

Still Oversuspended and Underserved:

Continued Disparities in
Suspension Rates in Rhode Island

March 2023



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Executive Summary

In 2015, the ACLU of Rhode Island released a report entitled *Oversuspended and Underserved: Rhode Island's School Suspension Disparities in the 2014-2015 School Year*, which detailed the disproportionate and damaging numbers of suspensions that, in particular, BIPOC (Black, Indigenous, People of Color) students and students with disabilities faced. Years later, and despite the passage of legislation in 2016 which was intended to mitigate disparities in school suspension rates and significantly limit the instances under which a student could be given an out-of-school suspension, a review of data from the three school years following the passage of the bill but prior to the COVID-19 pandemic – 2016-2017, 2017-2018, and 2018-2019 – reveals that these demographics of students remain at great risk of over-suspension. BIPOC students and students with disabilities continue to face extraordinarily high rates of out-of-school suspensions compared to what would be expected based on their school population and compared to white students. In addition, out-of-school suspensions continued to be meted out for minor acts of misbehavior and, most shocking of all, elementary school students continue to be kicked out of school at alarming rates.

This report provides an overview of the data, and further emphasizes the crucial need for additional legislative reform to ensure that marginalized students do not continue to be disproportionately and unnecessarily removed from the classroom.

Highlights from the report include the following:

- At their *lowest* rate across these three school years, Black and multi-racial students statewide experienced out-of-school suspensions at a rate more than one-and-a-half times higher than would be expected for their population, and Hispanic students were over-suspended at a rate 1.31 times that which would be expected for their population. Comparatively, the highest rate of suspension that white students experienced – in 2018-2019 – was still one of under-suspension, with white students experiencing suspensions at only 0.71 times that which would be expected for their school population.
- In all three school years, Native American students exhibited the most severe disparities in suspension rates, with the Native American population over-suspended at a rate more than two-and-a-half times that which would be expected for their statewide student population in each school year analyzed.
- Across each of these school years, students with disabilities were at least two-and-a-half times as likely to be given an out-of-school suspension as students without a disability.

- Young students, especially those in grades Kindergarten through fifth grades, are particularly vulnerable to inappropriate suspensions. In the 2018-2019 school year alone, K-5 students were given 1,459 out-of-school suspensions, which amounted to almost 15% of all out-of-school suspensions meted out that year. Of all these out-of-school suspensions given to K-5 students that school year, more than a third of them (535) were doled out for minor “subjective offenses,” infractions for which the enforcement is more dependent upon the discretion of the teacher or administrator, and encompassing such vague offenses as “insubordination” or “disrespect.” Alarming, 22% of the out-of-school suspensions given to K-5 students for these subjective offenses (116 out of 535 suspensions) were given to Kindergarten or first grade students.
- In order to substantively address and mitigate these discriminatory and harmful suspension patterns, it is imperative that Rhode Island pass legislation which explicitly restricts the imposition of out-of-school suspensions on K-5 students and strengthens reporting requirements for districts in a variety of ways. Our state must further examine the suspension standards for all students, including students in grades 6-12, to ensure that BIPOC students and students with disabilities are not being suspended for conduct that does not warrant an out-of-school suspension under the law.

Introduction

As COVID-19 forced the closure of schools across both Rhode Island and the country in March 2020, one issue soon became ubiquitously and unequivocally clear – schools, and the nature of the school environment, provide services central to the growth and emotional well-being of students. And as schools navigated the mental health, academic, and interpersonal needs of students during this crisis, the consensus on one aspect is resounding. The resources that students use and access at schools are invaluable to them, and schools should be concentrating on creating robust opportunities for students to engage with their education safely and beneficially.

Especially now with the broad understanding of how removal from the school environment can both impact a student’s social-emotional health and significantly hinder academic progress, a re-examination of suspension processes in Rhode Island is necessary. While schools have returned to in-person education, it is vital that disciplinary procedures not undermine these critical components of the educational experience.

With a broad understanding of how removal from the school environment can both impact a student’s social-emotional health and significantly hinder academic progress, a reexamination of suspension processes in Rhode Island is necessary.

The importance of this is compounded by the history of disciplinary and suspension policy in Rhode Island. BIPOC students and students with disabilities have for decades consistently experienced out-of-school suspensions at a rate disproportionate to their populations in school, both on a statewide and district-wide level. Even more concerning, these same students experience disproportionately high rates of out-of-school suspensions for what we term “subjective” offenses – that is, those minor infractions such as “Insubordination/Disrespect” which are subject to a wide range of individual interpretation and school personnel discretion.¹ And although some school policies in recent years have been revised in an attempt to mitigate and address these disparate punishment standards, a review of suspension data from the three school years before the COVID-19 pandemic – 2016-2017, 2017-2018, and 2018-2019 – and historic suspension data since the 2004-2005 school year show that more assertive change must occur to ensure that vulnerable students do not continue to be adversely impacted by discriminatory suspension practices.

While these recent three school years are important to examine in the context of the COVID-19 pandemic, they also represent a second point of significance. They are the first three school years impacted by legislation passed in 2016,² and enacted with the hope that this new law would reduce racial and disability disparities in suspension data. Specifically, that law sought to limit the circumstances under which a student could be given an out-of-school suspension by restricting permissible suspensions to those in which a student “represents a demonstrable threat to students, teachers, or administrators” or “exhibits

¹ Conversely, a “concrete offense,” like possession of controlled substances or possession of a weapon, we would use to refer to those offenses for which there is an objective breaking of those school restrictions.

² 16 – H 7056 as amended and 16 – S 2168 as amended, codified at R.I.G.L. §§16-2-17 and 16-2-17.1.

persistent conduct which substantially impedes the ability of other students to learn, or otherwise substantially interferes with the rights stated above, and who has failed to respond to corrective and rehabilitative measures presented by staff, teachers, or administrators.” The legislation also contained a reporting requirement obligating schools to examine their discipline data annually and submit a plan to address any evident disparities in the data.

However, disparities for marginalized students have remained, and sometimes actually worsened, making clear that the current statutory limits for the use of such suspensions do not go far enough. The data further do not show a consistent drop in the number of overall suspensions since the enactment of this law. In the 2015-2016 school year, for example, which was the final school year before this law went into effect, there were 11,506 out-of-school suspensions statewide. Subsequently, in the 2016-2017 school year, out-of-school suspension numbers dropped to 9,852 suspensions statewide, but then rose the following year, 2017-2018, to a higher number of suspensions than 2015-2016, topping out at 11,701 out-of-school suspensions. This number dropped again in 2018-2019, with 9,759 out-of-school suspensions given that year.

Despite state law requiring reports from school districts if their discipline data exhibits disparities, not a single report has been provided by a school district to the Rhode Island Department of Education even though nearly every district has been found to display disparities based on race, disability status, or often both.

Disparities for marginalized students have remained, and sometimes actually worsened, making clear that the current statutory limits for the use of suspensions do not go far enough.

In the opinion of the ACLU, many suspensions that continue to be doled out under the current statute are contrary to the 2016 law’s strictures, heightening the need for greater accountability. Further, despite the fact that almost every school district in Rhode Island was found to display suspension rate disparities – disparities based on race or disability, and often both³– not a single report has been provided by a school district to the Rhode Island Department of Education to attempt to explain or address these disparities as envisioned by the statute.

The potential impact on students who are the target of harsh suspension policies can be devastating. Students who are suspended from school are more likely to become ensnared in the school-to-prison pipeline, whether because of the behaviors they engage in when they are excluded from school or because schools escalate in-school incidents and inappropriately refer students to school resource officers (SROs) or other law enforcement. Societal bias can lead to the interpretation of some students’ behaviors as more aggressive or disruptive than others, criminalizing and punishing the normal behaviors of young, vulnerable students and shuttling them towards a lifetime involvement in the criminal justice system. The more a student is removed from the classroom, and the more often they are subjected to punitive disciplinary measures which do not appropriately incorporate mental and behavioral health supports, the more likely

³ See Appendix A

they are to suffer academically or drop out of school,⁴ and the more likely they are to become involved with the criminal justice system later in their lives. This is a problem that needs to be addressed in any event, but especially so in light of its consistent adverse impact on those who are most vulnerable and marginalized.

The focus of the data contained within this report is from the three years preceding the COVID-19 pandemic. In our analysis of suspension rates, we chose not to use data from the most recent school years (2019-2020, 2020-2021, and 2021-2022) due to the prevalence of online learning and remote education. We hope that, as public agencies grapple with changes in their infrastructure in the wake of the COVID-19 pandemic, this report will serve as a reminder of the continued critical need for disciplinary reform.

⁴ Anya Kamenetz. *High School Suspensions Cost the Country \$35 Billion Dollars Annually, Report Estimates*. NPR, 2 June, 2016, <https://www.npr.org/sections/ed/2016/06/02/480181488/high-school-suspensions-cost-the-country-35-billion-annually-report-estimates>. Last Accessed Dec. 8, 2022.

Racial Disparities in School Discipline Rates

Over the past ten years, the ACLU of Rhode Island has released several reports⁵ which detail the issues evident year-to-year in available school discipline data: too many students, particularly BIPOC students, are suspended, and too many students are being suspended for behavior that does not pose an immediate or significant threat to the school environment. Even in the years following the passage of legislation that was intended to curb such suspensions,⁶ significant issues remain in the manner in which disciplinary measures are handed out. Compared to their peers, BIPOC students, are consistently over-suspended,⁷ while white students consistently remain under-suspended relative to their population.

Racial Disparities in Suspensions since 2016

Figure 1 on the following page details, for all out-of-school suspensions for the school years 2016-2017, 2017-2018, and 2018-2019, the ratio of suspensions to each demographics' population in the student body. Consistently, BIPOC students exhibit rates of suspension which are much higher than would be expected for their populations within the student body.

