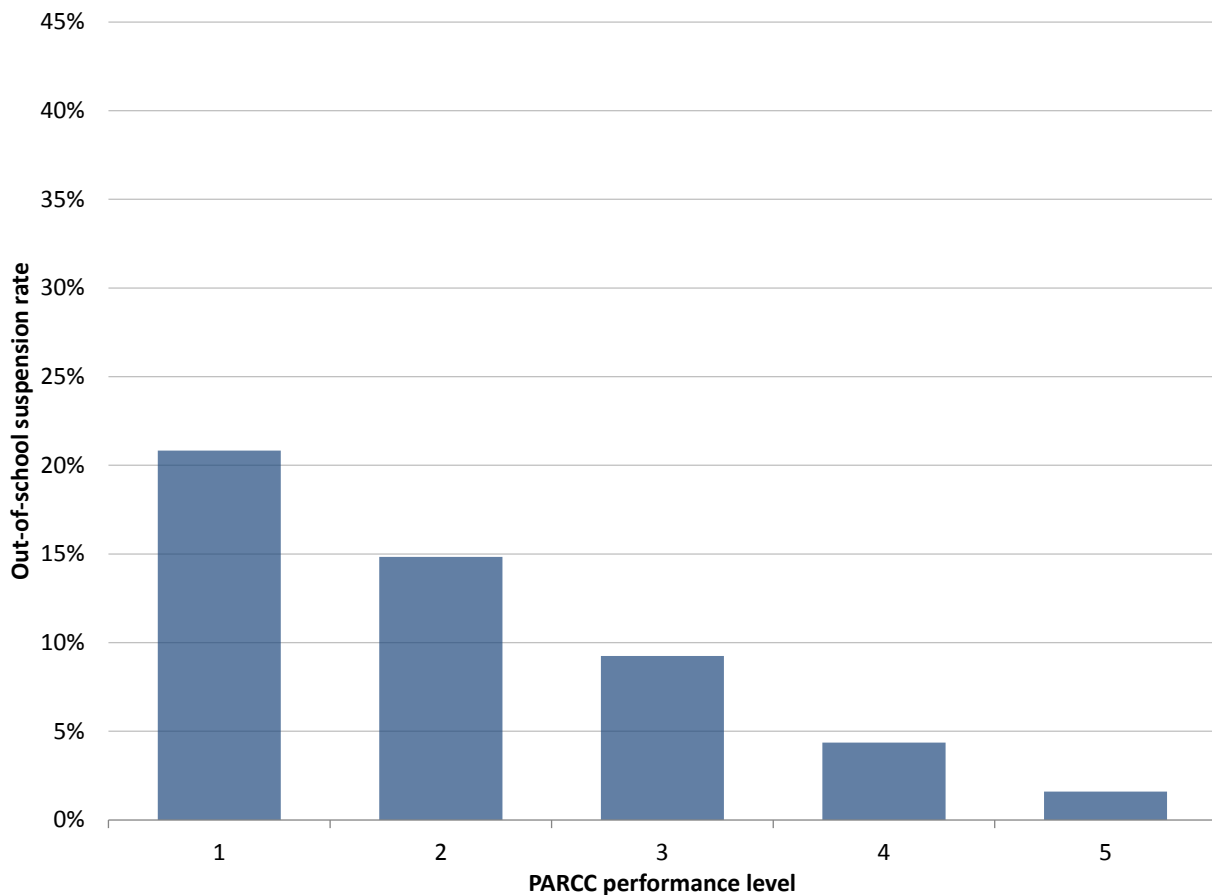
**Figure 33. Percentage of students receiving one or more out-of-school suspensions, by percentage of students scoring a 4 or 5 on the ELA PARCC exams and school**



<sup>26</sup> The student population included in these charts is consistent with the student population used for other public reporting. The data are limited to full academic year (FAY) students whose scores were included in public reporting.

Figure 33 displays the percentage of students receiving at least one out-of-school suspensions by ELA PARCC performance levels. Every student who participated in an ELA PARCC test was assigned to one ELA PARCC performance level. For this analysis, a student is counted as having received an out-of-school suspension if the student received at least one out-of-school suspension at any school during the 2015-16 school year, even if the student did not receive an out-of-school suspension at their PARCC tested school. Results reveal that 20.8% of students scoring at Level 1 on an ELA PARCC test received at least one out-of-school suspension during the 2015-16 school year, whereas only 1.6% of students scoring at Level 5 on an ELA PARCC test had at least one out-of-school suspension during the 2015-16 school year.

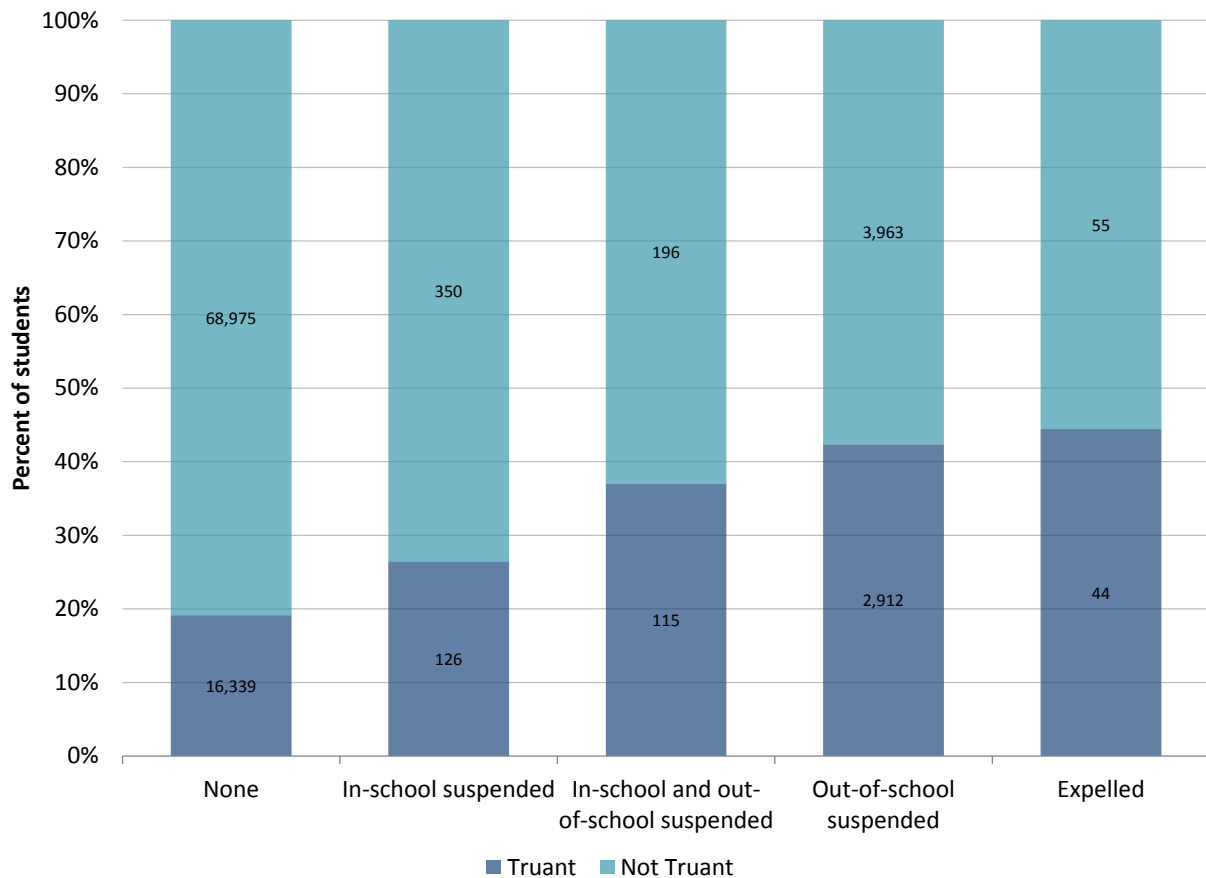
**Figure 34. Percentage of students with at least one out-of-school suspension, by ELA PARCC performance level**



### Disciplinary Actions and Truancy

In DC, truancy is defined as the accumulation of 10 or more unexcused absences across all schools and sectors in a given year. Figure 35 shows the truancy rate for students based on their disciplinary action experience during the 2015-16 school year.<sup>27</sup> Overall, 19.1% of students without any disciplinary actions were truant, whereas 42.4% of students with an out-of-school suspension were truant.

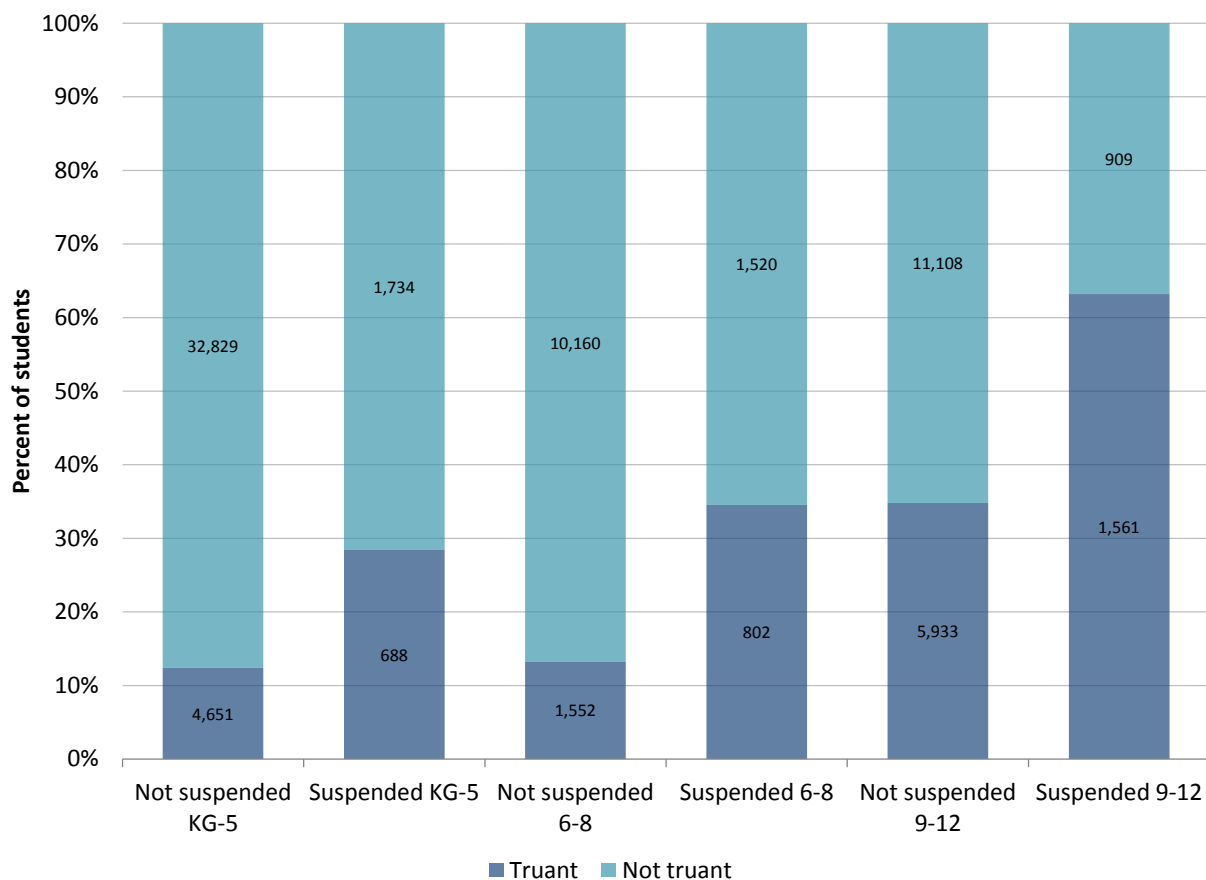
**Figure 35. Proportion of students who were truant, by disciplinary action type**



<sup>27</sup> This analysis is limited to students that exist in the both 1) the student population used throughout this report and 2) the attendance data files that OSSE received from the LEAs.

Figure 36 shows the proportion of students who were truant by grade band for two populations of students: 1) students in a given grade band who did not receive at least one out of school suspension and 2) students in a given grade band who received at least one out of school suspension. Overall, 63.2% of high school students who received at least one out-of-school suspension were also truant, compared to 34.5% of middle school students and 28.4% of elementary school students who received at least one out-of-school suspension and were truant. The difference in truancy rates among students with an out-of-school suspension compared to students without an out-of-school suspension was greatest in high school where 63.2% of students with an out-of-school suspension were truant and 34.8% of students without an out-of-school suspension were truant.

**Figure 36. Proportion of students who were truant, by grade band and out-of-school suspension status**



### Examination of Reasons for Disciplinary Action

Due to the variety of disciplinary policies across the LEAs in DC, students may receive an in-school suspension, out-of-school suspension or expulsion for a number of reasons. Figure 37 shows the number of in-school suspensions, out-of-school suspensions and expulsions by disciplinary action reason. The disciplinary action reasons shown in Figure 37 were created by OSSE to standardize the disciplinary action reasons reported by the LEAs. The “Other” category includes specific disciplinary reasons that do

not fit into any of the standardized values created by OSSE (e.g., “Gambling”). The “Unknown” category contains disciplinary action reasons that could not be standardized because detail on the given disciplinary action was not provided by the LEA (e.g., “Documented pattern of persistent Tier 2 behavior.”)

