The Relationship between *i-Ready Diagnostic* and the 2024 State of Texas Assessments of Academic Readiness (STAAR®)

Correlation Brief | January 2025

Research Overview

i-Ready Diagnostic and the 2024 STAAR are highly correlated, with an average spring correlation of .80 for Reading Language Arts (RLA) and .75 for Mathematics.

Sample Summary

Curriculum Associates conducted a large-scale study on the relationship between the *i-Ready Diagnostic* and the 2024 STAAR for Grades 3–8 in RLA and Mathematics, the primary grades in which *i-Ready* is used in Texas for which there is a state summative assessment in place. Students came from a total of 12 school districts, one of which is a charter agency (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 Texas Districts in Study

District	Schools Participating	Location	Total Enrollment	% National School Lunch Program	% English Language Learners[1]
1	42	City (36), Rural (5), Town (1)	25,000–29,999	80%	40%
2	37	City (29), Suburb (8)	25,000–29,999	90%	50%
3	29	City (23), Suburb (3), Rural (3)	15,000–19,999	70%	20%
4	25	City (12), Suburb (7), Rural (5), Town (1)	10,000–14,999	50%	15%
5	21	City (20), Rural (1)	10,000–14,999	75%	25%
6	190	City (186), Suburb (3), Rural (1)	10,000–14,999	85%	45%
7	9	City (8), Rural (1)	5,000–5,499	85%	25%
8	27	City (27)	4,500–4,999	65%	15%
9	6	Rural (5), City (1)	3,000–3,499	90%	20%
10	4	City (4)	3,000–3,499	75%	10%
11	7	Town (6), Rural (1)	2,500–2,999	75%	15%
12	5	Suburb (4), Rural (1)	2,000–2,499	95%	70%
Average of Participating Districts[2]				77%	36%
Average across All Districts in the State[2]				62%	21%

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.

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Correlation Results

Across all grades and in both subjects, results provide evidence for the strong correlation between *i-Ready Diagnostic* and the STAAR (see Figure 1). Specifically, spring correlations for RLA ranged from .76 for Grade 8 to .82 for Grade 3, and spring correlations for Mathematics ranged from .65 for Grade 8 to .80 for Grade 4. These correlations, **most surpassing the .70 standard generally considered to be strong in education research**, provide evidence of a substantial relationship between *i-Ready Diagnostic* and the STAAR.

Figure 1: Correlations Between *i-Ready Diagnostic* Scores and 2024 STAAR Scores
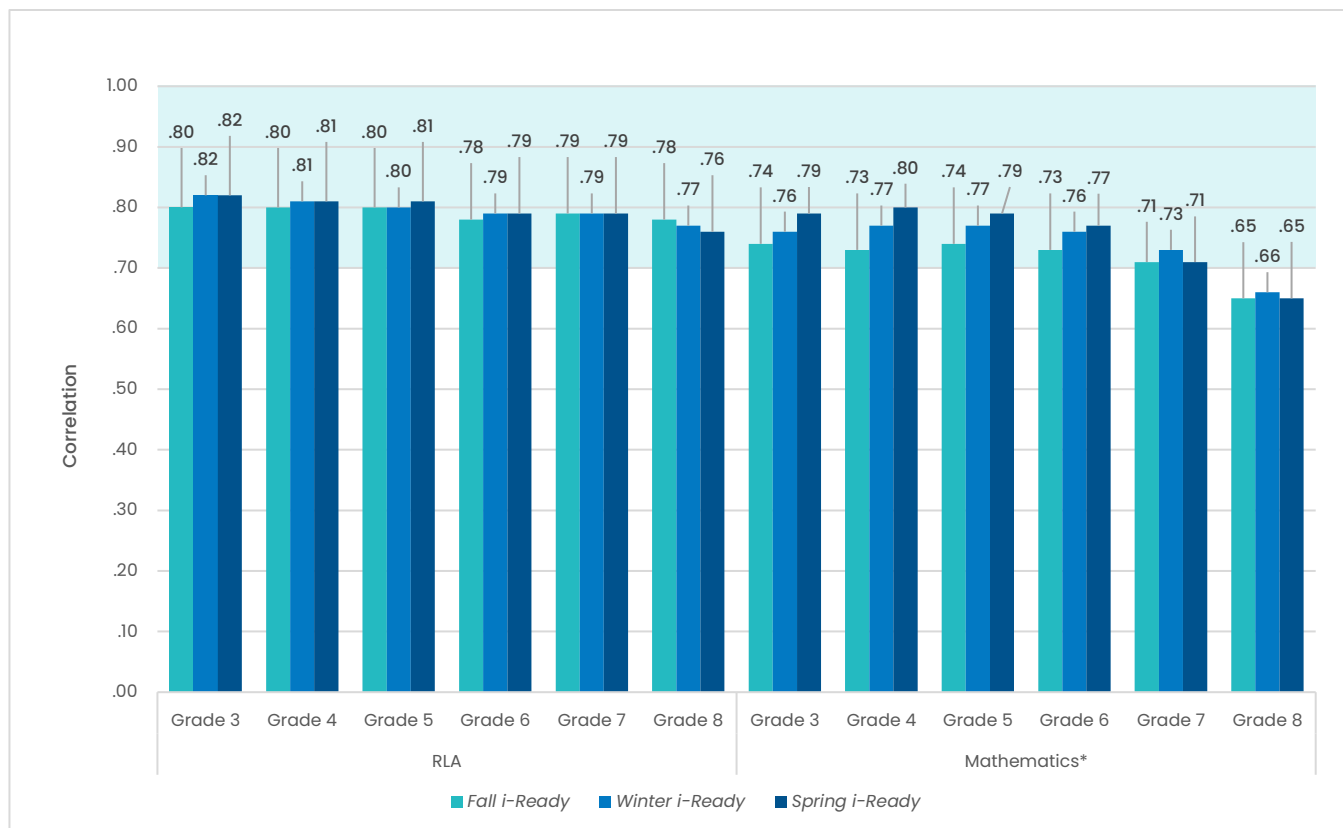
*Correlations were calculated with students whose tested grade matched their chronological grade. Off-grade testing in Mathematics restricted the range of scores in the samples and may have contributed to suppressed correlations, particularly in higher grades.

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 122,000 students, with between 6,310 and 10,964 students per grade for RLA for the spring *i-Ready* assessment and between 3,634 and 16,964 students per grade for Mathematics for the spring *i-Ready* assessment (see Table 2). These students took both the *i-Ready Diagnostic* and the STAAR during the 2023–2024 school year in English and at the same grade as their chronological grade.

Table 2. Sample Sizes for Correlations

	RLA			Mathematics		
	Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
Grade 3	14,359	14,913	10,764	21,832	22,128	16,964
Grade 4	14,991	15,028	10,881	21,733	21,763	16,472
Grade 5	14,864	15,001	10,964	21,478	21,260	15,944
Grade 6	11,845	12,280	7,856	10,463	11,333	7,076
Grade 7	11,089	11,022	6,779	4,123	4,304	4,437
Grade 8	10,486	9,944	6,310	3,425	3,481	3,634

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 Texas Students in this Study

	American Indian or Alaska Native	Asian	Black	Hawaiian or Pacific Islander	Hispanic	Two or More Races	White
RLA	.3%	1.9%	14.9%	.1%	69.3%	1.8%	11.7%
Mathematics	.4%	2.8%	15.5%	.1%	68.7%	1.6%	10.9%