At their lowest rate across these three years,⁸ Black students experienced out-of-school suspensions at a rate 1.76 times higher than would be expected for their population,⁹ similar to the suspension rate for multi-racial students (1.58 times higher than that which would be expected of their population). Hispanic students were also over-suspended, at a rate no less than 1.31 times that which would be expected for their population across the three school years. Comparatively, the highest rate of suspension that white students experienced was part of a trend of under-suspension, as they never experienced a suspension rate higher than 0.71 times that which would be expected for their population. Even in 2018-2019, when Black students were suspended at their lowest rate and white students at their highest, a Black student was more than twice as likely as a white student to be issued an out-of-school suspension.

⁵ See ACLU of RI reports *Oversuspended and Underserved: RI's School Suspension Disparities 2014-2015* (November 2015); *Suspended Education* (June 2015); *Blacklisted: Final Report* (May 2015); *The School-to-Prison Pipeline in Black & White* (February 2015); *Blacklisted: An Update* (March 2014); *Blacklisted* (June 2013).

⁶ 16 – H 7056 and 16 – S 2168, now codified at R.I.G.L. §16-2-17.

⁷ RIDE further collects data on suspension rates for Asian American Pacific Islander students. Statewide trends did not show a suspension disparity for AAPI students, with those students suspended at a rate of .40 times that which would be expected for their student population in the 2016-2017 school year; .37 times that which would be expected for their student population in the 2017-2018 school year; and .32 times that which would be expected for their student population in the 2018-2019 school year. The ACLU of RI will continue monitoring suspension rates for this demographic for any future disparities.

⁸ 2016-2017.

⁹ At their highest rate of suspension, Black students were suspended at a rate double (2.01 times) that which would be expected for their population. In districts with a Native American student population, those students' highest suspension rate was 3.13 times what would be expected for their population.

Statewide Ratio of Suspensions to Student Population by Race: All Out-of-School Suspensions

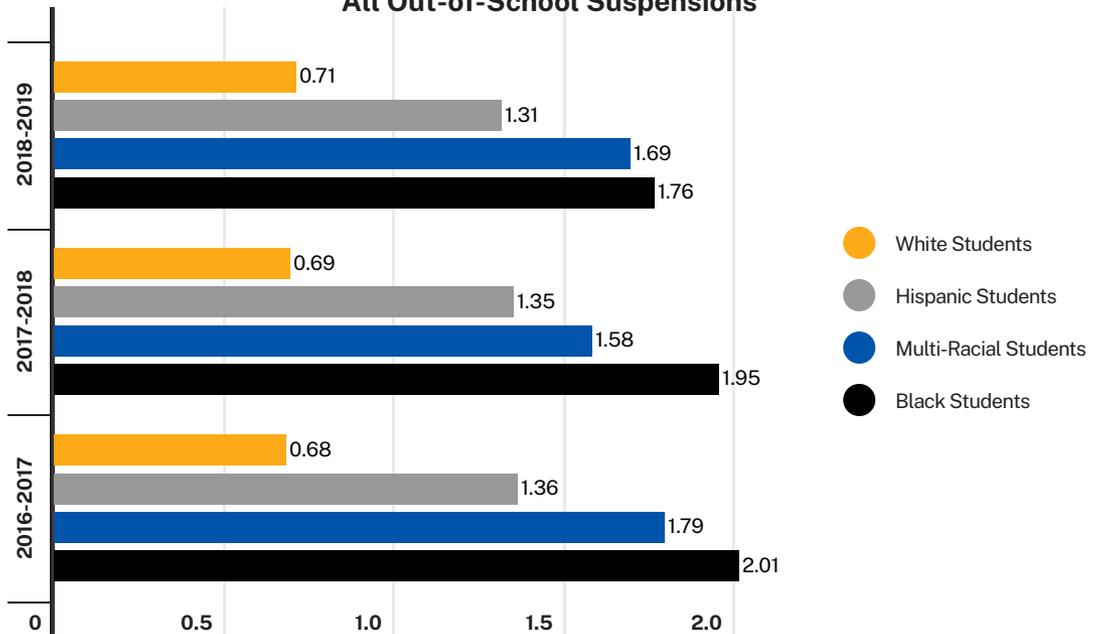


Figure 1

Disparities persist when we examine out-of-school suspension rates by specific offense type, including suspensions for conduct that the ACLU believes the 2016 law was designed to avert. Minor offenses which are more reliant on the interpretation and tolerance level of teachers or administrators, such as “insubordination” or “disrespect” (which we term “subjective offenses”), should be addressed by behavioral counseling and restorative justice measures rather than through removal from the school for a period of time. The 2016 law’s efforts to do that have not worked, as demonstrated by the data and the large number of suspensions fitting into this category. **In the 2018-2019 school year, for example, 38% of all out-of-school suspensions were given for offenses categorized as subjective, and in both 2016-2017 and 2017-2018, a staggering 41% of out-of-school suspensions were given for these offenses.**¹⁰

¹⁰ The offenses we categorized as “subjective” for purposes of this data are: “Insubordination/Disrespect”; “Disorderly Conduct”; “Obscene/Abusive Language toward Student”; and “Obscene/Abusive Language toward Teacher.” For more information, please visit the “Methodology” section of this report on page 22.

Statewide Ratio of Suspensions to Student Population by Race: Out-of-School Suspensions for Subjective Offenses

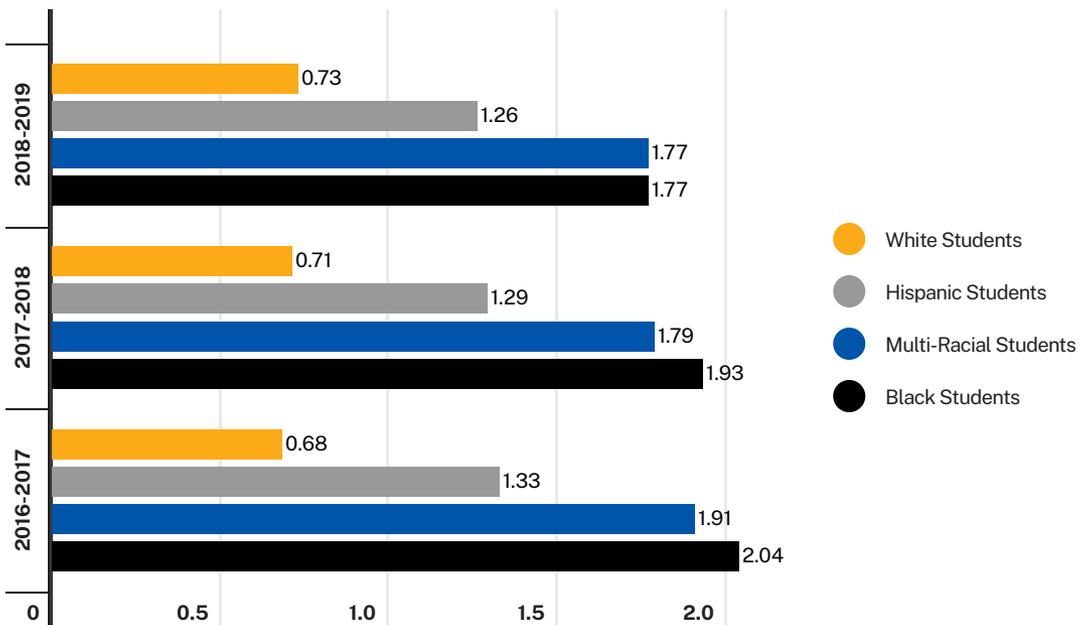


Figure 2

As Figure 2 illustrates, it is again Black students who experience the starkest disparities and rates of over-suspension when we analyze out-of-school suspension patterns for these types of subjective offenses. In all three years, Black students were most disproportionately given out-of-school suspensions for these offenses, and in both 2016-2017 and 2017-2018, the rate at which Black students received out-of-school suspensions for subjective offenses was at or just under double that which would be expected for their student population. Figures further in this section illustrate that the persistence of this alarming pattern is not confined to the previous few years; rather, it is indicative of a decades-long trend of discriminatory treatment of BIPOC students in Rhode Island schools.

Disparities in Suspension Rates for Native American Students

Disparities for suspension rates for Black, Hispanic, and Multi-Racial students in Rhode Island are alarming, persistent, and have been documented, in many cases, for more than a decade. In analyzing discipline data from the 2016-2017, 2017-2018, and 2018-2019 school years, we examined the suspension rate for Native American students and found the disparities particularly severe. We are pulling this data out into its own discrete section for several reasons.

First, despite comprising by percentage the smallest demographic of enrolled students statewide in each of these school years,¹¹ Native American students exhibit the most disproportionate suspension rates compared to their population in each of these three years. Compared to all racial demographics, Native American students were the only demographic whose population was suspended at a rate more than two-and-a-half times that which would be expected for their population in each of these three school years. This contrast is portrayed further in Figure 3 below.

Ratio of Suspension Rates to Enrollment Rates by Year / Ethnicity

Year	White	Hispanic	Multi-racial	Black	Asian	Native American
2018-2019	0.71	1.31	1.69	1.76	0.32	3.13
2017-2018	0.69	1.35	1.58	1.95	0.37	3.02
2016-2017	0.68	1.36	1.79	2.01	0.40	2.73

Figure 3

Second, while Native American students comprise a comparatively small percentage of the statewide student population, the consistency and seriousness with which these disparities revealed themselves were worthwhile, in the perspective of the ACLU, of further scrutiny on their own. This is because in addition to the severity of these disparities, those disparities are concentrated within a smaller number of districts than those for the other demographic categories studied. While our comprehensive analysis of suspension data concludes that all districts that report suspensions must examine their data more critically and develop a plan for mitigating disparities, there are a smaller number of districts that report enrollment of Native American students – fewer than half of the state’s districts – and, as a result, that report suspension data for those students.

