The Relationship between *i-Ready Diagnostic* and the 2024 Georgia Milestones Assessment System (GMAS)

Correlation Brief | January 2025

Research Overview

i-Ready Diagnostic and the 2024 GMAS are highly correlated, with an average spring correlation of .84 for both English Language Arts (ELA) and Mathematics.

Sample Summary

Curriculum Associates conducted a large-scale study on the relationship between the *i-Ready Diagnostic* and the 2024 GMAS for Grades 3–8 in ELA and Mathematics, the primary grades in which *i-Ready* is used in Georgia for which there is a state summative assessment in place. Students came from a total of 12 school districts, all public and none of which were charter agencies (see Table 1). The school districts were selected for participation in the study specifically to be representative of the state in terms of factors such as urbanicity, race/ethnicity, and socioeconomic status (using National School Lunch Program as a proxy). See the appendix for more information on the sample.

Table 1. Demographic Information for Georgia Districts in Study

District	Schools Participating	Location	Total Enrollment	% National School Lunch Program	% English Language Learners[1]
1	80	Suburb (60), City (17), Rural (3)	55,000–59,999	50%	5%
2	46	City (30), Suburb (13), Rural (3)	20,000–24,999	75%	5%
3	27	Suburb (18), Rural (8), Town (1)	15,000–19,999	35%	5%
4	19	City (15), Rural (3), Suburb (1)	9,000–9,499	85%	10%
5	15	Rural (9), Town (6)	8,500–8,999	80%	5%
6	14	Rural (11), Town (3)	8,000–8,499	65%	<5%
7	16	Suburb (11), Rural (5)	6,500–6,999	95%	5%
8	8	City (8)	4,500–4,999	75%	30%
9	3	Rural (3)	1,500–1,999	85%	5%
10	4	Rural (3), Town (1)	1,000–1,499	100%	<5%
11	2	Rural (1), Town (1)	1,000–1,499	80%	<5%
12	2	Rural (1), Town (1)	800–899	55%	5%
Average of Participating Districts[2]				**60%**	**7%**
Average across All Districts in the State[2]				**60%**	**8%**

Note: Demographic data are available at the school and district level and may not precisely describe the study sample. District-specific statistics are provided as ranges or rounded to the nearest five percent in order to ensure the anonymity of participating districts.

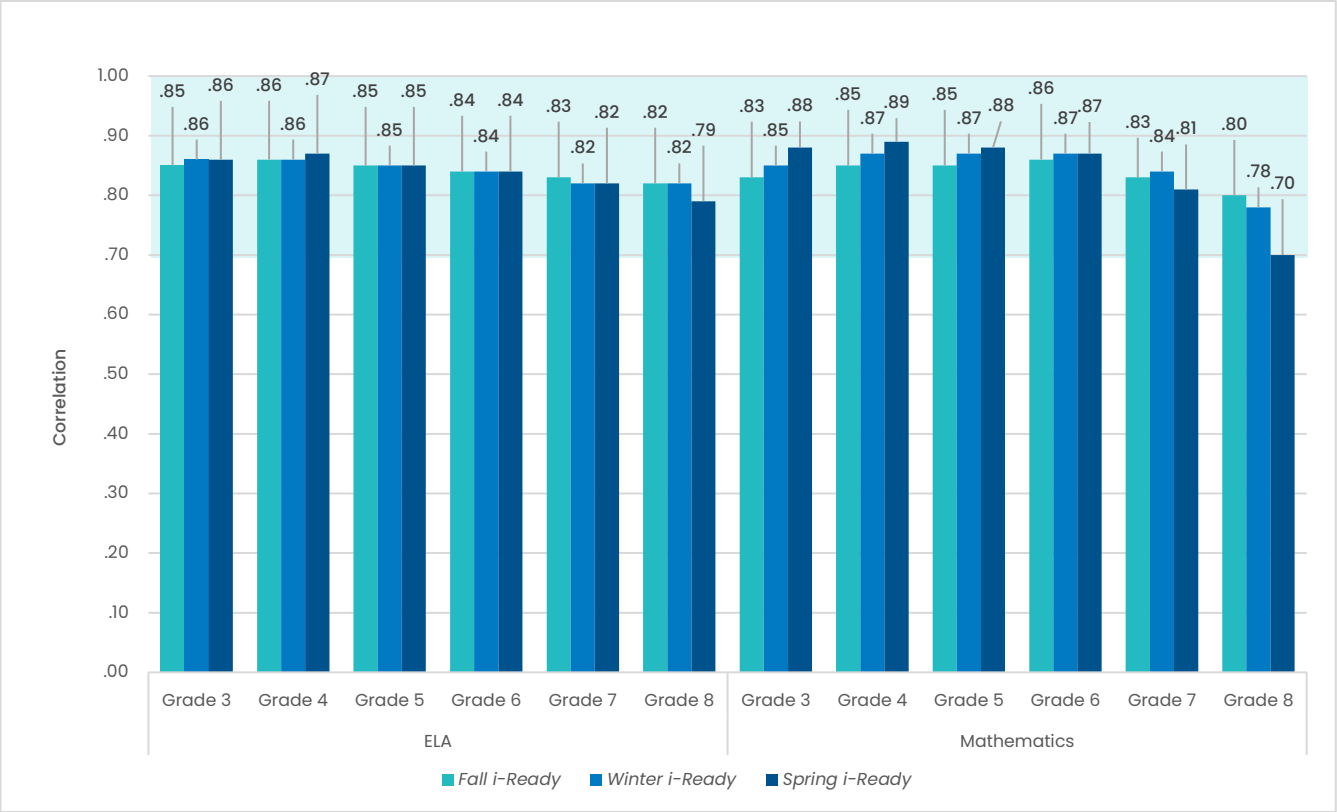
[1]Data on English language learners is only available at the district level. Data from U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 141, Data Group 678, 2022–2023, extracted September 30, 2024. [2]Weighted averages.

