

# The Relationship between *i-Ready Diagnostic* and the 2022 Alabama Comprehensive Assessment Program (ACAP)

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## Research Overview

*i-Ready Diagnostic* and the 2022 ACAP are highly correlated—with an average spring correlation of **.84** for English Language Arts (ELA) and **.83** for Mathematics.

## About the Students Included in the Study

Curriculum Associates conducted a large-scale study on the relationship between the *i-Ready Diagnostic* and the 2022 ACAP for Grades 2–8 in ELA and Mathematics, the primary grades in which *i-Ready* is used in Alabama for which there is a state summative assessment in place. Students came from a total of 23 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 Alabama Districts in Study**

District	Schools Participating	Location	Total Enrollment	% National School Lunch Program	% English Language Learners <sup>1</sup>
1	69	City (33), Rural (20), Suburb (14), Town (2)	35,000–39,999	75%	5%
2	45	Suburb (27), Rural (18)	20,000–24,999	65%	5%
3	35	City (34), Rural (1)	15,000–19,999	85%	5%
4	21	Rural (11), Suburb (10)	10,000–14,999	30%	5%
5	11	Rural (11)	7,500–7,999	65%	15%
6	14	Rural (10), Town (4)	5,500–5,999	60%	<5%
7	14	Rural (12), Suburb (2)	5,500–5,999	50%	5%
8	7	Suburb (7)	5,000–5,499	10%	5%
9	8	Suburb (7), Rural (1)	4,500–4,999	60%	<5%
10	6	Suburb (6)	4,000–4,499	5%	<5%
11	8	Rural (4), Town (4)	3,000–3,499	70%	<5%
12	6	City (6)	3,000–3,499	60%	5%
13	5	City (3), Suburb (1), Rural (1)	2,500–2,999	55%	5%
14	6	Suburb (3), Rural (3)	2,500–2,999	65%	<5%
15	3	Suburb (2), Rural (1)	2,000–2,499	30%	15%
16	4	Town (3), Rural (1)	2,000–2,499	65%	5%
17	3	Town (3)	1,500–1,999	60%	20%
18	2	Suburb (2)	1,500–1,999	40%	<5%
19	3	Town (3)	1,000–1,499	65%	10%

District	Schools Participating	Location	Total Enrollment	% National School Lunch Program	% English Language Learners <sup>1</sup>
20	2	Rural (1), Town (1)	1,000–1,499	60%	5%
21	2	Rural (1), Town (1)	1,000–1,499	40%	5%
22	2	Rural (2)	900–999	45%	<5%
23	3	City (3)	900–999	90%	<5%
<b>Average of Participating Districts<sup>2</sup></b>				61%	5%
<b>Average across All Districts in the State<sup>2</sup></b>				53%	4%

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.

<sup>1</sup>Data on English language learners is only available at the district level.

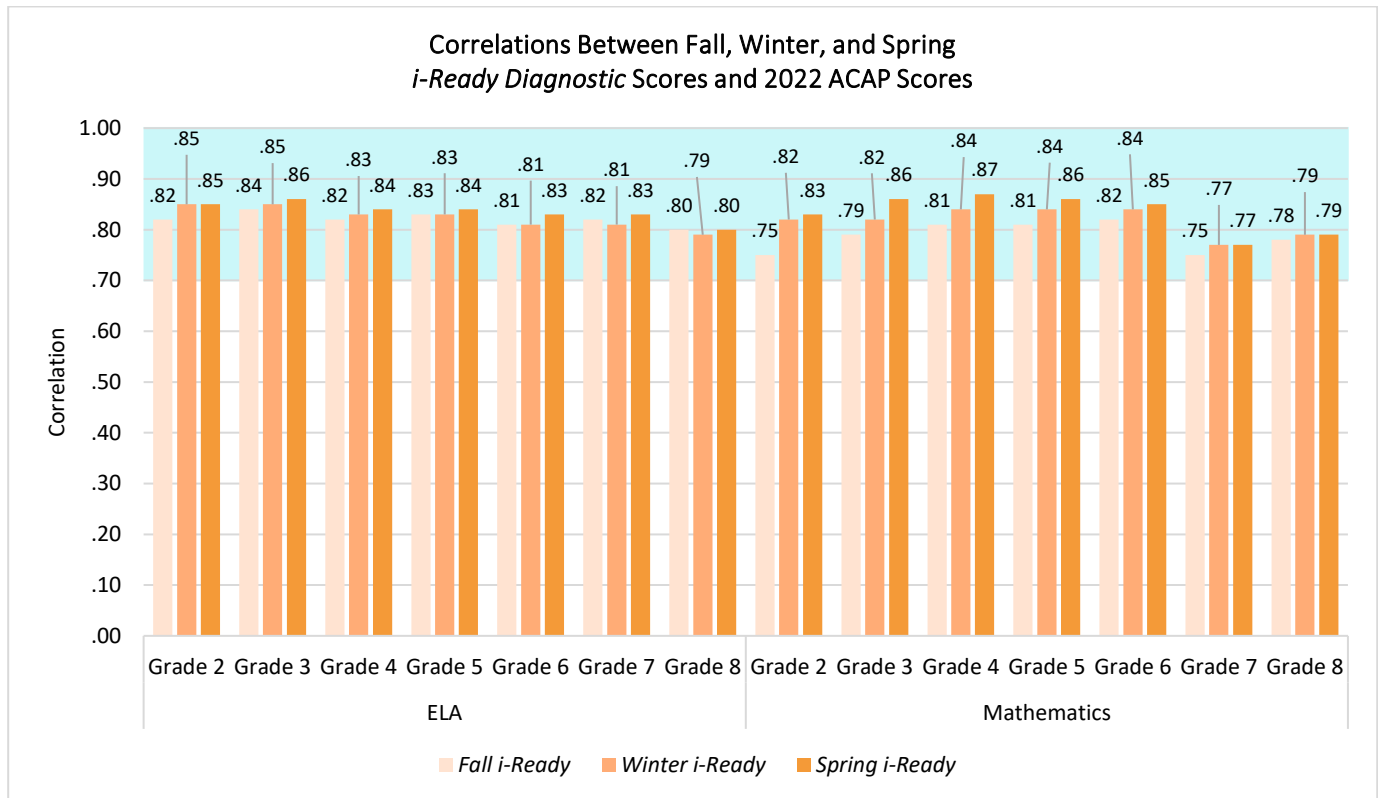
<sup>2</sup>Weighted averages.

Data from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency (School District) Universe Survey”, 2020–2021 v.1a. (obtained from <https://nces.ed.gov/ccd/pubagency.asp>), represent 2020–2021 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 ACAP (see Figure 1). Specifically, spring correlations for ELA ranged from .80 for Grade 8 to .86 for Grade 3, and spring correlations for Mathematics ranged from .77 for Grade 7 to .87 for Grade 4. These correlations, **all surpassing the .70 standard generally considered to be strong in education research**, provide evidence of a substantial relationship between *i-Ready Diagnostic* and the ACAP.

Figure 1



## 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 106,000 students, with between 11,979 and 13,870 students per grade for ELA for the spring *i-Ready* assessment and between 10,189 and 14,802 students per grade for Mathematics for the spring *i-Ready* assessment (see Table 2). These students took both the *i-Ready Diagnostic* and the ACAP during the 2021–2022 school year. For the purposes of this study, *i-Ready Diagnostic* scores were included only if the student indicated that the test was taken completely in school.

**Table 2. