

## **How Does Early Childhood Suspension Relate to Achievement in Reading and Math?**

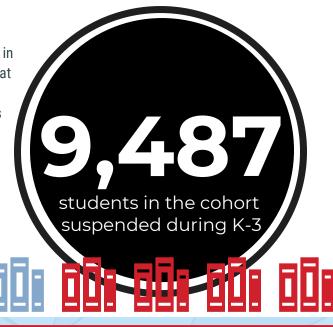
Of students in the cohort, how many were suspended during K-3 in Georgia (2007-2010)? 1

**14%** 

of students with disabilities in the cohort were suspended at least once during K-3, compared to 6% of students without disabilities.

14%

of Black students in the cohort were suspended at least once during K-3, compared to 4% of White students.





of male students in the cohort were suspended at least once during K-3, compared to 3% of female students.

## 3rd Grade Reading Proficiency Worsens as K-3 Suspensions Increase

Suspended 3 or More Times

Suspended 1-2 Times

**Never Suspended** 

22.4%		69.1%		8.5%
14.8%		70.6%		14.5%
4.9%		57.1%	38%	

Does Not MeetMeets

Exceeds

## Algebra I Proficiency Worsens as K-3 Suspensions Increase<sup>3</sup>

9.2% 0.4% **Suspended 3 or More Times** 26% **Suspended 1-2 Times** 34.2%

**Never Suspended** 26.5% 40.5%

Beginning

Developing

Proficient

Distinguished

5.8%



1) This cohort tracks students with K-3 suspension data who took the 3rd grade reading Criterion-Referenced Competency Test (CRCT) in 2009-2010. 2) For the purposes of this report, 3rd grade reading proficiency refers to proficiency on the 2009-2010 Criterion-Referenced Competency Test (CRCT). 3) Algebra I proficiency refers to proficiency on the 2015-2016 Algebra I Georgia Milestones End of Course (EOC) assessment.