As shown in Figure 37, the most common disciplinary action reason for out-of-school suspensions and expulsions in the 2015-16 school year was “Attacks, threats and fighting.” The most common disciplinary action reason for in-school suspensions was “Disrespect, insubordination, disruption.”

**Figure 37. Number of disciplinary actions, by disciplinary action reason**

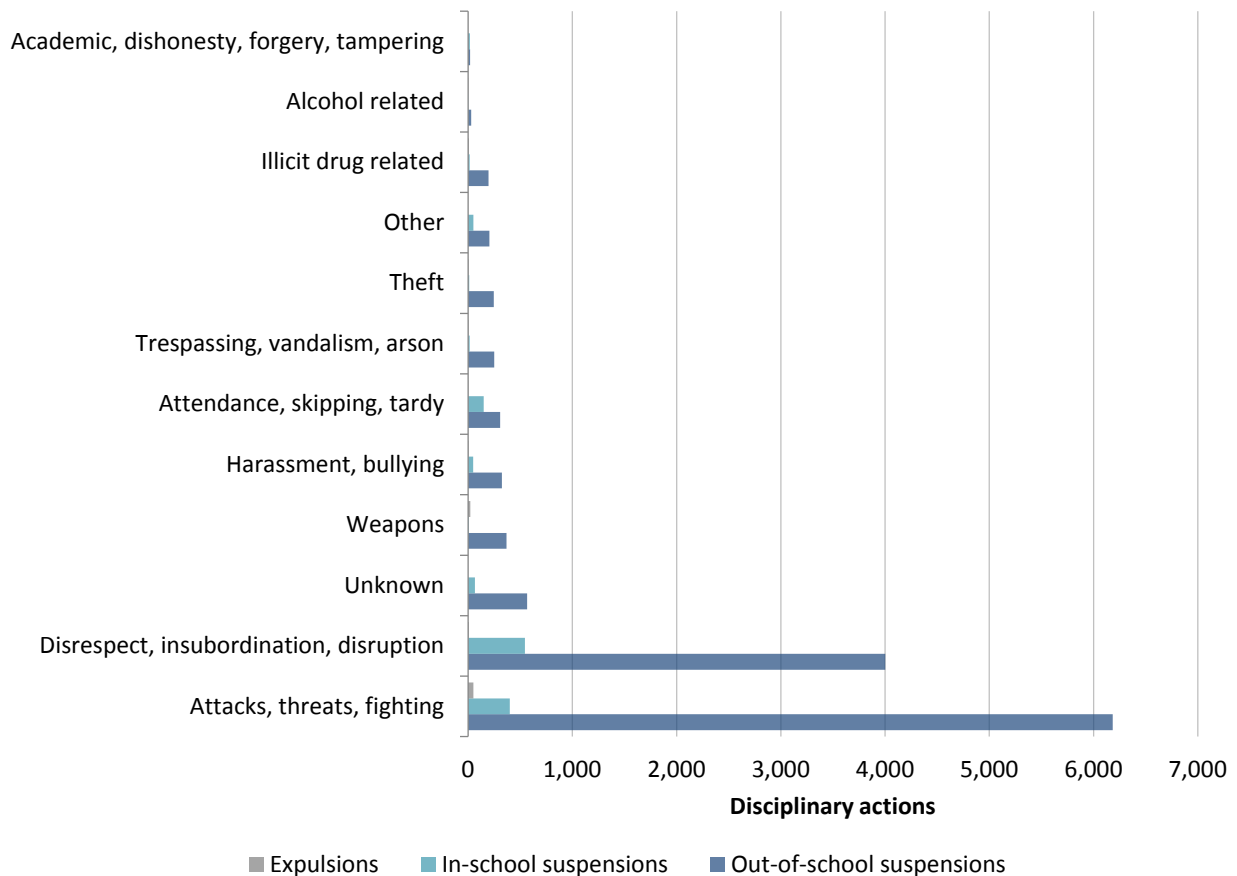
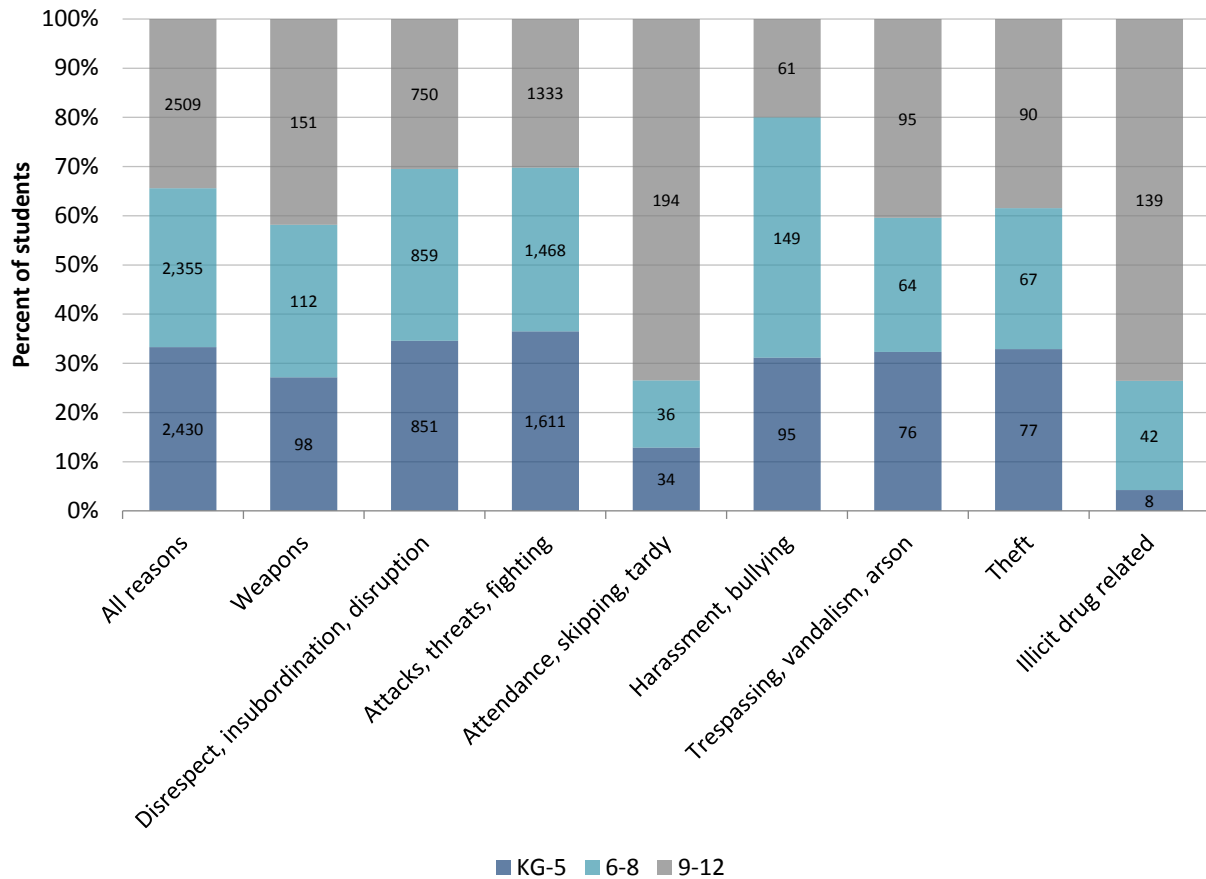


Figure 38 shows the proportion of students with at least one out-of-school suspension for a given reason broken out by grade-band. The “All reasons” column simply shows the overall breakdown of students with an out-of-school suspension by grade-band. The corresponding reason-specific columns show this same grade-band breakdown for given disciplinary reasons. A student is counted once in each reason-specific column for which that student had an out-of-school suspension. High school students make up about 34.4% of all out of school suspended students, but account for 73.5% of students with an out-of-school suspension for “Attendance, skipping, tardy” and 73.5% of students with an out-of-school suspension for “Illicit drug related” reasons. Middle school students account for about 32.3% of all out-

of-school suspended students, but make up 48.9% of students with an out-of-school suspension for “Harassment, Bullying.”

**Figure 38. Disproportionality in disciplinary action reasons among students with at least one out-of-school suspension, by grade band**



### Involuntary Removals

In addition to expulsions, LEAs may maintain policies which allow for the removal of students under other circumstances. Among LEAs with policies allowing for students to be involuntarily withdrawn, there are generally four main circumstances under which students may be involuntarily withdrawn:

- **Illness:** The student withdrew due to documented severe physical or mental illness and is eligible to seek re-enrollment.
- **Aging out:** The student reached the maximum age served by the LEA or will reach the maximum age served by an LEA before completion of school is possible.
- **Ineligibility:** The student was found ineligible to attend the school (for reasons such as immunization or residency) and is eligible to seek re-enrollment
- **Attendance and Disciplinary policies:** The student was withdrawn for LEA specific policies related to absenteeism, truancy or discipline.

Aside from involuntary withdrawals, there are circumstances under which students may also voluntarily withdraw from school. Students may choose to withdraw from school for a variety of reasons, including but not limited to:

- Completing grade 12 but failing to fulfill graduation requirements
- Completing a course of study for a GED or certificate program but failing to fulfill the requirements to earn a certificate.
- Enrolling in vocational, GED, online or other adult educational or training program that is not part of the DC public school system
- Exiting to another un-tracked institution
- Discontinuing for personal reasons (e.g. health, pregnancy, employment)
- Dropping out of school for unknown reasons

OSSE verified exit-codes for all students enrolled during the 2015-16 school year as part of the demographic and enrollment verification process validated by LEAs from May 16 through June 15, 2016. Of the students who were not currently enrolled as of the verification process, 13.4% were previously withdrawn with exit codes that indicate that the student was involuntarily withdrawn and 13.9% were previously withdrawn with exit codes that indicate the student voluntarily withdrew from school.

As of the demographic and enrollment verification process, there were 1,948 students who were exited with an exit code signaling involuntarily withdrawal at least once during the 2015-16 school year. Four of these students were involuntarily removed more than once, resulting in 1,952 unique involuntary removals. Of these 1,952 involuntary removals, 97.4% (1,706) were the result of exit code 1964, which indicates that the student was withdrawn due to LEA policy related to absenteeism or truancy. The second most common exit code associated with involuntary removals in the 2015-16 school year was exit code 1963 (6.6%) which indicates the student was withdrawn for ineligibility reasons. Of the 1,706 involuntary removals resulting from exit code 1964, 57.0% were for adult students and 15.0% were for 9<sup>th</sup> grade students.

Future analysis could compare the exit code data validated by OSSE to the attendance data verified by LEAs and OSSE to better understand the patterns of attendance behavior which typically result in students being involuntarily removed as a result of LEA policies related to absenteeism or truancy. OSSE has expanded the capabilities of the Statewide Longitudinal Education Database (SLED) to allow for transactional data verification with LEAs and plans to expand the capability to validate exit codes in real time in the future.

## Recommendations/ Next Steps

### Critically Examine School Discipline Policies

LEAs are encouraged to conduct critical analysis of existing school discipline policies to ensure policies and practices are meeting the needs of all students. LEAs should regularly examine discipline data to ensure that policies and practices are fair and non-discriminatory in both intent and application. Discipline policies should clearly define grounds for disciplinary action, procedures for suspensions and expulsions, procedures for review of discipline actions and disciplinary hearings, and discipline of student with disabilities. Further, LEAs should engage the whole school community in efforts to re-examine discipline policies, and should seek feedback from school staff, students, and parents. LEAs are encouraged to utilize existing valuable resources in efforts to improve discipline policies and practices, including OSSE's Non-Regulatory Discipline Guidance and USED's "Guiding Principles: A Resource Guide for Improving School Climate and Discipline".<sup>28</sup>

### Improve Data Collection, Analysis, and Reporting

During the 2016-17 school year, OSSE will provide ongoing training and technical assistance to support LEAs in improving data collection and analysis practices. To meet legal obligations and facilitate state-level reporting, LEAs must collect and report the required data, and are encouraged to use the reporting template provided by OSSE. Consistent with guidance from the US Department of Education, OSSE encourages LEAs to implement strong data collection and evaluation practices, including regular and frequent review and analysis of data to identify patterns. LEAs are further encouraged to use collected data to inform school policy and practice, and to identify students that may be most at-risk for disengagement and credit loss.

### Prepare for Discipline Efforts under the Every Student Succeeds Act (ESSA)

The newest reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965, the Every Student Succeeds Act (ESSA), was signed into law by President Obama on December 15, 2015, (Pub. L. 114-95). As OSSE analyzes the requirements of the new law and engages in stakeholder outreach to design the District's first state education plan under ESSA, discipline is a major topic of discussion. ESSA requires states to describe how the state education agency (SEA) will support LEAs in improving school climate and learning conditions by reducing bullying and harassment, the overuse of exclusionary discipline practices, and the use of aversive behavioral interventions that compromise student health and safety.