For these reasons the ACLU of Rhode Island determined that an analysis of district level data for Native American students was distinctly useful to separately highlight in this report alongside statewide data.¹² A breakdown by district is contained in Appendix B to this report.

Racial Disparities in Suspension Rates - A Fifteen Year Retrospective

Disparate disciplinary rates at this level for the three years previously discussed are alarming; however, in the context of the past fifteen years, the consistency with which these disparities appear demands swift remedial action. For every one of those school years, BIPOC students have experienced out-of-school suspensions at a rate starkly disproportionate to their student populations, both for out-of-school suspensions as a whole and for subjective offenses.

¹¹ Native American students comprised .7% of the statewide student population in the 2016-2017 school year; .7% of the statewide student population in 2017-2018 school year; and .8% of the population in the 2018-2019 school year.

¹² District level data for Black, Hispanic, and white students may be found in Appendix A to this report on page 23.

At a Glance:

Fifteen Year Suspension Trends

- **Every** school year between 2004 and 2019, Black students experienced the highest disparities between student population size and rate of out-of-school suspensions.
- **Every** school year between 2004 and 2019 showed the over-suspension of Black students and the under-suspension of white students relative to student population size.
- **Every** school year between 2004 and 2019 showed the over-suspension of Hispanic students and the under-suspension of white students relative to student population size.

Though the number of out-of-school suspensions overall has decreased since the 2004-2005 school year¹³ – with a sharp drop-off in overall suspension numbers in the 2016-2017 school year, presumably attributable to the fresh passage of the 2016 law designed to address the overuse of suspensions – the disparities have not been significantly mitigated.¹⁴

Even as Black students have been disproportionately suspended every year, white students have every year been under-suspended in proportion to their school population.

Statewide Ratio of Suspensions to Student Population by Race: All Out-of-School Suspensions

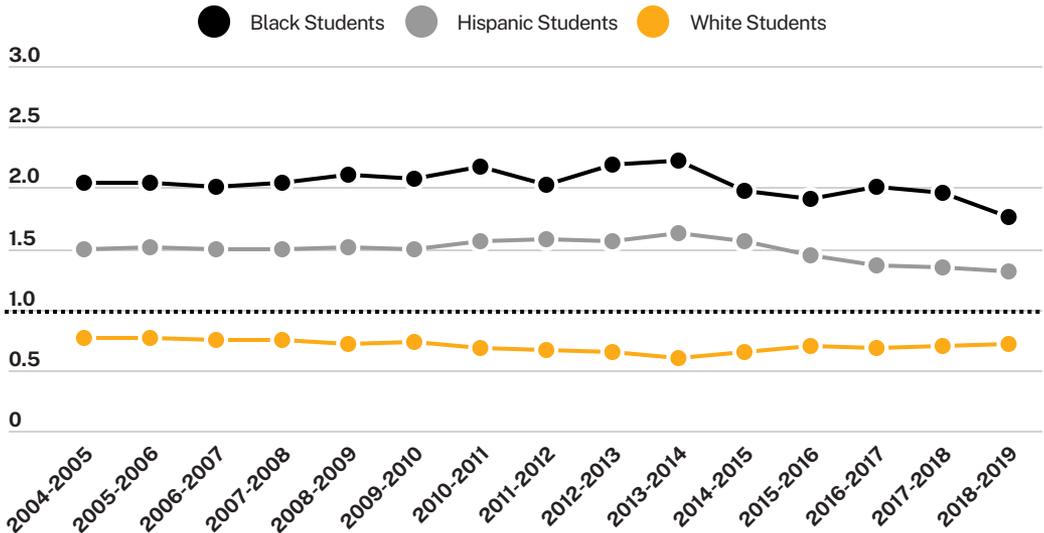


Figure 4

¹³ From 29,945 total suspensions in 2004-2005 to 21,224 total suspensions in 2018-2019.

¹⁴ See ACLU of RI reports *Oversuspended and Underserved: RI's School Suspension Disparities 2014-2015* (November 2015); *Blacklisted: Final Report* (May 2015); *Blacklisted: An Update* (March 2014); *Blacklisted* (June 2013).

Statewide Ratio of Suspensions to Student Population by Race: Out-of-School Suspensions for Subjective Offenses

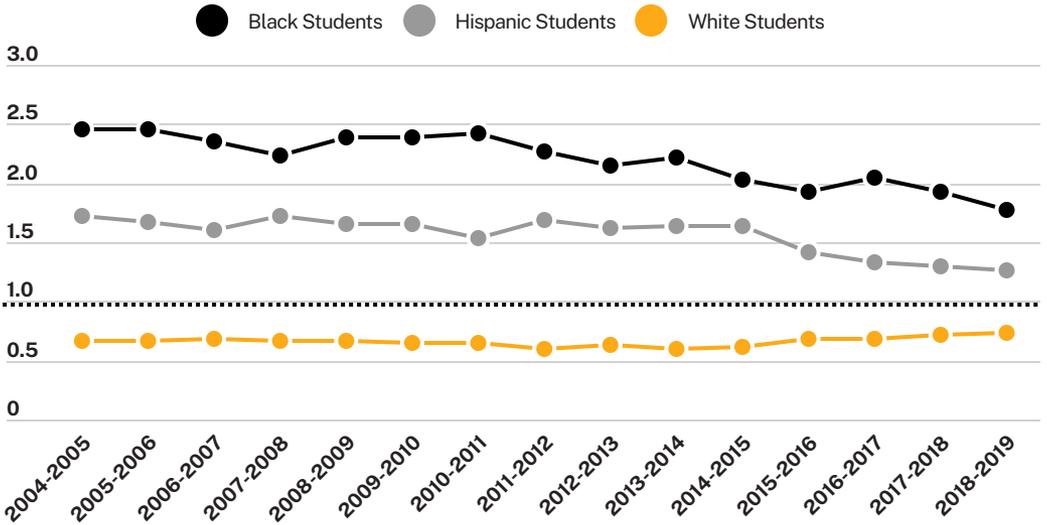


Figure 5

Disparities in School Suspension Rates for Students with Disabilities

Compared to their peers, students with disabilities – or students with Individualized Education Plans (IEPs) – face stark disparities in the rates at which they receive out-of-school suspensions. They continued to be suspended at a rate twice or above that which would be expected for their population in each of the school years 2016-2017, 2017-2018, and 2018-2019. This statistic remained consistent regardless of whether a student with a disability was suspended for a subjective offense or not.

Disparities in Suspension Rates for Students with Disabilities Since 2016

Looked at comparatively, Figure 6 on the following page illustrates that a student with a disability remained at least two-and-a-half times as likely to be given an out-of-school suspension as a student without a disability across all three school years. In fact, in just the 2018-2019 school year, 32.4% of all out-of-school suspensions¹⁵ were given to students with disabilities, despite these students only comprising 15.6% of the statewide student population. This disparity widened with the examination of out-of-school suspensions given for subjective offenses, as shown on the following page in Figure 7.

At a Glance:

Suspension Trends for Students with Disabilities

- **Over** the 2016-2017, 2017-2018, and 2018-2019 school years, a student with a disability was at least two-and-a-half times as likely to be given an out-of-school suspension as a student without a disability.
- **Between** the 2004-2005 and 2018-2019 school years, in every single year, students with disabilities received out-of-school suspensions for subjective offenses at a rate double that of the rate that students without disabilities received out-of-school suspensions for subjective offenses.

¹⁵ 3,167 of 9,759 suspensions overall during the 2018-2019 school year.

Statewide Ratio of Suspensions to Student Population by Disability Status: All Out-of-School Suspensions

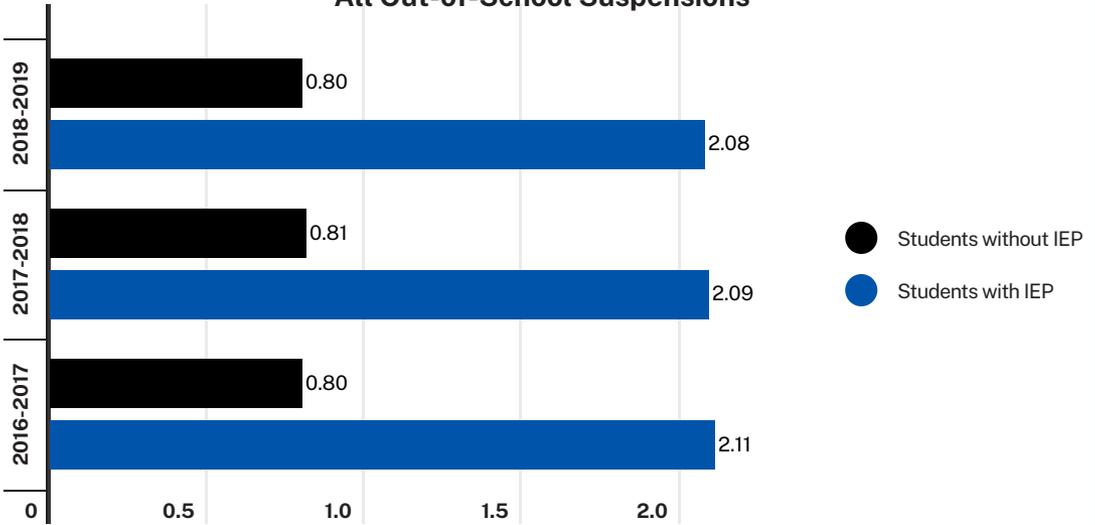


Figure 6

Statewide Ratio of Suspensions to Student Population by Disability Status: Out-of-School Suspensions for Subjective Offenses

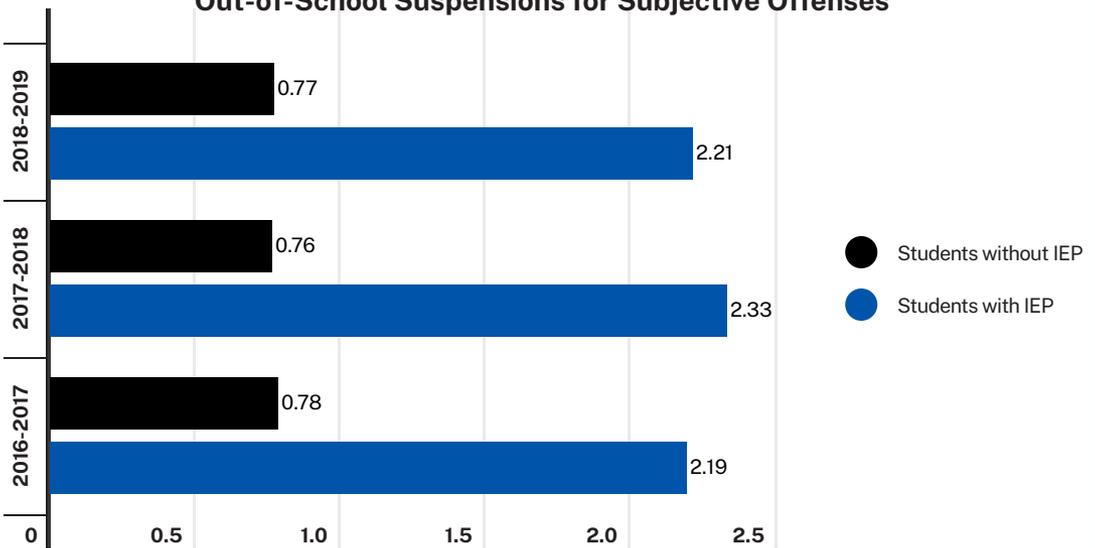
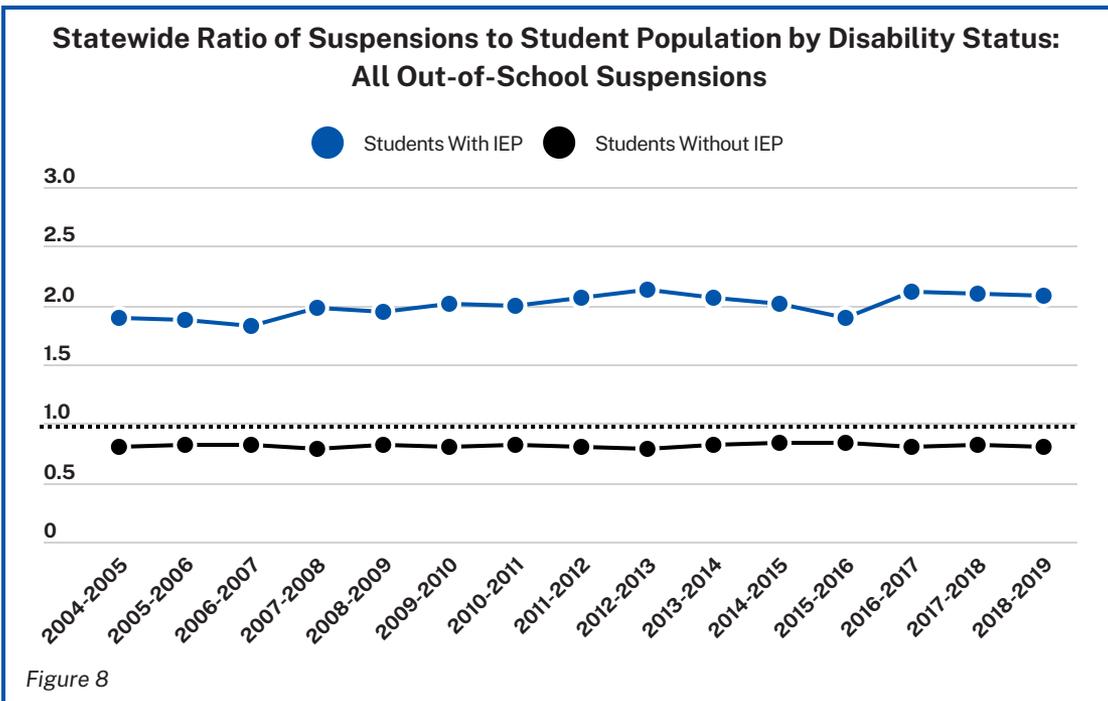


Figure 7

Disparities in Suspension Rates for Students with Disabilities - A Fifteen Year Retrospective

Suspension rates for students with disabilities show a similar trend to those of BIPOC students in that the disparities are stark, significant, and longstanding. In fact, for all out-of-school suspensions, the year with the lowest rate at which students with disabilities were suspended still showed a suspension rate 1.83 times that which would be expected for their population.¹⁶



Rates for out-of-school suspensions for subjective offenses, shown on the following page in Figure 9, tell a similarly sobering story. Since 2011-2012, there has only been one school year where the rate at which students with disabilities received suspensions for these offenses was less than twice that which would be expected for their population.¹⁷ Even so, in that school year, a student with a disability remained more than twice as likely to be suspended for a subjective offense as a student without a disability.

¹⁶ 2006-2007

¹⁷ 2015-2016

Statewide Ratio of Suspensions to Student Population by Disability Status: Out-of-School Suspensions for Subjective Offenses

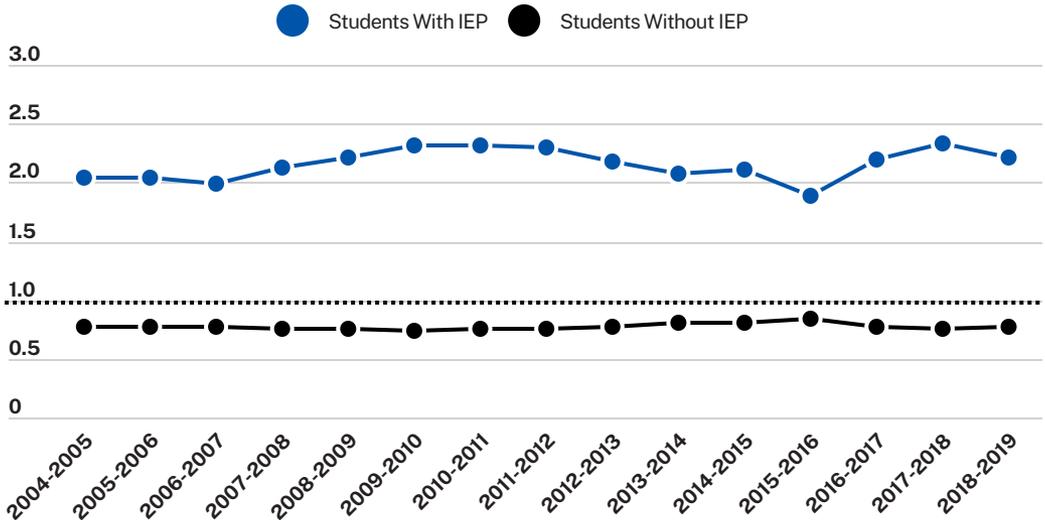


Figure 9

These high suspension rates show that, despite the protections which should be afforded to students with disabilities under both state and federal law, their removal from the classroom remains comparatively and inappropriately high, a damaging situation for students who may both need and be entitled to elevated levels of support.

The Impact on K-5 Students

Though disciplinary rates are concerning on their own, they incite a particular urgency when examining the ways in which younger students, specifically those in Kindergarten through fifth grades, are being pulled out of the classroom and given out-of-school suspensions. In just the 2018-2019 school year, for example, K-5 students were given 1,459 out-of-school suspensions, constituting almost 15% of all out-of-school suspensions given that year. This amounted to a cumulative of 2,162 instructional days lost as a result of these suspensions.

Incredibly, 727 of those lost instructional days were for such vague offenses as “insubordination” or “disrespect,” conduct that one would expect elementary school teachers to address in a variety of ways that do not involve depriving a very young child of their education.

In fact, 14.41% of all the suspensions given in 2018-2019 to students for subjective offenses were served by K-5 students. Of the total 1,459 out-of-school suspensions given to K-5 students that year, approximately a third of them (535) were doled out for subjective offenses. Even more alarming, 22% of the out-of-school suspensions given to K-5 students for these subjective offenses were given to Kindergarten or first grade students (116 out of 535 suspensions).

Especially for younger students, involvement in educational settings and the availability of behavioral support systems are formative for not only their academic careers but for their success in innumerable aspects of their lives. The unwarranted suspension of students from elementary school has lasting impact and reverberating effects, and is a problem that must immediately be curbed by the Rhode Island General Assembly.

Racial Disparities in K-5 Suspensions

The racial disparities prevalent in suspensions data overall are consistent throughout K-5 specific data as well, and, in some instances, even more concerning. In two of the three school years studied, Black elementary school students were suspended at a rate more than double that which would be expected for their population; by comparison, in those same two school years, white elementary school students were given out-of-school suspensions at a rate roughly half of that which would be expected for their population.

At a Glance:

K-5 Suspensions

- **2,162** cumulative instructional days were lost in 2018-2019 to K-5 students serving an out-of-school suspension.
- **22%** of out-of-school suspensions given to K-5 students for subjective offenses were given to Kindergarten or first grade students
- **Almost 15%** of all out-of-school suspensions were served by K-5 students in 2018-2019
- **727** days were lost due to K-5 students serving an out-of-school suspension for subjective and vague offenses like “disrespect”.