Data from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey", 2022–2023 v.1a. (obtained from https://nces.ed.gov/ccd/pubagency.asp), represent 2022–2023 data, which was the most recent full dataset available from NCES at the time of the study.

Correlation Results

Across all grades and in both subjects, results provide evidence for the strong correlation between *i-Ready Diagnostic* and the GMAS (see Figure 1). Specifically, spring correlations for ELA ranged from .79 for Grade 8 to .87 for Grade 4, and spring correlations for Mathematics ranged from .70 for Grade 8 to .89 for Grade 4. These correlations, **all meeting or surpassing the .70 standard generally considered to be strong in education research**, provide evidence of a substantial relationship between *i-Ready Diagnostic* and the GMAS.

Figure 1: Correlations Between *i-Ready Diagnostic* Scores and 2024 GMAS Scores



Why Correlations Matter

Correlations are one of the most commonly used and widely accepted forms of validity evidence. Correlations demonstrate that when students score high on one assessment, they also tend to score high on the other, and similarly, when students score low on one assessment, they also tend to score low on the other. A high correlation between two assessments provides evidence that the two assessments are measuring related constructs.

Appendix

The sample included more than 88,000 students, with between 8,720 and 13,309 students per grade for ELA for the spring *i-Ready* assessment and between 7,480 and 13,430 students per grade for Mathematics for the spring *i-Ready* assessment (see Table 2). These students took both the *i-Ready Diagnostic* and the GMAS during the 2023–2024 school year.

Table 2. Sample Sizes for Correlations

	ELA			Mathematics		
	Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
Grade 3	13,739	14,199	13,051	13,605	14,029	12,892
Grade 4	14,155	14,579	13,309	14,042	14,433	13,430
Grade 5	14,241	14,578	12,950	14,108	14,447	12,816
Grade 6	13,638	13,890	9,680	13,538	13,802	9,549
Grade 7	13,641	13,904	9,807	13,240	13,458	9,528
Grade 8	13,461	13,659	8,720	11,103	11,474	7,480

Table 3 shows the percentage of students in each race/ethnicity group from the study samples. In both the ELA and Mathematics samples, we had strong representation from students of different racial/ethnic groups.

Table 3. Race/Ethnicity Information for Sample of Georgia Students in this Study

	American Indian or Alaska Native	Asian	Black	Hawaiian or Pacific Islander	Hispanic	Two or More Races	White
ELA	.2%	7.3%	39.4%	.1%	17.5%	5.2%	30.2%
Mathematics	.2%	7.1%	40.6%	.1%	17.6%	5.2%	29.2%