<sup>28</sup> US Department of Education. Guiding Principles: A Resource Guide for Improving School Climate and Discipline. January 8, 2014. Available at <http://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>.



## Appendix A: Data Methodology

### Definitions

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

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

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

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

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

### Data sources

The student universe for this report is defined by the number of students with verified enrollment per the demographic and enrollment data file validated by LEAs May 16 through June 15, 2016.

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

### Data cleaning and limitations

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

Some schools included in the demographic and enrollment data file were excluded from the analyses in this report. OSSE does not receive disciplinary incidents from non-public schools, so students who were only enrolled in non-public schools during the 2015-16 school year were excluded from the analyses throughout this report. Students only enrolled in the following schools were also excluded:

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

## Business Rules

### Counts of disciplinary actions

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

### Student level analyses

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

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

At the state level, each student is counted once. At the LEA and school level students are counted once at each LEA or school where they were verified as enrolled during the 2015-16 school year.

### Analysis by disciplinary reason

In the data OSEE received from PCSB and LEAs, disciplinary reason values were not used consistently. OSSE reviewed all of the 99 unique disciplinary reason values provided by the LEAs and mapped these values to the broader disciplinary action reason categories included in this report. Some of the disciplinary reasons provided (e.g. “Any other Tier 3 behavior”) could not be mapped to any one category and were therefore mapped to “Unknown.”

### Analysis of involuntary removals

The involuntary removal analysis is limited to the same student population (94,053 students) as the disciplinary analyses throughout this report. The exit code data used in this analysis comes from the demographic and enrollment data file. There are two main caveats regarding the use of this data file to report on involuntary removals during the 2015-16 school year:

- The demographic and enrollment verification validation process occurred from May 16 through June 15, 2016. Students may have been involuntarily or voluntarily withdrawn during or after the verification window and therefore not included in this analysis.
- Each school validated one exit code for each student who was no longer enrolled as of the demographic and enrollment validation process. It is possible that a student exited the same school more than once during the 2015-16 school year. This student would only be counted once in the analysis of involuntary and voluntary withdrawals, with the most recent exit code corresponding to the school where the student was enrolled more than once used for analysis.

The following exit codes were considered involuntary withdrawals:

- 1961- Withdrawn from school due to documented severe physical or mental illness, including residential treatment facility; eligible to seek re-enrollment
- 1962- Withdrawn due to reaching the maximum age served by the LEA OR because student will reach the maximum age served by the LEA before completion of school is possible.
- 1963- Withdrawn for ineligibility reasons (e.g., residency, immunizations), eligible to seek re-enrollment
- 1964- Withdrawn due to LEA policy related to absenteeism or truancy
- 1965- Withdrawn for disciplinary reasons other than expulsion, truancy or absenteeism (e.g., pending a disciplinary hearing that could result in expulsion).
- 1966- Expelled for disciplinary reasons
- 1967- Withdrawn due to LEA policy related to substance use
- 1968- Withdrawn due to exceeding the maximum eligibility age for IDEA services
- Historical exit codes that map to the above current exit codes

The following exit codes were considered voluntary withdrawals:

- 1980- Student voluntarily discontinued schooling and is under the maximum age for compulsory attendance
- 1981- Completed grade 12, but did not meet all graduation requirements and voluntarily discontinued schooling
- 1982- Left the DC public school system to attend a vocational, GED, online or other adult educational or training program that is not part of the DC public school system.
- 1983- Exited to an institution that is not administered or tracked by the DC public school system (e.g., military, Federal Bureau of Prisons, DC Jail programs not administered by DCPS, etc.)
- 1984- Not enrolled; LEA has performed due diligence; status unknown

- 1985- Student voluntarily discontinued education after enrolling in an adult education program in a DC public or public charter school
- 1986- Completed the course of study for a GED, technical certificate, nationally- or state-recognized vocational certificate, or other certificate program, but did not pass the certification test and is no longer enrolled
- 1988- Discontinued due to a hardship (health or personal reasons).
- 1989- Discontinued for pregnancy, maternity or paternity obligations.
- 1990- Discontinued for employment reasons
- 1960- Withdrawn from school, under the age for compulsory attendance (age 5); eligible to seek re-enrollment
- Historical exit codes that map to the above current exit codes

## Appendix B: Tables by LEA/School

## Counts of Disciplinary Actions by LEA

LEA Code	LEA Name	Out-of-school suspensions	In-school suspensions	Expulsions	Removals to an interim alternative educational setting
178	Academy of Hope Adult PCS	7	0	n<5	0
155	Achievement Preparatory Academy PCS	111	0	0	0
103	AppleTree Early Learning Center PCS	0	0	0	0
168	Basis DC PCS	62	0	0	0
107	Bridges PCS	5	0	0	0
119	Briya PCS	0	0	0	0
108	Capital City PCS	88	14	5	0
162	Carlos Rosario International PCS	n<5	0	0	0
123	Cedar Tree Academy Public Charter School	0	0	0	0
156	Center City PCS	187	90	10	0
109	Cesar Chavez PCS	279	n<5	n<5	0
176	Community College Preparatory Academy PCS	0	0	n<5	0
169	Creative Minds International PCS	n<5	0	0	0
114	DC Bilingual PCS	26	0	0	0
115	DC Preparatory Academy PCS	807	0	n<5	0
170	DC Scholars PCS	76	0	0	0
179	Democracy Prep PCS Congress Heights	311	19	0	0
181	District of Columbia International School	23	0	n<5	0
001	District of Columbia Public Schools	6,187	505	n<5	52
116	EL Haynes PCS	361	0	n<5	n<5
117	Eagle Academy PCS	20	18	0	0
118	Early Childhood Academy PCS	n<5	0	0	0
144	Elsie Whitlow Stokes Community Freedom PCS	0	0	0	0
158	Excel Academy PCS	156	0	n<5	n<5
120	Friendship PCS	646	n<5	7	0
180	Harmony DC Public Charter School	28	0	0	0
121	Hope Community Academy	24	n<5	0	0

LEA Code	LEA Name	Out-of-school suspensions	In-school suspensions	Expulsions	Removals to an alternative educational setting
	PCS				
124	Howard University Middle School of Math and Science	45	0	0	0
126	IDEA PCS	120	0	8	0
127	Ideal Academy PCS	47	n<5	0	0
173	Ingenuity Prep PCS	218	0	0	0
165	Inspired Teaching Demonstration PCS	8	9	0	0
129	KIPP DC PCS	1,318	n<5	12	0
186	Kingsman Academy PCS	53	66	n<5	n<5
130	Latin American Montessori Bilingual LAMB PCS	0	0	0	0
172	Latin American Youth Center LAYC Career Academy	6	0	n<5	0
177	Lee Montessori PCS	n<5	0	0	0
132	Mary McLeod Bethune PCS	53	0	0	0
133	Maya Angelou PCS	63	0	5	0
135	Meridian PCS	99	45	0	0
184	Monument Academy PCS	39	0	0	0
171	Mundo Verde Bilingual PCS	6	0	0	0
163	National Collegiate Preparatory PCS	93	n<5	7	n<5
138	Paul PCS	262	496	9	0
125	Perry Street Prep PCS	69	0	0	0
139	Potomac Preparatory PCS	10	44	0	0
167	Richard Wright PCS for Journalism and Media Arts	46	0	0	0
140	Roots PCS	0	0	0	0
142	SEED PCS of Washington DC	204	0	8	0
174	Sela PCS	n<5	0	0	0
166	Shining Stars Montessori PCS	0	0	0	0
175	Somerset PCS	63	0	5	0
143	St Coletta Special Education PCS	n<5	n<5	0	0
188	The Childrens Guild PCS	126	0	0	37
145	The Next Step PCS	n<5	0	n<5	0
146	Thurgood Marshall Academy PCS	62	0	0	0
149	Two Rivers PCS	60	0	0	0
185	Washington Global PCS	13	n<5	0	0
151	Washington Latin PCS	58	0	n<5	0

LEA Code	LEA Name	Out-of-school suspensions	In-school suspensions	Expulsions	Removals to an interim alternative educational setting
	Washington Mathematics				
<b>152</b>	Science Technology PCHS	44	0	0	0
<b>160</b>	Washington Yu Ying PCS	n<5	0	0	0
<b>153</b>	William E Doar Jr PCS	91	0	0	0
<b>131</b>	Youthbuild PCS	n<5	0	n<5	n<5

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

LEA Code	LEA Name	Percent of students in-school suspended	Percent of students out-of-school suspended	Percent of students out-of-school suspended more than once
178	Academy of Hope Adult PCS	0%	1.3%	0%
155	Achievement Preparatory Academy PCS	0%	10.5%	2.4%
103	AppleTree Early Learning Center PCS	0%	0%	0%
168	Basis DC PCS	0%	6.2%	1%
107	Bridges PCS	0%	.9%	.6%
119	Briya PCS	0%	0%	0%
108	Capital City PCS	1.4%	7.6%	1.1%
162	Carlos Rosario International PCS	0%	0%	0%
123	Cedar Tree Academy Public Charter School	0%	0%	0%
156	Center City PCS	4.7%	8%	2.7%
109	Cesar Chavez PCS	.1%	13.1%	3.4%
176	Community College Preparatory Academy PCS	0%	0%	0%
169	Creative Minds International PCS	0%	.4%	0%
114	DC Bilingual PCS	0%	2.6%	.9%
115	DC Preparatory Academy PCS	0%	15.5%	8.9%
170	DC Scholars PCS	0%	8.5%	3.6%
179	Democracy Prep PCS Congress Heights	2.1%	15.4%	7.5%
181	District of Columbia International School	0%	3.9%	.7%
001	District of Columbia Public Schools	.8%	6.8%	2.5%
116	EL Haynes PCS	0%	15.9%	7.1%
117	Eagle Academy PCS	1.4%	1.4%	.3%
118	Early Childhood Academy PCS	0%	.7%	0%
144	Elsie Whitlow Stokes Community Freedom PCS	0%	0%	0%
158	Excel Academy PCS	0%	11.7%	4.2%
120	Friendship PCS	0%	9.1%	2.9%
180	Harmony DC Public Charter School	0%	16.7%	7.4%
121	Hope Community Academy PCS	.4%	1.5%	.6%
124	Howard University Middle School of Math and Science	0%	12.5%	4.1%
126	IDEA PCS	0%	29.3%	8.1%
127	Ideal Academy PCS	.2%	6.1%	2.7%
173	Ingenuity Prep PCS	0%	17.7%	10.7%
165	Inspired Teaching Demonstration PCS	1.9%	1.9%	0%
129	KIPP DC PCS	0%	11.9%	5.3%
186	Kingsman Academy PCS	13.5%	11.8%	4.2%
130	Latin American Montessori Bilingual LAMB PCS	0%	0%	0%
172	Latin American Youth Center LAYC	0%	2.2%	0%



LEA Code	LEA Name	Percent of students in-school suspended	Percent of students out-of-school suspended	Percent of students out-of-school suspended more than once
	Career Academy			
177	Lee Montessori PCS	0%	.9%	0%
132	Mary McLeod Bethune PCS	0%	6.2%	2.3%
133	Maya Angelou PCS	0%	10.7%	2.6%
135	Meridian PCS	4.3%	8.6%	2.7%
184	Monument Academy PCS	0%	35.4%	16.7%
171	Mundo Verde Bilingual PCS	0%	1.1%	0%
163	National Collegiate Preparatory PCS	.3%	20.6%	6.5%
138	Paul PCS	22.5%	17.5%	7.2%
125	Perry Street Prep PCS	0%	9.9%	5%
139	Potomac Preparatory PCS	5.2%	1.8%	.5%
167	Richard Wright PCS for Journalism and Media Arts	0%	13.5%	.9%
140	Roots PCS	0%	0%	0%
142	SEED PCS of Washington DC	0%	32.9%	14.5%
174	Sela PCS	0%	.6%	0%
166	Shining Stars Montessori PCS	0%	0%	0%
175	Somerset PCS	0%	13.5%	5.2%
143	St Coletta Special Education PCS	1.1%	1.1%	.4%
188	The Childrens Guild PCS	0%	22%	7.8%
145	The Next Step PCS	0%	.2%	0%
146	Thurgood Marshall Academy PCS	0%	14%	1.5%
149	Two Rivers PCS	0%	5.7%	1.5%
185	Washington Global PCS	.9%	10.4%	.9%
151	Washington Latin PCS	0%	6.8%	1.3%
152	Washington Mathematics Science Technology PCHS	0%	11.8%	1.5%
160	Washington Yu Ying PCS	0%	.4%	.2%
153	William E Doar Jr PCS	0%	10.9%	4.5%
131	Youthbuild PCS	0%	.8%	0%

## Duration of Out-of-School Suspensions by LEA

LEA Code	LEA Name	Suspended 0.5-1 days	Suspended 2-5 days	Suspended 6-10 days	Suspended 11 or more days
178	Academy of Hope Adult PCS	.4%	.9%	0%	0%
155	Achievement Preparatory Academy PCS	1.3%	8.1%	.6%	.4%
103	AppleTree Early Learning Center PCS	0%	0%	0%	0%
168	Basis DC PCS	3.5%	2.3%	.3%	.1%
107	Bridges PCS	.3%	.6%	0%	0%
119	Briya PCS	0%	0%	0%	0%
108	Capital City PCS	1.8%	4.7%	.9%	.2%
162	Carlos Rosario International PCS	0%	0%	0%	0%
123	Cedar Tree Academy Public Charter School	0%	0%	0%	0%
156	Center City PCS	1.8%	5.2%	.9%	.1%
109	Cesar Chavez PCS	3.6%	7%	1.5%	1.1%
176	Community College Preparatory Academy PCS	0%	0%	0%	0%
169	Creative Minds International PCS	.4%	0%	0%	0%
114	DC Bilingual PCS	1.8%	.4%	.4%	0%
115	DC Preparatory Academy PCS	6.1%	6.1%	2.4%	.8%
170	DC Scholars PCS	1.5%	6.6%	.4%	0%
179	Democracy Prep PCS Congress Heights	.7%	8.4%	3.5%	2.8%
181	District of Columbia International School	.9%	2.5%	.5%	0%
001	District of Columbia Public Schools	.8%	3.6%	1.5%	1%
116	EL Haynes PCS	5.8%	8.1%	1.6%	.4%
117	Eagle Academy PCS	.6%	.7%	.1%	0%
118	Early Childhood Academy PCS	0%	.7%	0%	0%
144	Elsie Whitlow Stokes Community Freedom PCS	0%	0%	0%	0%
158	Excel Academy PCS	4.7%	5.6%	.9%	.5%
120	Friendship PCS	1.1%	4.8%	2.2%	1%
180	Harmony DC Public Charter School	5.6%	9.3%	1.9%	0%
121	Hope Community Academy PCS	.1%	1%	.2%	.2%
124	Howard University Middle School of Math and Science	.7%	7.7%	3.7%	.4%
126	IDEA PCS	2.4%	19.5%	4.4%	3%
127	Ideal Academy PCS	1.2%	4.2%	.5%	.2%

LEA Code	LEA Name	Suspended 0.5-1 days	Suspended 2-5 days	Suspended 6-10 days	Suspended 11 or more days
173	Ingenuity Prep PCS	7.3%	6.3%	2.7%	1.3%
165	Inspired Teaching Demonstration PCS	1%	1%	0%	0%
129	KIPP DC PCS	4.1%	5.3%	1.8%	.8%
186	Kingsman Academy PCS	.7%	7.6%	1.7%	1.7%
130	Latin American Montessori Bilingual LAMB PCS	0%	0%	0%	0%
172	Latin American Youth Center LAYC Career Academy	.7%	.4%	1.1%	0%
177	Lee Montessori PCS	0%	0%	.9%	0%
132	Mary McLeod Bethune PCS	1.5%	3.9%	.4%	.4%
133	Maya Angelou PCS	.9%	6.8%	1.7%	1.3%
135	Meridian PCS	1.8%	5.2%	1.1%	.5%
184	Monument Academy PCS	4.2%	14.6%	10.4%	6.3%
171	Mundo Verde Bilingual PCS	1.1%	0%	0%	0%
163	National Collegiate Preparatory PCS	1.3%	11.9%	6.5%	1%
138	Paul PCS	4.8%	7.4%	3.3%	2%
125	Perry Street Prep PCS	4.1%	2%	2.3%	1.5%
139	Potomac Preparatory PCS	0%	1.6%	0%	.2%
167	Richard Wright PCS for Journalism and Media Arts	0%	11.3%	1.9%	.3%
140	Roots PCS	0%	0%	0%	0%
142	SEED PCS of Washington DC	6.1%	19.8%	5.6%	1.4%
174	Sela PCS	0%	.6%	0%	0%
166	Shining Stars Montessori PCS	0%	0%	0%	0%
175	Somerset PCS	.3%	7.1%	3.9%	2.3%
143	St Coletta Special Education PCS	.4%	.4%	.4%	0%
188	The Childrens Guild PCS	1.1%	15.6%	3.6%	1.7%
145	The Next Step PCS	.2%	0%	0%	0%
146	Thurgood Marshall Academy PCS	0%	11.7%	1.8%	.5%
149	Two Rivers PCS	2.3%	3.3%	0%	.1%
185	Washington Global PCS	.9%	9.6%	0%	0%
151	Washington Latin PCS	2.3%	3.9%	.6%	0%
152	Washington Mathematics Science Technology PCHS	1.9%	6.8%	3.1%	0%
160	Washington Yu Ying PCS	0%	.4%	0%	0%
153	William E Doar Jr PCS	3.9%	6%	1%	0%
131	Youthbuild PCS	0%	0%	0%	.8%

## Counts of Voluntary and Involuntary Withdrawals by LEA

LEA Code	LEA Name	Involuntary withdrawals	Voluntary withdrawals
178	Academy of Hope Adult PCS	110	141
155	Achievement Preparatory Academy PCS	n<5	0
103	AppleTree Early Learning Center PCS	n<5	n<5
168	Basis DC PCS	0	0
107	Bridges PCS	0	n<5
119	Briya PCS	0	219
108	Capital City PCS	5	n<5
162	Carlos Rosario International PCS	649	0
123	Cedar Tree Academy Public Charter School	n<5	8
156	Center City PCS	8	n<5
109	Cesar Chavez PCS	44	5
176	Community College Preparatory Academy PCS	31	356
169	Creative Minds International PCS	0	0
114	DC Bilingual PCS	0	0
115	DC Preparatory Academy PCS	n<5	12
170	DC Scholars PCS	n<5	n<5
179	Democracy Prep PCS Congress Heights	0	0
181	District of Columbia International School	n<5	0
001	District of Columbia Public Schools	617	852
116	EL Haynes PCS	n<5	0
117	Eagle Academy PCS	0	12
118	Early Childhood Academy PCS	n<5	n<5
144	Elsie Whitlow Stokes Community Freedom PCS	0	n<5
158	Excel Academy PCS	n<5	n<5
120	Friendship PCS	5	105
180	Harmony DC Public Charter School	0	0
121	Hope Community Academy PCS	0	n<5
124	Howard University Middle School of Math and Science	0	0
126	IDEA PCS	13	0
127	Ideal Academy PCS	0	n<5
173	Ingenuity Prep PCS	0	0
165	Inspired Teaching Demonstration PCS	0	0
129	KIPP DC PCS	68	99
186	Kingsman Academy PCS	8	13
130	Latin American Montessori Bilingual LAMB PCS	0	n<5
172	Latin American Youth Center LAYC	101	39

LEA Code	LEA Name	Involuntary withdrawals	Voluntary withdrawals
	Career Academy		
177	Lee Montessori PCS	0	n<5
132	Mary McLeod Bethune PCS	0	n<5
133	Maya Angelou PCS	81	48
135	Meridian PCS	n<5	10
184	Monument Academy PCS	0	0
171	Mundo Verde Bilingual PCS	0	n<5
163	National Collegiate Preparatory PCS	8	n<5
138	Paul PCS	6	0
125	Perry Street Prep PCS	n<5	0
139	Potomac Preparatory PCS	0	8
	Richard Wright PCS for Journalism and		
167	Media Arts	n<5	n<5
140	Roots PCS	0	0
142	SEED PCS of Washington DC	5	0
174	Sela PCS	0	n<5
166	Shining Stars Montessori PCS	0	0
175	Somerset PCS	11	0
143	St Coletta Special Education PCS	10	n<5
188	The Childrens Guild PCS	0	0
145	The Next Step PCS	109	70
146	Thurgood Marshall Academy PCS	0	n<5
149	Two Rivers PCS	0	n<5
185	Washington Global PCS	0	0
151	Washington Latin PCS	n<5	0
	Washington Mathematics Science		
152	Technology PCHS	5	0
160	Washington Yu Ying PCS	0	0
153	William E Doar Jr PCS	0	0
131	Youthbuild PCS	42	13

## Counts of Disciplinary Actions by School

School Code	School Name	Out-of-school suspensions	In-school suspensions	Expulsions	Removals to an interim alternative educational setting
233	Academy of Hope Adult PCS	7	0	n<5	0
217	Achievement Preparatory PCS Elementary	54	0	0	0
1100	Achievement Preparatory PCS Middle School	57	0	0	0
140	AppleTree Early Learning Center PCS Columbia Heights	0	0	0	0
3073	AppleTree Early Learning Center PCS Lincoln Park	0	0	0	0
1137	AppleTree Early Learning Center PCS Oklahoma	0	0	0	0
3072	AppleTree Early Learning Center PCS Southeast	0	0	0	0
141	AppleTree Early Learning Center PCS Southwest	0	0	0	0
3068	Basis DC PCS	62	0	0	0
142	Bridges PCS	5	0	0	0
126	Briya PCS	0	0	0	0
1207	Capital City PCS High	59	8	n<5	0
184	Capital City PCS Lower	n<5	n<5	0	0
182	Capital City PCS Middle	27	5	n<5	0
1119	Carlos Rosario International PCS	n<5	0	0	0
188	Cedar Tree Academy PCS	0	0	0	0
1103	Center City PCS Brightwood	n<5	18	0	0
1104	Center City PCS Capitol Hill	74	11	n<5	0
1105	Center City PCS Congress Heights	29	n<5	n<5	0
1106	Center City PCS Petworth	35	31	0	0
1107	Center City PCS Shaw	19	n<5	0	0
1108	Center City PCS Trinidad	27	27	7	0
153	Cesar Chavez PCS for Public Policy Capitol Hill	102	0	0	0
127	Cesar Chavez PCS for	60	0	0	0

School Code	School Name	Out-of-school suspensions	In-school suspensions	Expulsions	Removals to an interim alternative educational setting
	Public Policy Chavez Prep				
109	Cesar Chavez PCS for Public Policy Parkside High	74	0	0	0
102	Cesar Chavez PCS for Public Policy Parkside Middle	43	n<5	n<5	0
216	Community College Preparatory Academy PCS	0	0	n<5	0
3069	Creative Minds International PCS	n<5	0	0	0
199	DC Bilingual PCS	26	0	0	0
276	DC Preparatory Academy PCS Anacostia Elementary	0	0	0	0
1110	DC Preparatory Academy PCS Benning Elementary	268	0	0	0
218	DC Preparatory Academy PCS Benning Middle	249	0	0	0
130	DC Preparatory Academy PCS Edgewood Elementary	115	0	0	0
196	DC Preparatory Academy PCS Edgewood Middle	175	0	n<5	0
3070	DC Scholars PCS	76	0	0	0
234	Democracy Prep Congress Heights PCS	311	19	0	0
219	Bunker Hill ES	24	24	0	0
349	Dorothy Heights	n<5	0	0	0
304	River Terrace EC	n<5	0	0	0
331	Van Ness ES	0	0	0	0
248	District of Columbia International School	23	0	n<5	0
202	Aiton ES	24	n<5	0	0
203	Amidon Bowen ES	76	36	0	0
450	Anacostia HS	343	n<5	0	0
452	Ballou HS	429	44	0	0
462	Ballou STAY	18	0	0	n<5
204	Bancroft ES	9	n<5	0	0
205	Barnard ES	16	5	0	0

School Code	School Name	Out-of-school suspensions	In-school suspensions	Expulsions	Removals to an interim alternative educational setting
206	Beers ES	0	0	0	0
402	Benjamin Banneker HS	n<5	n<5	0	0
212	Brent ES	n<5	6	0	0
213	Brightwood EC	47	0	0	0
347	Brookland MS	218	n<5	0	n<5
404	Browne EC	29	0	0	0
296	Bruce Monroe ES at Park View	11	0	0	0
220	Burroughs EC	7	n<5	0	0
221	Burrville ES	n<5	0	0	0
247	C W Harris ES	67	0	0	0
360	Capitol Hill Montessori School at Logan	8	n<5	0	0
454	Cardozo EC	244	5	n<5	n<5
224	Cleveland ES	7	0	0	0
442	Columbia Heights EC CHEC	81	n<5	0	n<5
455	Coolidge HS	37	0	0	n<5
405	Deal MS	52	21	0	n<5
231	Drew ES	n<5	0	0	0
467	Dunbar HS	243	n<5	0	7
457	Eastern HS	230	40	n<5	15
232	Eaton ES	0	0	0	0
407	Eliot Hine MS	87	9	0	0
471	Ellington School of the Arts	7	0	0	0
238	Garfield ES	14	n<5	0	0
239	Garrison ES	7	0	0	0
227	H D Cooke ES	27	0	0	0
246	Hardy MS	87	19	0	0
413	Hart MS	233	n<5	0	5
258	Hearst ES	13	0	0	0
249	Hendley ES	86	7	0	0
251	Houston ES	16	n<5	0	0
252	Hyde Addison ES	5	0	0	0
339	J O Wilson ES	39	n<5	0	0
254	Janney ES	n<5	0	0	0
433	Jefferson Middle School Academy	162	0	0	n<5
416	Johnson John Hayden MS	231	n<5	0	0
421	Kelly Miller MS	342	7	0	n<5