Statewide Ratio of K-5 Suspensions to K-5 Student Population by Race: All Out-of-School Suspensions

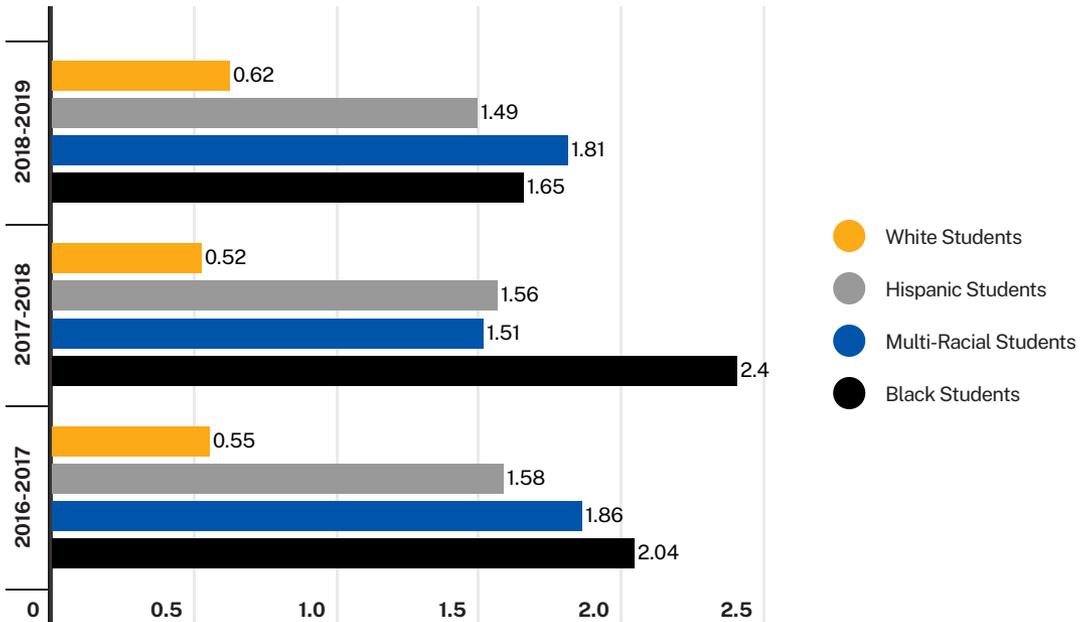


Figure 10

Suspensions and the over-disciplining of students is an issue across age groups. Yet, it is hard to deny that the imposition of these punishments on the youngest students is not only excessive and unwarranted, but especially damaging as they move forward through the school system. It's difficult to imagine a situation in which a first grader could have committed an offense of "disrespect" or "insubordination" which would necessitate suspension from school as opposed to a more age-appropriate response. **However, 85 first graders alone were given out-of-school suspensions for these types of subjective offenses in 2018-2019.**

Racial disparities also persist upon closer examination of these subjective offenses. For subjective offenses alone, in two of the three school years studied, Black elementary school students were suspended at a rate twice or above that which would be expected for their population. Multi-Racial and Hispanic elementary students were similarly over-suspended for subjective offenses, while white students were vastly under-suspended while comprising the largest percentage of the overall student population.

Statewide Ratio of K-5 Suspensions to K-5 Student Population by Race: Out-of-School Suspensions for Subjective Offenses

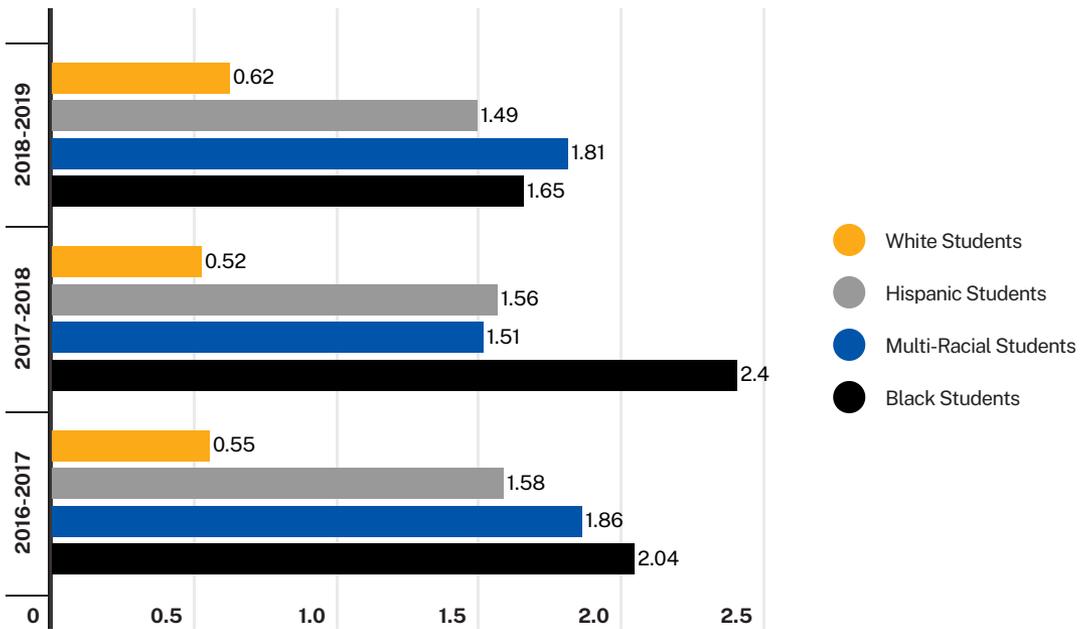


Figure 11

Disability Disparities in K-5 Suspensions

In many instances, K-5 students with disabilities faced higher rates of suspensions compared to rates of suspensions for students without disabilities across all grades. For all out-of-school suspensions, for example, K-5 students with disabilities were suspended in 2018-2019 at a rate 2.66 times that which would be expected for their population. Comparatively, that rate for students with disabilities across all grades in 2018-2019 was 2.08.

Statewide Ratio of K-5 Suspensions to K-5 Student Population by Disability Status: All Out-of-School Suspensions

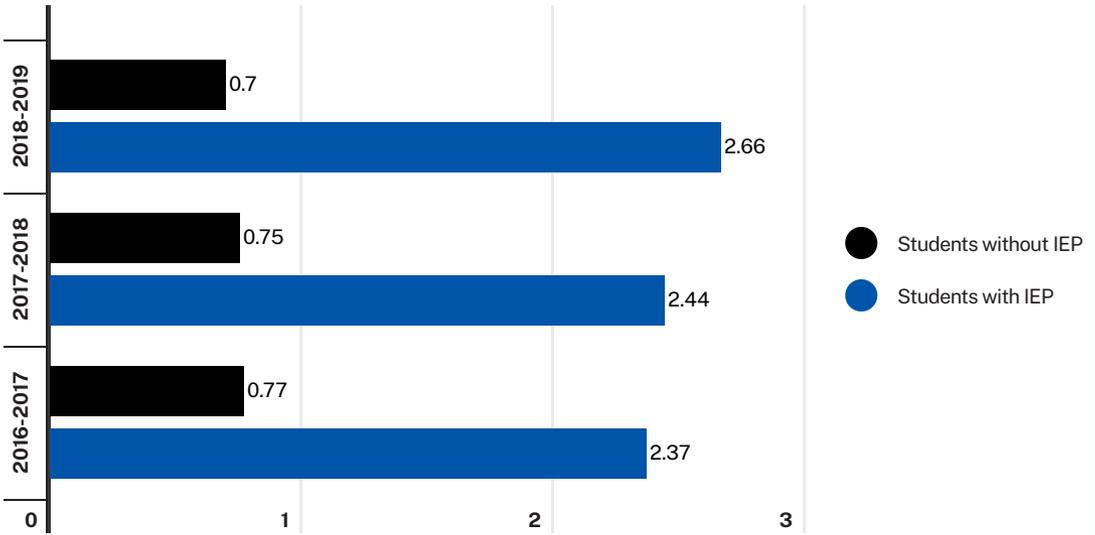


Figure 12

For subjective offenses, K-5 students with disabilities fared even worse. Especially given that subjective offenses rely heavily on the individual perspective of the person handing down the punishment and which, by extension, inherently offer more discretion as to whether the punishment should be meted out, the high rates of school suspension in this context – maxing out over these three school years at a rate nearly three times that which would be expected for the population of K-5 students with a disability – indicates an extremely distressing trend of over-suspension for the most vulnerable young students.

Statewide Ratio of K-5 Suspensions to K-5 Student Population by Disability Status: Out-of-School Suspensions for Subjective Offenses

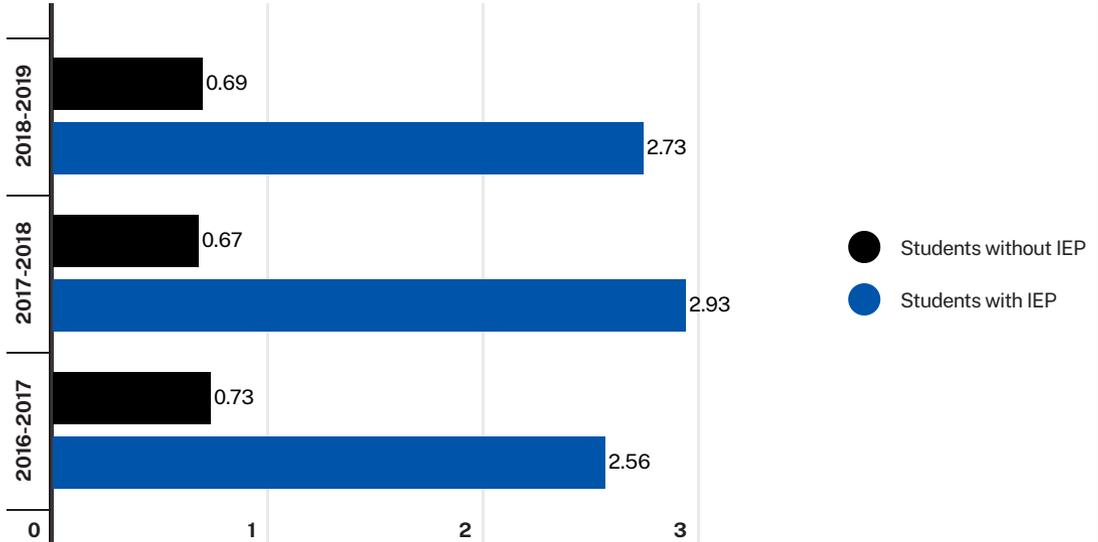


Figure 13

Even a single interaction with these harsh disciplinary measures can hinder a student’s academic progress, increase their chance of involvement in the criminal justice system, and thrust them into the school-to-prison pipeline. Although the current statute purports to restrict the issuance of suspensions to incidents in which a student is a threat in the classroom or has been consistently disruptive and has not responded to prior intervention and supportive measures, it is clear that this language is not followed. State law should make clear beyond doubt that the issuance of out-of-school suspensions to K-5 students is counter-productive public policy and must be prohibited except in the most serious circumstances.

Conclusion

Though Rhode Island law currently has provisions designed to limit the out-of-school suspension of students to serious misconduct, the figures and data in this report indicate that schools are not meeting their responsibility under the law to curb unnecessary suspensions. The lack of annual reports submitted by school districts in accordance with this statute further indicates that a substantive review of discipline data is not occurring as it should, and that the law must be strengthened to ensure that schools are not unnecessarily and harmfully pushing students out of the classroom.

This report provides an overview of the data, and further emphasizes the crucial need for additional legislative reform to ensure that marginalized students do not continue to be disproportionately and unnecessarily removed from the classroom.

Thus, we strongly recommend revisions to state law that would:

- Bar out-of-school suspensions entirely for K-5 students, except under circumstances where the student presents a significant physical danger to themselves or others.
- Mandate annual reporting for school districts that is not contingent on whether they observe disparities in their suspension data. Currently, districts only need to submit reports if they observe disparities. Instead, the law should require that they annually review and submit a report to the Rhode Island Department of Education, indicating that they have analyzed their discipline data for racial and disability disparities and advising how they plan to address them.
- Revisit and further restrict the suspension standards for all students, including students in grades 6-12, to ensure that BIPOC students and students with disabilities in this age range are not being suspended for conduct that does not warrant out-of-school punishment under the law.
- Rhode Island currently does not have data reporting standards in place for collecting information on School Resource Officer, or SRO, programs in our state. However, under a law passed in 2022 by the General Assembly, RIDE will be collecting information and preparing a report on this data commencing in September 2023. Police presence on campus is a parallel and similarly important issue to rates of out-of-school suspensions, as they both contribute to the school-to-prison pipeline. We recommend that all policymakers carefully examine the first report issued in accordance with this new law to determine what legislative action, if any, should be taken to address the possible adverse influence of SROs on discipline disparities.

Methodology

- This report, like the 2016 law, deals specifically with out-of-school suspensions, or those suspensions where a student is not permitted on school grounds at all through the course of the punishment.
- In order to determine whether a certain demographic of students is experiencing suspensions at a disproportionate rate, a comparison is made between the percentage of the school population comprised by that group and the percentage of out-of-school suspensions they are given. If a demographic were to be suspended on par with what we would expect for their population, the ratio would be 1 – that is, a demographic that comprises 25% of the student population should be expected to make up 25% of all out-of-school suspensions. Conversely, a demographic that comprises 25% of the population in a school but serves 50% of all out-of-school suspensions would be serving suspensions at a rate twice that which would be expected for their population, a disproportionate rate that raises serious equity questions.
- Enrollment data is publicly available through the Rhode Island Department of Education. Suspension data was similarly acquired from the Rhode Island Department of Education as the result of an open records request.
- This report often refers to “subjective offenses.” Our organization considers “subjective offenses” to be those minor offenses for which the enforcement is determined by the subjective interpretation of the individual doling out the punishment, whether that be a teacher, administrator, or other staff member. A “concrete offense,” like possession of controlled substances or possession of a weapon, refers to those offenses for which there is an objective breaking of those school restrictions. The offenses which are considered “subjective” for purposes of this data are the following: “Insubordination/Disrespect”; “Disorderly Conduct”; “Obscene/Abusive Language toward Student”; and “Obscene/Abusive Language toward Teacher.” It should be noted that separate offense categories exist for concrete offenses such as, but not limited to, “Assault/Battery of Student” or “Assault/Battery of Teacher,” so “disorderly conduct” does not encompass any severe acts of physical misconduct.
- Appendix A to this report details district-level suspension data for the 2018-2019, 2017-2018, and 2016-2017 school years. However, not all districts in the state are contained within these charts. If a district has not been included in the charts, it means that the district did not report any suspensions for that school year. Additionally, the East Greenwich and Foster-Glocester school districts failed to report in some years the entirety of data necessary to calculate the ratio of suspensions to population.
- Appendix B of this report details district-level suspension data for the 2018-2019, 2017-2018, and 2016-2017 school years for Native American students. While the inclusion of this data is important to show consistent trends in suspension for Native American students, there are a few discrepancies in the data that should be noted. In a small number of instances, there were reported suspensions for this demographic in a specific district, but the district showed no enrollment for Native American students. In those instances, no suspension rate can be calculated and thus is not included in the chart. Narragansett School District, for example, reported no Native American student enrollment in 2016-2017 or 2018-2019, while also listing a suspension in that category. However, these discrepancies account for a very small percentage of overall Native American suspensions, and available district-level data continues to provide important information about suspension rates within this demographic.

Appendix A

Out-of-School suspension rates for Black, Hispanic, and white students, and students with disabilities, by District, for the 2018-2019, 2017-2018, and 2016-2017 school years.

2018-2019 Out-of-School Suspension Rates for Black, Hispanic, and White Students

School District	Black Students			Hispanic Students			White Students		
	% of Student Body	% of Suspensions	Ratio of Suspensions to Population	% of Student Body	% of Suspensions	Ratio of Suspensions to Population	% of Student Body	% of Suspensions	Ratio of Suspensions to Population
Barrington	0.9%	5.9%	6.3	3.4%	0.0%	0.0	84.4%	74.5%	0.9
Bristol Warren	2.2%	8.1%	3.7	5.8%	11.3%	2.0	85.6%	71.0%	0.8
Burrillville	1.1%	0.5%	0.5	4.0%	2.1%	0.5	91.2%	91.4%	1.0
Central Falls	15.4%	18.4%	1.2	60.3%	62.7%	1.0	14.8%	7.0%	0.5
Chariho	0.4%	0.7%	1.8	2.9%	6.2%	2.2	91.5%	76.6%	0.8
Coventry	1.9%	2.8%	1.5	4.4%	8.5%	1.9	90.3%	85.8%	1.0
Cranston	4.7%	6.1%	1.3	28.1%	45.5%	1.6	52.2%	37.7%	0.7
Cumberland	2.8%	11.8%	4.2	11.5%	14.7%	1.3	78.8%	67.6%	0.9
East Greenwich	0.0%	0.0%		6.7%	26.9%	4.0	82.2%	61.5%	0.7
East Providence	11.4%	17.2%	1.5	9.5%	8.9%	0.9	67.1%	61.6%	0.9
Exeter-West Greenwich	1.6%	0.0%	0.0	4.7%	8.0%	1.7	90.9%	92.0%	1.0
Foster-Glocester	0.0%	1.7%		2.1%	1.7%	0.8	93.9%	94.8%	1.0
Johnston	4.8%	1.0%	0.2	21.7%	26.5%	1.2	69.2%	58.8%	0.8
Lincoln	4.3%	18.8%	4.4	7.4%	10.6%	1.4	83.0%	68.2%	0.8
Middletown	6.1%	8.5%	1.4	12.5%	0.0%	0.0	68.7%	76.6%	1.1
Narragansett	0.8%	14.0%	18.0	3.2%	11.6%	3.7	88.6%	65.1%	0.7
Newport	12.2%	21.8%	1.8	30.4%	33.3%	1.1	39.5%	21.5%	0.5
North Kingstown	1.8%	4.5%	2.4	6.7%	14.7%	2.2	85.8%	63.5%	0.7
North Providence	12.4%	12.0%	1.0	21.8%	31.4%	1.4	57.5%	48.6%	0.8
North Smithfield	0.9%	3.0%	3.3	8.9%	16.8%	1.9	83.9%	78.2%	0.9
Pawtucket	28.6%	32.5%	1.1	25.6%	30.6%	1.2	37.1%	26.7%	0.7
Portsmouth	1.8%	0.0%	0.0	5.2%	9.5%	1.8	88.3%	73.0%	0.8
Providence	16.2%	24.8%	1.5	65.6%	61.3%	0.9	8.6%	4.8%	0.6
Scituate	0.0%	32.0%		2.8%	4.0%	1.4	94.2%	64.0%	0.7
Smithfield	1.0%	0.0%	0.0	6.9%	24.4%	3.5	86.7%	68.3%	0.8
South Kingstown	1.8%	3.1%	1.7	4.9%	7.0%	1.4	82.8%	49.2%	0.6
Tiverton	2.1%	2.6%	1.2	2.1%	7.7%	3.7	90.5%	82.1%	0.9
Warwick	2.7%	3.7%	1.4	11.0%	11.4%	1.0	77.7%	77.8%	1.0
West Warwick	5.4%	5.7%	1.1	14.6%	15.2%	1.0	73.3%	69.1%	0.9
Westerly	1.2%	5.2%	4.5	8.1%	17.1%	2.1	79.7%	63.0%	0.8
Woonsocket	10.7%	15.1%	1.4	34.1%	41.8%	1.2	43.1%	35.2%	0.8

2018-2019 Out-of-School Suspension Rates for Students with Disabilities and Students Without Disabilities

School District	Students with IEPs			Students without IEPs		
	% of Student Body	% of Suspensions	Ratio of Suspensions to Population	% of Student Body	% of Suspensions	Ratio of Suspensions to Population
Barrington	12.1%	47.1%	3.9	87.9%	52.9%	0.6
Bristol Warren	12.0%	24.7%	2.1	88.0%	75.3%	0.9
Burrillville	14.4%	39.6%	2.8	85.6%	60.4%	0.7
Central Falls	22.2%	44.9%	2.0	77.8%	55.1%	0.7
Chariho	13.6%	33.8%	2.5	86.4%	66.2%	0.8
Coventry	15.0%	55.3%	3.7	85.0%	44.7%	0.5
Cranston	15.1%	31.2%	2.1	84.9%	68.8%	0.8
Cumberland	14.1%	45.6%	3.2	85.9%	54.4%	0.6
East Greenwich	11.8%	46.2%	3.9	88.2%	53.8%	0.6
East Providence	17.4%	30.1%	1.7	82.6%	69.9%	0.8
Exeter-West Greenwich	12.3%	56.0%	4.5	87.7%	44.0%	0.5
Foster-Glocester	8.7%	29.3%	3.4	91.3%	70.7%	0.8
Johnston	17.3%	41.2%	2.4	82.7%	58.8%	0.7
Lincoln	16.2%	56.5%	3.5	83.8%	43.5%	0.5
Middletown	17.6%	36.2%	2.0	82.4%	63.8%	0.8
Narragansett	18.9%	44.2%	2.3	81.1%	55.8%	0.7
Newport	20.5%	48.6%	2.4	79.5%	51.4%	0.6
North Kingstown	13.5%	56.4%	4.2	86.5%	43.6%	0.5
North Providence	18.1%	25.1%	1.4	81.9%	74.9%	0.9
North Smithfield	13.8%	31.7%	2.3	86.2%	68.3%	0.8
Pawtucket	16.3%	21.5%	1.3	83.7%	78.5%	0.9
Portsmouth	12.9%	28.6%	2.2	87.1%	71.4%	0.8
Providence	15.4%	24.1%	1.6	84.6%	75.9%	0.9
Scituate	10.9%	24.0%	2.2	89.1%	76.0%	0.9
Smithfield	14.0%	43.9%	3.1	86.0%	56.1%	0.7
South Kingstown	12.0%	47.7%	4.0	88.0%	52.3%	0.6
Tiverton	14.3%	21.8%	1.5	85.7%	78.2%	0.9
Warwick	15.4%	33.0%	2.1	84.6%	67.0%	0.8
West Warwick	20.9%	46.4%	2.2	79.1%	53.6%	0.7
Westerly	16.3%	37.0%	2.3	83.7%	63.0%	0.8
Woonsocket	26.7%	42.0%	1.6	73.3%	58.0%	0.8

2017-2018 Out-of-School Suspension Rates for Black, Hispanic, and White Students

School District	Black Students			Hispanic Students			White Students		
	% of Student Body	% of Suspensions	Ratio of Suspensions to Population	% of Student Body	% of Suspensions	Ratio of Suspensions to Population	% of Student Body	% of Suspensions	Ratio of Suspensions to Population
Barrington	0.9%	8.3%	9.0	3.2%	2.1%	0.6	85.4%	89.6%	1.0
Bristol Warren	2.1%	5.0%	2.4	5.4%	13.9%	2.6	86.2%	74.4%	0.9
Burrillville	1.3%	0.0%	0.0	3.9%	7.9%	2.0	91.7%	88.4%	1.0
Central Falls	15.6%	8.6%	0.6	60.2%	68.6%	1.1	15.5%	14.1%	0.9
Chariho	0.3%	0.8%	2.7	2.9%	5.1%	1.8	91.5%	78.8%	0.9
Coventry	1.9%	5.5%	2.9	4.2%	6.4%	1.5	90.9%	86.2%	0.9
Cranston	4.7%	7.3%	1.5	27.0%	41.1%	1.5	54.0%	40.1%	0.7
Cumberland	2.8%	11.6%	4.2	11.0%	18.1%	1.6	79.7%	61.9%	0.8
East Greenwich	0.0%	0.0%		6.0%	0.0%		83.1%	0.0%	
East Providence	11.7%	17.9%	1.5	7.9%	13.4%	1.7	68.9%	56.5%	0.8
Exeter-West Greenwich	1.7%	0.0%	0.0	4.5%	16.7%	3.7	91.2%	83.3%	0.9
Foster-Glocester	0.0%	2.2%		2.1%	1.1%	0.5	94.1%	85.4%	0.9
Johnston	5.1%	1.4%	0.3	19.9%	23.2%	1.2	70.8%	68.1%	1.0
Lincoln	3.7%	21.1%	5.8	6.7%	9.1%	1.3	84.8%	67.7%	0.8
Middletown	5.5%	12.8%	2.3	13.4%	21.4%	1.6	68.8%	53.8%	0.8
Narragansett	0.9%	7.6%	8.4	2.4%	10.5%	4.3	88.9%	67.6%	0.8
Newport	13.5%	28.6%	2.1	26.2%	31.0%	1.2	43.3%	19.0%	0.4
North Kingstown	1.5%	4.0%	2.8	6.0%	15.2%	2.5	86.5%	69.7%	0.8
North Providence	12.0%	15.1%	1.3	20.2%	29.1%	1.4	59.6%	48.6%	0.8
North Smithfield	1.8%	7.7%	4.3	8.6%	5.1%	0.6	84.0%	74.4%	0.9
Pawtucket	28.0%	33.0%	1.2	27.2%	33.8%	1.2	36.2%	23.9%	0.7
Portsmouth	1.7%	8.3%	4.8	4.8%	8.3%	1.7	89.4%	72.9%	0.8
Providence	16.6%	24.2%	1.5	64.6%	58.8%	0.9	9.0%	6.7%	0.7
Scituate	0.0%	0.0%		1.2%	0.0%	0.0	95.7%	100.0%	1.0
Smithfield	1.0%	0.0%	0.0	6.7%	9.8%	1.5	86.8%	80.5%	0.9
South Kingstown	1.9%	8.1%	4.3	4.4%	11.3%	2.5	83.4%	50.0%	0.6
Tiverton	2.2%	4.7%	2.1	1.4%	3.1%	2.2	91.4%	85.3%	0.9
Warwick	2.6%	5.5%	2.2	10.5%	11.6%	1.1	78.6%	74.6%	0.9
West Warwick	5.2%	3.1%	0.6	13.9%	11.2%	0.8	74.9%	82.0%	1.1
Westerly	1.3%	5.1%	3.9	7.9%	14.1%	1.8	79.4%	60.9%	0.8
Woonsocket	10.2%	17.6%	1.7	33.0%	35.9%	1.1	45.1%	39.3%	0.9

2017-2018 Out-of-School Suspension Rates for Students with Disabilities and Students Without Disabilities

School District	Students with IEPs			Students without IEPs		
	% of Student Body	% of Suspensions	Ratio of Suspensions to Population	% of Student Body	% of Suspensions	Ratio of Suspensions to Population
Barrington	12.0%	31.3%	2.6	88.0%	68.8%	0.8
Bristol Warren	12.1%	25.0%	2.1	87.9%	75.0%	0.9
Burrillville	14.4%	40.5%	2.8	85.6%	59.5%	0.7
Central Falls	21.4%	32.4%	1.5	78.6%	67.6%	0.9
Chariho	12.9%	35.6%	2.8	87.1%	64.4%	0.7
Coventry	14.0%	46.8%	3.3	86.0%	53.2%	0.6
Cranston	14.2%	37.0%	2.6	85.8%	63.0%	0.7
Cumberland	14.3%	54.2%	3.8	85.7%	45.8%	0.5
East Greenwich	11.6%	0.0%	0.0	88.4%	0.0%	0.0
East Providence	16.7%	32.0%	1.9	83.3%	68.0%	0.8
Exeter-West Greenwich	12.4%	33.3%	2.7	87.6%	66.7%	0.8
Foster-Glocester	9.6%	32.6%	3.4	90.4%	67.4%	0.7
Johnston	17.3%	42.8%	2.5	82.7%	57.2%	0.7
Lincoln	15.6%	28.0%	1.8	84.4%	72.0%	0.9
Middletown	16.0%	35.0%	2.2	84.0%	65.0%	0.8
Narragansett	19.3%	54.3%	2.8	80.7%	45.7%	0.6
Newport	19.0%	44.5%	2.3	81.0%	55.5%	0.7
North Kingstown	13.2%	43.4%	3.3	86.8%	56.6%	0.7
North Providence	17.7%	32.3%	1.8	82.3%	67.7%	0.8
North Smithfield	14.3%	35.9%	2.5	85.7%	64.1%	0.7
Pawtucket	14.4%	21.8%	1.5	85.6%	78.2%	0.9
Portsmouth	12.2%	35.4%	2.9	87.8%	64.6%	0.7
Providence	15.0%	24.9%	1.7	85.0%	75.1%	0.9
Scituate	11.2%	28.6%	2.6	88.8%	71.4%	0.8
Smithfield	13.1%	41.5%	3.2	86.9%	58.5%	0.7
South Kingstown	12.4%	40.3%	3.2	87.6%	59.7%	0.7
Tiverton	13.9%	27.7%	2.0	86.1%	72.3%	0.8
Warwick	15.9%	32.2%	2.0	84.1%	67.8%	0.8
West Warwick	19.5%	54.0%	2.8	80.5%	46.0%	0.6
Westerly	15.1%	28.1%	1.9	84.9%	71.9%	0.8
Woonsocket	25.2%	43.0%	1.7	74.8%	57.0%	0.8

