ABSTRACT
AN INVESTIGATION OF MIDDLE SCHOOL SUSPENSIONS AND ITS’ RELATIONSHIP TO DISTRICT-WIDE TEST SCORES
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Studies and statistical reports have revealed standardized achievement test scores and school violence as issues of ongoing concern. In this study, a correlational design will be used to investigate if a relationship exists between suspensions and standardized achievement test scores. The research question inquire the following: Is there a relationship between middle school suspensions of and average middle school achievement scores? The researcher developed a questionnaire to collect demographic information and qualitative information from middle school principals and utilized district-wide test data in Reading and Mathematics and school suspension to collect quantitative data for each school. Prior to distribution, the questionnaire was sent to five experts in the field and to nine practitioners in a neighboring school district to review and evaluate. The experts and practitioners reviewed the content and construction of the questionnaire to provide feedback. For the study, the entire population of middle school principals from a large urban school district was utilized. The findings of the study presented the following: (a) there was no significant relationship
between the total number of suspensions of middle schools and the average middle school's achievement scores at the p.05 level (two tailed test). The researcher developed questionnaire findings presented the followings:

(a) Principals considered suspension as an effect disciplinary strategy.
(b) Principals disagreed that suspension of students as an effective disciplinary strategy. (c) Principals disagreed that suspension has a positive effect on the suspended students or overall schools academic achievement. (d) Most principals did not view suspensions as having a negative effect on the suspended students or overall school academic achievement on district-wide test scores.