School Code	School Name	Out-of-school suspensions	In-school suspensions	Expulsions	Removals to an interim alternative educational setting
257	Ketcham ES	46	0	0	0
272	Key ES	0	0	0	0
259	Kimball ES	75	0	0	0
344	King M L ES	82	n<5	0	0
417	Kramer MS	237	n<5	0	n<5
264	LaSalle Backus EC	18	0	0	0
261	Lafayette ES	5	n<5	0	0
262	Langdon EC	14	0	0	0
370	Langley EC	124	0	0	0
266	Leckie ES	22	18	0	0
271	Ludlow Taylor ES	40	10	0	0
884	Luke Moore Alternative HS	25	n<5	0	0
308	Malcolm X ES at Green	21	n<5	0	0
273	Mann ES	0	0	0	0
284	Marie Reed ES	19	n<5	0	0
274	Maury ES	12	0	0	0
435	McKinley Middle School	71	39	0	n<5
458	McKinley Technology HS	55	72	0	0
280	Miner ES	27	0	0	0
285	Moten ES	27	0	0	0
287	Murch ES	5	n<5	0	0
288	Nalle ES	37	18	0	0
290	Noyes EC	10	0	0	0
291	Orr ES	15	0	0	0
292	Oyster Adams Bilingual School	8	7	0	0
294	Patterson ES	120	n<5	0	0
295	Payne ES	7	0	0	0
301	Peabody ES Capitol Hill Cluster	0	0	0	0
478	Phelps Architecture and Engineering HS	44	8	0	n<5
299	Plummer ES	27	0	0	0
300	Powell ES	7	0	0	0
316	Randle Highlands ES	31	0	0	0
302	Raymond EC	n<5	0	0	0
459	Roosevelt HS at MacFarland	127	n<5	0	0
456	Roosevelt STAY at	n<5	0	0	0

School Code	School Name	Out-of-school suspensions	In-school suspensions	Expulsions	Removals to an interim alternative educational setting
	MacFarland				
305	Ross ES	n<5	0	0	0
307	Savoy ES	51	0	0	0
	School Within School at				
175	Goding	5	0	0	0
466	School Without Walls HS	0	0	0	0
	School Without Walls at				
409	Francis Stevens	18	0	0	0
309	Seaton ES	n<5	0	0	0
313	Shepherd ES	n<5	0	0	0
315	Simon ES	45	12	0	0
322	Smothers ES	154	n<5	0	0
427	Sousa MS	75	n<5	0	0
319	Stanton ES	51	0	0	0
321	Stoddert ES	n<5	0	0	0
	Stuart Hobson MS				
428	Capitol Hill Cluster	75	n<5	0	0
324	Takoma EC	21	n<5	0	0
325	Thomas ES	70	33	0	0
326	Thomson ES	0	0	0	0
327	Truesdell EC	7	0	0	n<5
328	Tubman ES	107	0	0	0
329	Turner ES	56	0	0	0
330	Tyler ES	15	0	0	0
332	Walker Jones EC	46	n<5	0	0
	Washington				
	Metropolitan HS				
474	formerly YEA	59	0	0	0
	Watkins ES Capitol Hill				
333	Cluster	27	0	0	0
336	West EC	24	n<5	0	0
335	Wheatley EC	24	0	0	0
338	Whittier EC	17	0	0	0
463	Wilson HS	78	9	0	0
464	Woodson H D HS	197	6	0	n<5
	EL Haynes PCS				
1206	Elementary	30	0	0	0
1138	EL Haynes PCS High	176	0	n<5	n<5
146	EL Haynes PCS Middle	155	0	n<5	0
	Eagle Academy PCS				
1125	Capitol Riverfront	0	0	0	0

School Code	School Name	Out-of-school suspensions	In-school suspensions	Expulsions	Removals to an interim alternative educational setting
195	Eagle Academy PCS Congress Heights	20	18	0	0
138	Early Childhood Academy PCS	n<5	0	0	0
159	Elsie Whitlow Stokes Community Freedom PCS	0	0	0	0
1113	Excel Academy PCS	156	0	n<5	n<5
269	Friendship PCS Armstrong	35	0	0	0
361	Friendship PCS Blow Pierce Elementary	106	0	0	0
362	Friendship PCS Blow Pierce Middle	41	0	0	0
363	Friendship PCS Chamberlain Elementary	6	0	0	0
364	Friendship PCS Chamberlain Middle	19	0	0	0
186	Friendship PCS Collegiate Academy	134	0	n<5	0
113	Friendship PCS Southeast Academy	93	n<5	0	0
1124	Friendship PCS Technology Preparatory Academy Middle	165	0	n<5	0
365	Friendship PCS Woodridge Elementary	10	0	0	0
366	Friendship PCS Woodridge Middle	37	0	n<5	0
245	Harmony DC PCS School of Excellence	28	0	0	0
131	Hope Community PCS Lamond	12	0	0	0
114	Hope Community PCS Tolson	12	n<5	0	0
115	Howard University Middle School of Mathematics and Science PCS	45	0	0	0
163	IDEA PCS	120	0	8	0
134	Ideal Academy PCS	47	n<5	0	0

School Code	School Name	Out-of-school suspensions	In-school suspensions	Expulsions	Removals to an interim alternative educational setting
200	Ingenuity Prep PCS	218	0	0	0
3064	Inspired Teaching Demonstration PCS	8	9	0	0
116	KIPP DC AIM Academy PCS	261	0	n<5	0
236	KIPP DC Arts and Technology Academy PCS	n<5	n<5	0	0
1123	KIPP DC College Preparatory Academy PCS	262	0	n<5	0
209	KIPP DC Connect Academy PCS	n<5	0	0	0
1122	KIPP DC Discover Academy PCS	n<5	0	0	0
1129	KIPP DC Grow Academy PCS	n<5	0	0	0
3071	KIPP DC Heights Academy PCS	89	0	0	0
189	KIPP DC KEY Academy PCS	187	0	0	0
132	KIPP DC LEAP Academy PCS	0	0	0	0
190	KIPP DC Lead Academy PCS	59	0	0	0
242	KIPP DC Northeast Academy PCS	38	0	n<5	0
1121	KIPP DC PCS Promise Academy	73	0	0	0
237	KIPP DC Quest Academy PCS	119	0	0	0
214	KIPP DC Spring Academy PCS	7	0	0	0
243	KIPP DC Valor Academy PCS	54	0	n<5	0
121	KIPP DC WILL Academy PCS	161	0	n<5	0
267	Kingsman Academy PCS	53	66	n<5	n<5
193	Latin American Montessori Bilingual PCS	0	0	0	0
104	LAYC Career Academy	6	0	n<5	0

School Code	School Name	Out-of-school suspensions	In-school suspensions	Expulsions	Removals to an interim alternative educational setting
	PCS				
228	Lee Montessori PCS	n<5	0	0	0
135	Mary McLeod Bethune Day Academy PCS	53	0	0	0
101	Maya Angelou PCS Evans High School	53	0	n<5	0
137	Maya Angelou PCS Young Adult Learning Center	10	0	n<5	0
165	Meridian PCS	99	45	0	0
260	Monument Academy PCS	39	0	0	0
3065	Mundo Verde Bilingual PCS	6	0	0	0
1120	National Collegiate Preparatory PCHS	93	n<5	7	n<5
222	Paul PCS International High School	145	242	7	0
170	Paul PCS Middle School	117	254	n<5	0
161	Perry Street Preparatory PCS	69	0	0	0
117	Potomac Preparatory PCS	10	44	0	0
3067	Richard Wright PCS for Journalism and Media Arts	46	0	0	0
173	Roots PCS	0	0	0	0
174	SEED PCS of Washington DC	204	0	8	0
197	Sela PCS	n<5	0	0	0
3066	Shining Stars Montessori Academy PCS	0	0	0	0
187	Somerset Preparatory Academy PCS	63	0	5	0
1047	St Coletta Special Education PCS	n<5	n<5	0	0
255	The Childrens Guild PCS	126	0	0	37
168	The Next Step El Proximo Paso PCS	n<5	0	n<5	0
191	Thurgood Marshall Academy PCS	62	0	0	0
198	Two Rivers PCS 4th	56	0	0	0

School Code	School Name	Out-of-school suspensions	In-school suspensions	Expulsions	Removals to an interim alternative educational setting
	Street				
270	Two Rivers PCS Young	n<5	0	0	0
263	Washington Global PCS	13	n<5	0	0
125	Washington Latin PCS Middle School	29	0	0	0
1118	Washington Latin PCS Upper School	29	0	n<5	0
178	Washington Mathematics Science Technology PCHS	44	0	0	0
1117	Washington Yu Ying PCS	n<5	0	0	0
210	William E Doar Jr PCS for the Performing Arts	91	0	0	0
128	Youthbuild PCS	n<5	0	n<5	n<5

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

School Code	School Name	Percent of students in-school suspended	Percent of students out-of-school suspended	Percent of students out-of-school suspended more than once
233	Academy of Hope Adult PCS	0%	1.3%	0%
217	Achievement Preparatory PCS Elementary	0%	9%	2.9%
1100	Achievement Preparatory PCS Middle School	0%	11.6%	2%
140	AppleTree Early Learning Center PCS Columbia Heights	0%	0%	0%
3073	AppleTree Early Learning Center PCS Lincoln Park	0%	0%	0%
1137	AppleTree Early Learning Center PCS Oklahoma	0%	0%	0%
3072	AppleTree Early Learning Center PCS Southeast	0%	0%	0%
141	AppleTree Early Learning Center PCS Southwest	0%	0%	0%
3068	Basis DC PCS	0%	6.2%	1%
142	Bridges PCS	0%	.9%	.6%
126	Briya PCS	0%	0%	0%
1207	Capital City PCS High	2.4%	15.3%	2.1%

School Code	School Name	Percent of students in-school suspended	Percent of students out-of-school suspended	Percent of students out-of-school suspended more than once
184	Capital City PCS Lower	.3%	.6%	0%
182	Capital City PCS Middle	1.5%	6.8%	1.2%
1119	Carlos Rosario International PCS	0%	0%	0%
188	Cedar Tree Academy PCS	0%	0%	0%
1103	Center City PCS Brightwood	5.8%	.8%	.4%
1104	Center City PCS Capitol Hill	3.5%	15.9%	6.6%
1105	Center City PCS Congress Heights	.8%	8.3%	3.1%
1106	Center City PCS Petworth	9.8%	7.5%	2.8%
1107	Center City PCS Shaw	.4%	7.3%	.4%
1108	Center City PCS Trinidad	8.3%	8.3%	3.2%
153	Cesar Chavez PCS for Public Policy Capitol Hill	0%	16%	4.9%
127	Cesar Chavez PCS for Public Policy Chavez Prep	0%	11.3%	2.9%
109	Cesar Chavez PCS for Public Policy Parkside High	0%	14.1%	3%
102	Cesar Chavez PCS for Public Policy Parkside Middle	.3%	10.2%	2.2%
216	Community College Preparatory Academy PCS	0%	0%	0%
3069	Creative Minds International PCS	0%	.4%	0%
199	DC Bilingual PCS	0%	2.6%	.9%
276	DC Preparatory Academy PCS Anacostia Elementary	0%	0%	0%
1110	DC Preparatory Academy PCS Benning Elementary	0%	14.7%	9.4%
218	DC Preparatory Academy PCS Benning Middle	0%	28.4%	19.1%
130	DC Preparatory Academy PCS Edgewood Elementary	0%	9.1%	5.1%
196	DC Preparatory Academy PCS Edgewood Middle	0%	23.3%	10.4%
3070	DC Scholars PCS	0%	8.5%	3.6%
234	Democracy Prep Congress Heights PCS	2.1%	15.4%	7.5%
219	Bunker Hill ES	8.8%	7.3%	3.1%
349	Dorothy Heights	0%	.4%	.2%
304	River Terrace EC	0%	2.2%	0%
331	Van Ness ES	0%	0%	0%
248	District of Columbia International School	0%	3.9%	.7%

School Code	School Name	Percent of students in-school suspended	Percent of students out-of-school suspended	Percent of students out-of-school suspended more than once
202	Aiton ES	.3%	6%	1.3%
203	Amidon Bowen ES	7%	10.3%	5.3%
450	Anacostia HS	.1%	20.1%	8.8%
452	Ballou HS	3.6%	25.3%	9%
462	Ballou STAY	0%	2%	.2%
204	Bancroft ES	.2%	1.3%	.4%
205	Barnard ES	.7%	1.8%	.1%
206	Beers ES	0%	0%	0%
402	Benjamin Banneker HS	.2%	.6%	0%
212	Brent ES	1.3%	.5%	.5%
213	Brightwood EC	0%	4%	1.4%
347	Brookland MS	.6%	31.6%	17.7%
404	Browne EC	0%	5.9%	1%
296	Bruce Monroe ES at Park View	0%	1.8%	.2%
220	Burroughs EC	.3%	1.5%	.3%
221	Burrville ES	0%	.8%	0%
247	C W Harris ES	0%	12.1%	5.4%
360	Capitol Hill Montessori School at Logan	.3%	1.7%	.6%
454	Cardozo EC	.5%	15.3%	5.4%
224	Cleveland ES	0%	2.1%	0%
442	Columbia Heights EC CHEC	.1%	3.7%	.9%
455	Coolidge HS	0%	6.3%	.8%
405	Deal MS	1.3%	2.1%	.8%
231	Drew ES	0%	.4%	.4%
467	Dunbar HS	.4%	20.4%	5.7%
457	Eastern HS	3.3%	14.4%	4.3%
232	Eaton ES	0%	0%	0%
407	Eliot Hine MS	3.2%	18%	9.6%
471	Ellington School of the Arts	0%	1.3%	0%
238	Garfield ES	.3%	1.8%	1%
239	Garrison ES	0%	1.7%	.7%
227	H D Cooke ES	0%	3.2%	1.4%
246	Hardy MS	4.1%	12.5%	4.8%
413	Hart MS	.2%	25%	11.3%
258	Hearst ES	0%	2.3%	.6%
249	Hendley ES	1.2%	9%	3.1%
251	Houston ES	1%	4.3%	.7%
252	Hyde Addison ES	0%	1.2%	.3%
339	J O Wilson ES	.2%	4.1%	1.5%
254	Janney ES	0%	.1%	.1%