2016-2017 Out-of-School Suspension Rates for Black, Hispanic, and White Students

School District	Black Students			Hispanic Students			White Students		
	% of Student Body	% of Suspensions	Ratio of Suspensions to Population	% of Student Body	% of Suspensions	Ratio of Suspensions to Population	% of Student Body	% of Suspensions	Ratio of Suspensions to Population
Barrington	0.4%	7.5%	18.0	3.2%	0.0%	0.0	86.3%	92.5%	1.1
Bristol Warren	2.2%	7.1%	3.2	5.1%	6.4%	1.2	86.5%	80.1%	0.9
Burrillville	1.4%	2.5%	1.8	3.2%	12.6%	3.9	92.4%	81.1%	0.9
Central Falls	15.2%	15.8%	1.0	64.9%	66.6%	1.0	13.5%	10.7%	0.8
Chariho	0.8%	1.3%	1.7	2.6%	9.3%	3.5	91.3%	70.7%	0.8
Coventry	1.0%	3.8%	3.7	3.8%	3.8%	1.0	91.7%	91.7%	1.0
Cranston	4.8%	6.4%	1.3	25.6%	40.2%	1.6	56.0%	40.8%	0.7
Cumberland	2.9%	10.3%	3.6	10.5%	28.8%	2.7	80.7%	52.7%	0.7
East Greenwich	0.0%	3.8%		5.9%	7.7%	1.3	84.1%	73.1%	0.9
East Providence	11.8%	19.7%	1.7	5.0%	10.5%	2.1	71.2%	57.7%	0.8
Exeter-West Greenwich	0.6%	7.0%	11.5	4.2%	2.3%	0.6	92.8%	88.4%	1.0
Foster-Glocester	0.0%	0.0%		0.0%	0.0%		95.7%	96.4%	1.0
Johnston	4.4%	5.3%	1.2	18.1%	24.8%	1.4	73.7%	67.3%	0.9
Lincoln	3.3%	12.3%	3.7	6.2%	13.6%	2.2	85.9%	69.8%	0.8
Middletown	6.1%	20.7%	3.4	12.2%	15.5%	1.3	70.2%	56.9%	0.8
Narragansett	0.8%	3.2%	3.8	2.7%	7.9%	2.9	88.8%	79.4%	0.9
Newport	14.5%	31.1%	2.2	26.3%	19.9%	0.8	42.4%	18.6%	0.4
North Kingstown	1.3%	2.6%	1.9	5.7%	9.0%	1.6	87.2%	80.8%	0.9
North Providence	11.7%	10.7%	0.9	19.4%	26.9%	1.4	61.4%	54.2%	0.9
North Smithfield	0.7%	2.7%	3.8	7.1%	13.5%	1.9	86.7%	81.1%	0.9
Pawtucket	26.9%	29.9%	1.1	29.5%	34.1%	1.2	35.4%	24.8%	0.7
Portsmouth	2.2%	11.6%	5.3	4.5%	14.9%	3.3	89.8%	68.6%	0.8
Providence	16.9%	26.3%	1.6	63.7%	55.7%	0.9	9.3%	7.6%	0.8
Scituate	0.0%	0.0%		0.8%	0.0%	0.0	96.1%	66.7%	0.7
Smithfield	1.0%	6.3%	6.0	4.9%	6.3%	1.3	88.5%	81.3%	0.9
South Kingstown	2.0%	9.8%	4.8	4.1%	4.9%	1.2	84.8%	51.2%	0.6
Tiverton	1.4%	1.7%	1.2	0.7%	2.6%	3.9	93.0%	90.6%	1.0
Warwick	2.4%	8.0%	3.3	9.4%	11.9%	1.3	80.3%	71.6%	0.9
West Warwick	5.0%	7.4%	1.5	12.5%	7.4%	0.6	77.1%	76.1%	1.0
Westerly	1.2%	2.5%	2.1	7.9%	10.8%	1.4	80.2%	66.5%	0.8
Woonsocket	9.6%	12.1%	1.3	32.6%	36.2%	1.1	46.2%	46.0%	1.0

2016-2017 Out-of-School Suspension Rates for Students with Disabilities and Students Without Disabilities

School District	Students with IEPs			Students without IEPs		
	% of Student Body	% of Suspensions	Ratio of Suspensions to Population	% of Student Body	% of Suspensions	Ratio of Suspensions to Population
Barrington	12.7%	42.5%	3.4	87.3%	57.5%	0.7
Bristol Warren	12.1%	24.1%	2.0	87.9%	75.9%	0.9
Burrillville	15.3%	47.8%	3.1	84.7%	52.2%	0.6
Central Falls	23.1%	35.5%	1.5	76.9%	64.5%	0.8
Chariho	12.4%	44.0%	3.6	87.6%	56.0%	0.6
Coventry	13.6%	51.1%	3.8	86.4%	48.9%	0.6
Cranston	13.7%	35.1%	2.6	86.3%	64.9%	0.8
Cumberland	15.6%	54.1%	3.5	84.4%	45.9%	0.5
East Greenwich	12.2%	30.8%	2.5	87.8%	69.2%	0.8
East Providence	16.2%	34.4%	2.1	83.8%	65.6%	0.8
Exeter-West Greenwich	12.5%	27.9%	2.2	87.5%	72.1%	0.8
Foster-Glocester	8.6%	26.8%	3.1	91.4%	73.2%	0.8
Johnston	19.5%	39.8%	2.0	80.5%	60.2%	0.7
Lincoln	14.7%	34.0%	2.3	85.3%	66.0%	0.8
Middletown	15.8%	34.5%	2.2	84.2%	65.5%	0.8
Narragansett	18.9%	34.9%	1.9	81.1%	65.1%	0.8
Newport	19.7%	44.1%	2.2	80.3%	55.9%	0.7
North Kingstown	13.3%	34.6%	2.6	86.7%	65.4%	0.8
North Providence	17.9%	26.1%	1.5	82.1%	73.9%	0.9
North Smithfield	14.4%	16.2%	1.1	85.6%	83.8%	1.0
Pawtucket	15.2%	27.1%	1.8	84.8%	72.9%	0.9
Portsmouth	14.5%	36.4%	2.5	85.5%	63.6%	0.7
Providence	15.0%	24.5%	1.6	85.0%	75.5%	0.9
Scituate	10.9%	100.0%	9.2	89.1%	0.0%	0.0
Smithfield	12.6%	28.1%	2.2	87.4%	71.9%	0.8
South Kingstown	13.0%	46.3%	3.6	87.0%	53.7%	0.6
Tiverton	13.9%	18.8%	1.4	86.1%	81.2%	0.9
Warwick	14.9%	42.4%	2.9	85.1%	57.6%	0.7
West Warwick	20.6%	49.4%	2.4	79.4%	50.6%	0.6
Westerly	16.8%	39.4%	2.3	83.2%	60.6%	0.7
Woonsocket	24.8%	33.1%	1.3	75.2%	66.9%	0.9

Appendix B

Out-of-School suspension rates for Native American students by District, for the 2018-2019, 2017-2018, and 2016-2017 school years.

2018-2019 Out-of-School Suspension Rates for Native American Students

Only includes districts with Native American enrollment greater than 0

School District	Native American Students		
	% of Student Body	% of Suspensions	Ratio of Suspensions to Population
Central Falls	5.6%	8.2%	1.5
Charlho	1.6%	6.9%	4.4
Coventry	0.2%	0.0%	0.0
Cranston	0.7%	0.3%	0.4
East Providence	1.3%	2.3%	1.7
Newport	2.3%	4.0%	1.8
North Kingstown	0.3%	1.3%	4.7
Pawtucket	0.6%	2.4%	4.0
Providence	1.0%	2.1%	2.2
South Kingstown	2.8%	25.8%	9.3
Warwick	0.4%	0.5%	1.4
West Warwick	0.9%	3.7%	4.2
Westerly	1.6%	4.3%	2.6
Woonsocket	0.5%	0.4%	0.8

2017-2018 Out-of-School Suspension Rates for Native American Students

Only includes districts with Native American enrollment greater than 0

School District	Native American Students		
	% of Student Body	% of Suspensions	Ratio of Suspensions to Population
Central Falls	4.1%	6.5%	1.6
Charlho	1.7%	9.3%	5.3
Coventry	0.5%	0.9%	2.0
Cranston	0.8%	1.4%	1.9
East Providence	1.3%	1.3%	1.0
Narragansett	0.8%	7.6%	10.1
Newport	2.1%	5.5%	2.6
North Kingstown	0.3%	0.0%	0.0
North Providence	0.3%	0.4%	1.4
Pawtucket	0.6%	1.3%	2.1
Providence	1.0%	2.5%	2.5
South Kingstown	2.9%	27.4%	9.6
Warwick	0.4%	2.5%	6.1
West Warwick	0.8%	0.9%	1.2
Westerly	1.5%	4.3%	2.9
Woonsocket	0.4%	0.7%	1.7

2016-2017 Out-of-School Suspension Rates for Native American Students

Only includes districts with Native American enrollment greater than 0

School District	Native American Students		
	% of Student Body	% of Suspensions	Ratio of Suspensions to Population
Central Falls	1.9%	2.3%	1.2
Chariho	1.9%	13.3%	7.1
Cranston	0.7%	1.8%	2.5
East Providence	1.4%	0.9%	0.7
Newport	1.9%	2.0%	1.1
North Kingstown	0.8%	0.0%	0.0
Pawtucket	0.6%	1.2%	1.9
Providence	1.0%	2.2%	2.1
South Kingstown	2.7%	24.4%	8.9
Warwick	0.5%	1.2%	2.5
West Warwick	1.0%	2.8%	2.9
Westerly	1.5%	5.4%	3.7
Woonsocket	0.4%	0.0%	0.0