School Code	School Name	Percent of students in-school suspended	Percent of students out-of-school suspended	Percent of students out-of-school suspended more than once
433	Jefferson Middle School Academy	0%	33.7%	14.2%
416	Johnson John Hayden MS	.8%	31.7%	16.7%
421	Kelly Miller MS	1.2%	28.9%	15.8%
257	Ketcham ES	0%	7.9%	2.4%
272	Key ES	0%	0%	0%
259	Kimball ES	0%	11.6%	3.8%
344	King M L ES	.9%	9.9%	4.8%
417	Kramer MS	.7%	40.8%	19.4%
264	LaSalle Backus EC	0%	3.5%	.7%
261	Lafayette ES	.1%	.4%	.1%
262	Langdon EC	0%	2.8%	.6%
370	Langley EC	0%	15.1%	8%
266	Leckie ES	3%	3.5%	.2%
271	Ludlow Taylor ES	2.2%	6.5%	2%
884	Luke Moore Alternative HS	.9%	4.7%	1.2%
308	Malcolm X ES at Green	.6%	3.7%	1.9%
273	Mann ES	0%	0%	0%
284	Marie Reed ES	.2%	2.6%	1.2%
274	Maury ES	0%	1%	.5%
435	McKinley Middle School	11.7%	13.8%	5.3%
458	McKinley Technology HS	9.1%	7.6%	.6%
280	Miner ES	0%	4.4%	.9%
285	Moten ES	0%	3.9%	1%
287	Murch ES	.1%	.1%	.1%
288	Nalle ES	3.6%	5.2%	1.8%
290	Noyes EC	0%	2.5%	.7%
291	Orr ES	0%	2.5%	.4%
292	Oyster Adams Bilingual School	.6%	.7%	.1%
294	Patterson ES	.2%	10.7%	5.1%
295	Payne ES	0%	2%	0%
301	Peabody ES Capitol Hill Cluster	0%	0%	0%
478	Phelps Architecture Construction and Engineering HS	2.5%	10.3%	2.8%
299	Plummer ES	0%	3.3%	1.4%
300	Powell ES	0%	1.1%	.2%
316	Randle Highlands ES	0%	5.2%	1.5%
302	Raymond EC	0%	.2%	0%
459	Roosevelt HS at MacFarland	.3%	12.5%	4.2%
456	Roosevelt STAY at MacFarland	0%	.2%	0%
305	Ross ES	0%	1.1%	0%
307	Savoy ES	0%	7.8%	2.7%

School Code	School Name	Percent of students in-school suspended	Percent of students out-of-school suspended	Percent of students out-of-school suspended more than once
175	School Within School at Goding	0%	1.4%	.3%
466	School Without Walls HS	0%	0%	0%
409	School Without Walls at Francis Stevens	0%	2.9%	.8%
309	Seaton ES	0%	.3%	.3%
313	Shepherd ES	0%	.3%	0%
315	Simon ES	3.1%	9%	2%
322	Smothers ES	.6%	17.4%	10.4%
427	Sousa MS	.3%	15.3%	4.2%
319	Stanton ES	0%	4.5%	1.8%
321	Stoddert ES	0%	.2%	0%
428	Stuart Hobson MS Capitol Hill Cluster	.2%	12%	3.1%
324	Takoma EC	.2%	3.5%	.4%
325	Thomas ES	5.4%	10.5%	3%
326	Thomson ES	0%	0%	0%
327	Truesdell EC	0%	.7%	.3%
328	Tubman ES	0%	8.7%	3.6%
329	Turner ES	0%	6.8%	2.4%
330	Tyler ES	0%	1.7%	.7%
332	Walker Jones EC	.2%	7.2%	1.3%
474	Washington Metropolitan HS formerly YEA	0%	21.9%	5.5%
333	Watkins ES Capitol Hill Cluster	0%	4.5%	1%
336	West EC	.3%	4.8%	1.8%
335	Wheatley EC	0%	4.1%	1.4%
338	Whittier EC	0%	3.6%	.5%
463	Wilson HS	.4%	3.3%	.5%
464	Woodson H D HS	.7%	17.7%	4.9%
1206	EL Haynes PCS Elementary	0%	3.7%	1.4%
1138	EL Haynes PCS High	0%	21.1%	9.3%
146	EL Haynes PCS Middle	0%	20.7%	9.6%
1125	Eagle Academy PCS Capitol Riverfront	0%	0%	0%
195	Eagle Academy PCS Congress Heights	1.7%	1.7%	.4%
138	Early Childhood Academy PCS	0%	.7%	0%
159	Elsie Whitlow Stokes Community Freedom PCS	0%	0%	0%
1113	Excel Academy PCS	0%	11.7%	4.2%
269	Friendship PCS Armstrong	0%	4.5%	1.3%

School Code	School Name	Percent of students in-school suspended	Percent of students out-of-school suspended	Percent of students out-of-school suspended more than once
361	Friendship PCS Blow Pierce Elementary	0%	8.4%	6.2%
362	Friendship PCS Blow Pierce Middle	0%	14.9%	3.5%
363	Friendship PCS Chamberlain Elementary	0%	1.5%	0%
364	Friendship PCS Chamberlain Middle	0%	4.9%	.6%
186	Friendship PCS Collegiate Academy	0%	11.8%	2.7%
113	Friendship PCS Southeast Academy	.3%	10.2%	3.8%
1124	Friendship PCS Technology Preparatory Academy Middle	0%	15.3%	5.5%
365	Friendship PCS Woodridge Elementary	0%	3.2%	0%
366	Friendship PCS Woodridge Middle	0%	14.7%	4.2%
245	Harmony DC PCS School of Excellence	0%	16.7%	7.4%
131	Hope Community PCS Lamond	0%	1.7%	.7%
114	Hope Community PCS Tolson	.6%	1.3%	.5%
115	Howard University Middle School of Mathematics and Science PCS	0%	12.5%	4.1%
163	IDEA PCS	0%	29.3%	8.1%
134	Ideal Academy PCS	.2%	6.1%	2.7%
200	Ingenuity Prep PCS	0%	17.7%	10.7%
3064	Inspired Teaching Demonstration PCS	1.9%	1.9%	0%
116	KIPP DC AIM Academy PCS	0%	30%	15.3%
236	KIPP DC Arts and Technology Academy PCS	.4%	1.3%	0%
1123	KIPP DC College Preparatory Academy PCS	0%	22.9%	10.4%
209	KIPP DC Connect Academy PCS	0%	.3%	0%
1122	KIPP DC Discover Academy PCS	0%	.3%	0%
1129	KIPP DC Grow Academy PCS	0%	.9%	0%
3071	KIPP DC Heights Academy PCS	0%	9.8%	4.7%
189	KIPP DC KEY Academy PCS	0%	25.3%	9.4%
132	KIPP DC LEAP Academy PCS	0%	0%	0%
190	KIPP DC Lead Academy PCS	0%	7%	2.7%
242	KIPP DC Northeast Academy PCS	0%	8.8%	3.3%
1121	KIPP DC PCS Promise Academy	0%	6.4%	2.2%
237	KIPP DC Quest Academy PCS	0%	14.2%	8.7%
214	KIPP DC Spring Academy PCS	0%	2.6%	.4%
243	KIPP DC Valor Academy PCS	0%	25.4%	9%

School Code	School Name	Percent of students in-school suspended	Percent of students out-of-school suspended	Percent of students out-of-school suspended more than once
121	KIPP DC WILL Academy PCS	0%	27.2%	13.5%
267	Kingsman Academy PCS	13.5%	11.8%	4.2%
193	Latin American Montessori Bilingual PCS	0%	0%	0%
104	LAYC Career Academy PCS	0%	2.2%	0%
228	Lee Montessori PCS	0%	.9%	0%
135	Mary McLeod Bethune Day Academy PCS	0%	6.2%	2.3%
101	Maya Angelou PCS Evans High School	0%	15.2%	3.7%
137	Maya Angelou PCS Young Adult Learning Center	0%	4.2%	1.1%
165	Meridian PCS	4.3%	8.6%	2.7%
260	Monument Academy PCS	0%	35.4%	16.7%
3065	Mundo Verde Bilingual PCS	0%	1.1%	0%
1120	National Collegiate Preparatory PCHS	.3%	20.6%	6.5%
222	Paul PCS International High School	20.3%	15%	6.1%
170	Paul PCS Middle School	27%	22.5%	9.2%
161	Perry Street Preparatory PCS	0%	9.9%	5%
117	Potomac Preparatory PCS	5.2%	1.8%	.5%
3067	Richard Wright PCS for Journalism and Media Arts	0%	13.5%	.9%
173	Roots PCS	0%	0%	0%
174	SEED PCS of Washington DC	0%	32.9%	14.5%
197	Sela PCS	0%	.6%	0%
3066	Shining Stars Montessori Academy PCS	0%	0%	0%
187	Somerset Preparatory Academy PCS	0%	13.5%	5.2%
1047	St Coletta Special Education PCS	1.1%	1.1%	.4%
255	The Childrens Guild PCS	0%	22%	7.8%
168	The Next Step El Proximo Paso PCS	0%	.2%	0%
191	Thurgood Marshall Academy PCS	0%	14%	1.5%
198	Two Rivers PCS 4th Street	0%	7.3%	1.6%
270	Two Rivers PCS Young	0%	1.1%	1.1%
263	Washington Global PCS	.9%	10.4%	.9%
125	Washington Latin PCS Middle School	0%	6.6%	1.1%
1118	Washington Latin PCS Upper School	0%	7.1%	1.5%
178	Washington Mathematics Science Technology PCHS	0%	11.8%	1.5%
1117	Washington Yu Ying PCS	0%	.4%	.2%

School Code	School Name	Percent of students in-school suspended	Percent of students out-of-school suspended	Percent of students out-of-school suspended more than once
210	William E Doar Jr PCS for the Performing Arts	0%	10.9%	4.5%
128	Youthbuild PCS	0%	.8%	0%

## Duration of Out-of-School Suspensions by School

School Code	School Name	Suspended 0.5-1 days	Suspended 2-5 days	Suspended 6-10 days	Suspended 11 or more days
233	Academy of Hope Adult PCS	.4%	.9%	0%	0%
217	Achievement Preparatory PCS Elementary	1.4%	5.4%	1.1%	1.1%
1100	Achievement Preparatory PCS Middle School	1.3%	10.1%	.3%	0%
140	AppleTree Early Learning Center PCS Columbia Heights	0%	0%	0%	0%
3073	AppleTree Early Learning Center PCS Lincoln Park	0%	0%	0%	0%
1137	AppleTree Early Learning Center PCS Oklahoma	0%	0%	0%	0%
3072	AppleTree Early Learning Center PCS Southeast	0%	0%	0%	0%
141	AppleTree Early Learning Center PCS Southwest	0%	0%	0%	0%
3068	Basis DC PCS	3.5%	2.3%	.3%	.1%
142	Bridges PCS	.3%	.6%	0%	0%
126	Briya PCS	0%	0%	0%	0%
1207	Capital City PCS High	4.5%	8.1%	2.1%	.6%
184	Capital City PCS Lower	.6%	0%	0%	0%
182	Capital City PCS Middle	.3%	5.8%	.6%	0%
1119	Carlos Rosario International PCS	0%	0%	0%	0%
188	Cedar Tree Academy PCS	0%	0%	0%	0%
1103	Center City PCS Brightwood	.4%	.4%	0%	0%
1104	Center City PCS Capitol Hill	3.9%	8.9%	2.7%	.4%
1105	Center City PCS Congress Heights	.8%	7.5%	0%	0%
1106	Center City PCS Petworth	3.5%	3.5%	.4%	0%
1107	Center City PCS Shaw	1.2%	5.3%	.8%	0%
1108	Center City PCS Trinidad	.9%	5.5%	1.8%	0%
153	Cesar Chavez PCS for Public Policy Capitol Hill	2.8%	8.7%	2.1%	2.4%
127	Cesar Chavez PCS for Public Policy Chavez Prep	2.7%	7%	1.1%	.5%
109	Cesar Chavez PCS for Public Policy Parkside High	4%	8.2%	1.5%	.5%
102	Cesar Chavez PCS for Public Policy Parkside Middle	5.1%	3.2%	1.3%	.6%
216	Community College Preparatory Academy PCS	0%	0%	0%	0%
3069	Creative Minds International PCS	.4%	0%	0%	0%

School Code	School Name	Suspended 0.5-1 days	Suspended 2-5 days	Suspended 6-10 days	Suspended 11 or more days
199	DC Bilingual PCS	1.8%	.4%	.4%	0%
276	DC Preparatory Academy PCS Anacostia Elementary	0%	0%	0%	0%
1110	DC Preparatory Academy PCS Benning Elementary	5.3%	4.9%	3.1%	1.3%
218	DC Preparatory Academy PCS Benning Middle	8.9%	11.6%	6.2%	1.8%
130	DC Preparatory Academy PCS Edgewood Elementary	4%	3.8%	1.1%	.2%
196	DC Preparatory Academy PCS Edgewood Middle	11%	10.1%	1.6%	.6%
3070	DC Scholars PCS	1.5%	6.6%	.4%	0%
234	Democracy Prep Congress Heights PCS	.7%	8.4%	3.5%	2.8%
219	Bunker Hill ES	1%	5.7%	0%	.5%
349	Dorothy Heights	.2%	.2%	0%	0%
304	River Terrace EC	0%	1.5%	.7%	0%
331	Van Ness ES	0%	0%	0%	0%
248	District of Columbia International School	.9%	2.5%	.5%	0%
202	Aiton ES	2.2%	3.5%	.3%	0%
203	Amidon Bowen ES	.5%	5.3%	3.8%	.7%
450	Anacostia HS	.4%	7.3%	6.5%	5.9%
452	Ballou HS	.4%	15.2%	6.9%	2.7%
462	Ballou STAY	.2%	1.1%	.4%	.2%
204	Bancroft ES	.4%	.9%	0%	0%
205	Barnard ES	1.3%	.4%	.1%	0%
206	Beers ES	0%	0%	0%	0%
402	Benjamin Banneker HS	0%	.2%	.2%	.2%
212	Brent ES	0%	.5%	0%	0%
213	Brightwood EC	.3%	2.8%	.8%	.3%
347	Brookland MS	2.2%	13.9%	8.9%	6.6%
404	Browne EC	.8%	4.3%	.5%	.3%
296	Bruce Monroe ES at Park View	.9%	.7%	.2%	0%
220	Burroughs EC	.3%	.9%	0%	.3%
221	Burrville ES	.3%	.3%	.3%	0%
247	C W Harris ES	3.7%	8.2%	.3%	0%
360	Capitol Hill Montessori School at Logan	0%	1.5%	.3%	0%
454	Cardozo EC	.9%	7.9%	3.2%	3.3%
224	Cleveland ES	1.2%	.9%	0%	0%
442	Columbia Heights EC CHEC	.3%	2.3%	.4%	.6%
455	Coolidge HS	.4%	3.7%	1.2%	1%

School Code	School Name	Suspended 0.5-1 days	Suspended 2-5 days	Suspended 6-10 days	Suspended 11 or more days
405	Deal MS	.1%	1.3%	.4%	.3%
231	Drew ES	0%	.4%	0%	0%
467	Dunbar HS	.5%	11.1%	4.6%	4.2%
457	Eastern HS	.1%	7.6%	3.4%	3.3%
232	Eaton ES	0%	0%	0%	0%
407	Eliot Hine MS	0%	7.2%	6%	4.8%
471	Ellington School of the Arts	0%	1.1%	.2%	0%
238	Garfield ES	.5%	.8%	.5%	0%
239	Garrison ES	.3%	1.4%	0%	0%
227	H D Cooke ES	.5%	2.1%	.5%	.2%
246	Hardy MS	3.2%	7%	1.4%	.9%
413	Hart MS	.4%	13.7%	5.8%	5.2%
258	Hearst ES	1.1%	.9%	0%	.3%
249	Hendley ES	1.2%	6%	1.7%	.2%
251	Houston ES	2%	2%	.3%	0%
252	Hyde Addison ES	.9%	.3%	0%	0%
339	J O Wilson ES	2%	1.9%	.2%	0%
254	Janney ES	0%	.1%	0%	0%
433	Jefferson Middle School Academy	0%	17.8%	7.4%	8.4%
416	Johnson John Hayden MS	4.4%	15.3%	7.8%	4.2%
421	Kelly Miller MS	0%	10.4%	7.6%	10.9%
257	Ketcham ES	1.3%	4.7%	1.3%	.5%
272	Key ES	0%	0%	0%	0%
259	Kimball ES	4.3%	5.6%	1.5%	.3%
344	King M L ES	3.7%	4.6%	1.6%	0%
417	Kramer MS	.7%	16.4%	9%	14.7%
264	LaSalle Backus EC	.5%	2.8%	.2%	0%
261	Lafayette ES	.3%	.1%	0%	0%
262	Langdon EC	.3%	2%	.6%	0%
370	Langley EC	4.6%	6.3%	3.1%	1.1%
266	Leckie ES	1.2%	2.2%	.2%	0%
271	Ludlow Taylor ES	2.2%	3.2%	.7%	.2%
884	Luke Moore Alternative HS	.9%	1.9%	.7%	1.2%
308	Malcolm X ES at Green	.9%	2.2%	.6%	0%
273	Mann ES	0%	0%	0%	0%
284	Marie Reed ES	.5%	1.6%	.5%	0%
274	Maury ES	.3%	.5%	0%	.3%
435	McKinley Middle School	.7%	9.2%	2.1%	1.8%
458	McKinley Technology HS	0%	5.6%	1.9%	0%
280	Miner ES	1.1%	2%	1.1%	.2%
285	Moten ES	1.2%	2.3%	.4%	0%
287	Murch ES	0%	0%	.1%	0%
288	Nalle ES	1.6%	2.2%	1.3%	0%



School Code	School Name	Suspended 0.5-1 days	Suspended 2-5 days	Suspended 6-10 days	Suspended 11 or more days
290	Noyes EC	.4%	1.8%	0%	.4%
291	Orr ES	.4%	1.9%	0%	.2%
292	Oyster Adams Bilingual School	.3%	.3%	.1%	0%
294	Patterson ES	4.1%	3.7%	2.1%	.8%
295	Payne ES	1.1%	.9%	0%	0%
301	Peabody ES Capitol Hill Cluster	0%	0%	0%	0%
478	Phelps Architecture Construction and Engineering HS	0%	5.6%	3.4%	1.2%
299	Plummer ES	1.4%	1.8%	0%	0%
300	Powell ES	.2%	.9%	0%	0%
316	Randle Highlands ES	1.2%	3.2%	0%	.7%
302	Raymond EC	0%	.2%	0%	0%
459	Roosevelt HS at MacFarland	.2%	7.5%	2.9%	2%
456	Roosevelt STAY at MacFarland	0%	.2%	0%	0%
305	Ross ES	1.1%	0%	0%	0%
307	Savoy ES	.7%	4.4%	2.5%	.2%
175	School Within School at Goding	.7%	.7%	0%	0%
466	School Without Walls HS	0%	0%	0%	0%
409	School Without Walls at Francis Stevens	0%	1.7%	.6%	.6%
309	Seaton ES	0%	0%	.3%	0%
313	Shepherd ES	0%	.3%	0%	0%
315	Simon ES	5.4%	3.4%	.3%	0%
322	Smothers ES	4.3%	7.8%	3.2%	2%
427	Sousa MS	.9%	7.2%	3.6%	3.6%
319	Stanton ES	1.4%	2.2%	.8%	0%
321	Stoddert ES	.2%	0%	0%	0%
428	Stuart Hobson MS Capitol Hill Cluster	.2%	8.2%	2.2%	1.3%
324	Takoma EC	.6%	2.1%	.8%	0%
325	Thomas ES	2%	5.6%	2.6%	.2%
326	Thomson ES	0%	0%	0%	0%
327	Truesdell EC	0%	.4%	.1%	.1%
328	Tubman ES	2.1%	4.4%	1.9%	.3%
329	Turner ES	.2%	4.6%	2%	0%
330	Tyler ES	0%	.9%	.9%	0%
332	Walker Jones EC	2.1%	3.8%	.8%	.6%
474	Washington Metropolitan HS formerly YEA	0%	11.9%	5.5%	4.5%

School Code	School Name	Suspended 0.5-1 days	Suspended 2-5 days	Suspended 6-10 days	Suspended 11 or more days
333	Watkins ES Capitol Hill Cluster	2%	2.2%	.2%	0%
336	West EC	.6%	3.6%	.6%	0%
335	Wheatley EC	.2%	2.4%	1%	.5%
338	Whittier EC	0%	2.7%	1%	0%
463	Wilson HS	.3%	2.1%	.7%	0%
464	Woodson H D HS	.1%	8.9%	6.1%	2.6%
1206	EL Haynes PCS Elementary	2.3%	.9%	.6%	0%
1138	EL Haynes PCS High	5.7%	12.8%	2.2%	.4%
146	EL Haynes PCS Middle	9%	9%	1.8%	.8%
1125	Eagle Academy PCS Capitol Riverfront	0%	0%	0%	0%
195	Eagle Academy PCS Congress Heights	.7%	.8%	.1%	0%
138	Early Childhood Academy PCS	0%	.7%	0%	0%
159	Elsie Whitlow Stokes Community Freedom PCS	0%	0%	0%	0%
1113	Excel Academy PCS	4.7%	5.6%	.9%	.5%
269	Friendship PCS Armstrong	2.1%	1.9%	.2%	.2%
361	Friendship PCS Blow Pierce Elementary	.9%	4.9%	1.5%	1.1%
362	Friendship PCS Blow Pierce Middle	1.5%	9.5%	3.5%	.5%
363	Friendship PCS Chamberlain Elementary	0%	1.3%	.3%	0%
364	Friendship PCS Chamberlain Middle	0%	2.6%	2%	.3%
186	Friendship PCS Collegiate Academy	.1%	5.7%	4%	1.9%
113	Friendship PCS Southeast Academy	1%	6.6%	2.1%	.5%
1124	Friendship PCS Technology Preparatory Academy Middle	1.3%	7.8%	3.5%	2.7%
365	Friendship PCS Woodridge Elementary	1.3%	1.6%	.3%	0%
366	Friendship PCS Woodridge Middle	5.8%	5.2%	3.1%	.5%
245	Harmony DC PCS School of Excellence	5.6%	9.3%	1.9%	0%
131	Hope Community PCS Lamond	0%	1.3%	.2%	.2%
114	Hope Community PCS Tolson	.2%	.8%	.2%	.2%
115	Howard University Middle School of Mathematics and	.7%	7.7%	3.7%	.4%

School Code	School Name	Suspended 0.5-1 days	Suspended 2-5 days	Suspended 6-10 days	Suspended 11 or more days
	Science PCS				
163	IDEA PCS	2.4%	19.5%	4.4%	3%
134	Ideal Academy PCS	1.2%	4.2%	.5%	.2%
200	Ingenuity Prep PCS	7.3%	6.3%	2.7%	1.3%
3064	Inspired Teaching Demonstration PCS	1%	1%	0%	0%
116	KIPP DC AIM Academy PCS	8.2%	14.5%	5%	2.4%
236	KIPP DC Arts and Technology Academy PCS	.4%	.8%	0%	0%
1123	KIPP DC College Preparatory Academy PCS	7.7%	7.7%	3.9%	3.7%
209	KIPP DC Connect Academy PCS	.3%	0%	0%	0%
1122	KIPP DC Discover Academy PCS	0%	.3%	0%	0%
1129	KIPP DC Grow Academy PCS	.6%	.3%	0%	0%
3071	KIPP DC Heights Academy PCS	4.7%	4.2%	.7%	.2%
189	KIPP DC KEY Academy PCS	10.2%	10%	4.3%	.8%
132	KIPP DC LEAP Academy PCS	0%	0%	0%	0%
190	KIPP DC Lead Academy PCS	2.7%	3.4%	.7%	.2%
242	KIPP DC Northeast Academy PCS	.7%	5.1%	2.9%	0%
1121	KIPP DC PCS Promise Academy	2.7%	2.4%	1.1%	.2%
237	KIPP DC Quest Academy PCS	4.4%	6.4%	2.9%	.6%
214	KIPP DC Spring Academy PCS	.4%	2.2%	0%	0%
243	KIPP DC Valor Academy PCS	12.7%	9.7%	3%	0%
121	KIPP DC WILL Academy PCS	9%	15.6%	1.8%	.9%
267	Kingsman Academy PCS	.7%	7.6%	1.7%	1.7%
193	Latin American Montessori Bilingual PCS	0%	0%	0%	0%
104	LAYC Career Academy PCS	.7%	.4%	1.1%	0%
228	Lee Montessori PCS	0%	0%	.9%	0%
135	Mary McLeod Bethune Day Academy PCS	1.5%	3.9%	.4%	.4%
101	Maya Angelou PCS Evans High School	.7%	9.3%	3%	2.2%
137	Maya Angelou PCS Young Adult Learning Center	1.1%	3.2%	0%	0%
165	Meridian PCS	1.8%	5.2%	1.1%	.5%
260	Monument Academy PCS	4.2%	14.6%	10.4%	6.3%
3065	Mundo Verde Bilingual PCS	1.1%	0%	0%	0%
1120	National Collegiate	1.3%	11.9%	6.5%	1%

School Code	School Name	Suspended 0.5-1 days	Suspended 2-5 days	Suspended 6-10 days	Suspended 11 or more days
	Preparatory PCHS				
222	Paul PCS International High School	3.9%	5.6%	3.2%	2.2%
170	Paul PCS Middle School	6.5%	10.9%	3.4%	1.7%
161	Perry Street Preparatory PCS	4.1%	2%	2.3%	1.5%
117	Potomac Preparatory PCS	0%	1.6%	0%	.2%
3067	Richard Wright PCS for Journalism and Media Arts	0%	11.3%	1.9%	.3%
173	Roots PCS	0%	0%	0%	0%
174	SEED PCS of Washington DC	6.1%	19.8%	5.6%	1.4%
197	Sela PCS	0%	.6%	0%	0%
3066	Shining Stars Montessori Academy PCS	0%	0%	0%	0%
187	Somerset Preparatory Academy PCS	.3%	7.1%	3.9%	2.3%
1047	St Coletta Special Education PCS	.4%	.4%	.4%	0%
255	The Childrens Guild PCS	1.1%	15.6%	3.6%	1.7%
168	The Next Step El Proximo Paso PCS	.2%	0%	0%	0%
191	Thurgood Marshall Academy PCS	0%	11.7%	1.8%	.5%
198	Two Rivers PCS 4th Street	3.1%	4%	0%	.2%
270	Two Rivers PCS Young	0%	1.1%	0%	0%
263	Washington Global PCS	.9%	9.6%	0%	0%
125	Washington Latin PCS Middle School	1.9%	4.4%	.3%	0%
1118	Washington Latin PCS Upper School	2.8%	3.4%	.9%	0%
178	Washington Mathematics Science Technology PCHS	1.9%	6.8%	3.1%	0%
1117	Washington Yu Ying PCS	0%	.4%	0%	0%
210	William E Doar Jr PCS for the Performing Arts	3.9%	6%	1%	0%
128	Youthbuild PCS	0%	0%	0%	.8%

## Voluntary and Involuntary Withdrawals by School

School Code	School Name	Involuntary withdrawals	Voluntary withdrawals
233	Academy of Hope Adult PCS	110	141
217	Achievement Preparatory PCS Elementary	0	0
1100	Achievement Preparatory PCS Middle School	n<5	0
140	AppleTree Early Learning Center PCS Columbia Heights	0	0
3073	AppleTree Early Learning Center PCS Lincoln Park	0	0
1137	AppleTree Early Learning Center PCS Oklahoma	0	n<5
3072	AppleTree Early Learning Center PCS Southeast	n<5	0
141	AppleTree Early Learning Center PCS Southwest	0	0
3068	Basis DC PCS	0	0
142	Bridges PCS	0	n<5
126	Briya PCS	0	219
1207	Capital City PCS High	n<5	n<5
184	Capital City PCS Lower	0	0
182	Capital City PCS Middle	n<5	0
1119	Carlos Rosario International PCS	649	0
188	Cedar Tree Academy PCS	n<5	8
1103	Center City PCS Brightwood	0	0
1104	Center City PCS Capitol Hill	n<5	n<5
1105	Center City PCS Congress Heights	0	0
1106	Center City PCS Petworth	0	0
1107	Center City PCS Shaw	n<5	0
1108	Center City PCS Trinidad	5	0
153	Cesar Chavez PCS for Public Policy Capitol Hill	25	n<5
127	Cesar Chavez PCS for Public Policy Chavez Prep	0	0
109	Cesar Chavez PCS for Public Policy Parkside High	17	n<5
102	Cesar Chavez PCS for Public Policy Parkside Middle	n<5	0
216	Community College Preparatory Academy PCS	31	356
3069	Creative Minds International PCS	0	0
199	DC Bilingual PCS	0	0
276	DC Preparatory Academy PCS Anacostia Elementary	0	8

School Code	School Name	Involuntary withdrawals	Voluntary withdrawals
1110	DC Preparatory Academy PCS Benning Elementary	0	n<5
218	DC Preparatory Academy PCS Benning Middle	0	0
130	DC Preparatory Academy PCS Edgewood Elementary	0	n<5
196	DC Preparatory Academy PCS Edgewood Middle	n<5	0
3070	DC Scholars PCS	n<5	n<5
234	Democracy Prep Congress Heights PCS	0	0
219	Bunker Hill ES	0	0
349	Dorothy Heights	n<5	6
304	River Terrace EC	n<5	n<5
331	Van Ness ES	0	0
248	District of Columbia International School	n<5	0
202	Aiton ES	0	n<5
203	Amidon Bowen ES	n<5	n<5
450	Anacostia HS	112	78
452	Ballou HS	49	8
462	Ballou STAY	107	173
204	Bancroft ES	0	n<5
205	Barnard ES	0	0
206	Beers ES	n<5	n<5
402	Benjamin Banneker HS	0	0
212	Brent ES	0	0
213	Brightwood EC	n<5	n<5
347	Brookland MS	n<5	n<5
404	Browne EC	n<5	n<5
296	Bruce Monroe ES at Park View	0	7
220	Burroughs EC	0	0
221	Burrville ES	n<5	6
247	C W Harris ES	n<5	n<5
360	Capitol Hill Montessori School at Logan	0	5
454	Cardozo EC	5	6
224	Cleveland ES	n<5	0
442	Columbia Heights EC CHEC	n<5	85
455	Coolidge HS	13	n<5
405	Deal MS	n<5	n<5
231	Drew ES	0	0
467	Dunbar HS	8	14
457	Eastern HS	11	8

School Code	School Name	Involuntary withdrawals	Voluntary withdrawals
232	Eaton ES	0	0
407	Eliot Hine MS	0	0
471	Ellington School of the Arts	0	0
238	Garfield ES	0	0
239	Garrison ES	0	n<5
227	H D Cooke ES	0	0
246	Hardy MS	0	0
413	Hart MS	0	n<5
258	Hearst ES	0	0
249	Hendley ES	6	0
251	Houston ES	0	n<5
252	Hyde Addison ES	0	0
339	J O Wilson ES	0	n<5
254	Janney ES	0	0
433	Jefferson Middle School Academy	0	0
416	Johnson John Hayden MS	n<5	0
421	Kelly Miller MS	0	n<5
257	Ketcham ES	0	n<5
272	Key ES	0	0
259	Kimball ES	0	0
344	King M L ES	0	n<5
417	Kramer MS	n<5	0
264	LaSalle Backus EC	0	8
261	Lafayette ES	0	0
262	Langdon EC	0	0
370	Langley EC	0	0
266	Leckie ES	n<5	10
271	Ludlow Taylor ES	0	0
884	Luke Moore Alternative HS	62	11
308	Malcolm X ES at Green	0	16
273	Mann ES	0	0
284	Marie Reed ES	0	0
274	Maury ES	0	n<5
435	McKinley Middle School	n<5	0
458	McKinley Technology HS	0	n<5
280	Miner ES	0	6
285	Moten ES	0	0
287	Murch ES	0	0
288	Nalle ES	n<5	n<5
290	Noyes EC	0	6
291	Orr ES	n<5	n<5
292	Oyster Adams Bilingual School	0	n<5
294	Patterson ES	0	n<5
295	Payne ES	0	0

School Code	School Name	Involuntary withdrawals	Voluntary withdrawals
301	Peabody ES Capitol Hill Cluster	0	0
478	Phelps Architecture Construction and Engineering HS	n<5	0
299	Plummer ES	0	5
300	Powell ES	0	0
316	Randle Highlands ES	n<5	5
302	Raymond EC	n<5	n<5
459	Roosevelt HS at MacFarland	n<5	5
456	Roosevelt STAY at MacFarland	145	236
305	Ross ES	0	0
307	Savoy ES	0	n<5
175	School Within School at Goding	0	0
466	School Without Walls HS	0	0
409	School Without Walls at Francis Stevens	0	n<5
309	Seaton ES	n<5	n<5
313	Shepherd ES	n<5	n<5
315	Simon ES	0	n<5
322	Smothers ES	n<5	0
427	Sousa MS	0	n<5
319	Stanton ES	0	n<5
321	Stoddert ES	0	0
428	Stuart Hobson MS Capitol Hill Cluster	0	0
324	Takoma EC	0	n<5
325	Thomas ES	n<5	n<5
326	Thomson ES	0	n<5
327	Truesdell EC	n<5	n<5
328	Tubman ES	0	n<5
329	Turner ES	n<5	21
330	Tyler ES	0	n<5
332	Walker Jones EC	n<5	n<5
474	Washington Metropolitan HS formerly YEA	36	n<5
333	Watkins ES Capitol Hill Cluster	0	0
336	West EC	0	n<5
335	Wheatley EC	n<5	0
338	Whittier EC	n<5	6
463	Wilson HS	0	28
464	Woodson H D HS	7	8
1206	EL Haynes PCS Elementary	0	0
1138	EL Haynes PCS High	n<5	0
146	EL Haynes PCS Middle	0	0
1125	Eagle Academy PCS Capitol	0	5



School Code	School Name	Involuntary withdrawals	Voluntary withdrawals
	Riverfront		
195	Eagle Academy PCS Congress Heights	0	7
138	Early Childhood Academy PCS	n<5	n<5
159	Elsie Whitlow Stokes Community Freedom PCS	0	n<5
1113	Excel Academy PCS	n<5	n<5
269	Friendship PCS Armstrong	0	6
361	Friendship PCS Blow Pierce Elementary	0	20
362	Friendship PCS Blow Pierce Middle	0	n<5
363	Friendship PCS Chamberlain Elementary	0	n<5
364	Friendship PCS Chamberlain Middle	0	0
186	Friendship PCS Collegiate Academy	n<5	28
113	Friendship PCS Southeast Academy	0	31
1124	Friendship PCS Technology Preparatory Academy Middle	n<5	5
365	Friendship PCS Woodridge Elementary	0	9
366	Friendship PCS Woodridge Middle	0	0
245	Harmony DC PCS School of Excellence	0	0
131	Hope Community PCS Lamond	0	n<5
114	Hope Community PCS Tolson	0	0
115	Howard University Middle School of Mathematics and Science PCS	0	0
163	IDEA PCS	13	0
134	Ideal Academy PCS	0	n<5
200	Ingenuity Prep PCS	0	0
3064	Inspired Teaching Demonstration PCS	0	0
116	KIPP DC AIM Academy PCS	5	0
236	KIPP DC Arts and Technology Academy PCS	0	n<5
1123	KIPP DC College Preparatory Academy PCS	14	48
209	KIPP DC Connect Academy PCS	n<5	7
1122	KIPP DC Discover Academy PCS	n<5	n<5
1129	KIPP DC Grow Academy PCS	6	6
3071	KIPP DC Heights Academy PCS	0	0
189	KIPP DC KEY Academy PCS	0	n<5
132	KIPP DC LEAP Academy PCS	0	0
190	KIPP DC Lead Academy PCS	n<5	n<5

School Code	School Name	Involuntary withdrawals	Voluntary withdrawals
242	KIPP DC Northeast Academy PCS	6	10
1121	KIPP DC PCS Promise Academy	n<5	12
237	KIPP DC Quest Academy PCS	7	n<5
214	KIPP DC Spring Academy PCS	n<5	n<5
243	KIPP DC Valor Academy PCS	n<5	n<5
121	KIPP DC WILL Academy PCS	16	n<5
267	Kingsman Academy PCS	8	13
193	Latin American Montessori Bilingual PCS	0	n<5
104	LAYC Career Academy PCS	101	39
228	Lee Montessori PCS	0	n<5
135	Mary McLeod Bethune Day Academy PCS	0	n<5
101	Maya Angelou PCS Evans High School	15	8
137	Maya Angelou PCS Young Adult Learning Center	66	40
165	Meridian PCS	n<5	10
260	Monument Academy PCS	0	0
3065	Mundo Verde Bilingual PCS	0	n<5
1120	National Collegiate Preparatory PCHS	8	n<5
222	Paul PCS International High School	n<5	0
170	Paul PCS Middle School	n<5	0
161	Perry Street Preparatory PCS	n<5	0
117	Potomac Preparatory PCS	0	8
3067	Richard Wright PCS for Journalism and Media Arts	n<5	n<5
173	Roots PCS	0	0
174	SEED PCS of Washington DC	5	0
197	Sela PCS	0	n<5
3066	Shining Stars Montessori Academy PCS	0	0
187	Somerset Preparatory Academy PCS	11	0
1047	St Coletta Special Education PCS	10	n<5
255	The Childrens Guild PCS	0	0
168	The Next Step El Proximo Paso PCS	109	70
191	Thurgood Marshall Academy PCS	0	n<5
198	Two Rivers PCS 4th Street	0	n<5
270	Two Rivers PCS Young	0	0
263	Washington Global PCS	0	0
125	Washington Latin PCS Middle School	0	0

School Code	School Name	Involuntary withdrawals	Voluntary withdrawals
1118	Washington Latin PCS Upper School	n<5	0
178	Washington Mathematics Science Technology PCHS	5	0
1117	Washington Yu Ying PCS	0	0
210	William E Doar Jr PCS for the Performing Arts	0	0
128	Youthbuild PCS	42	13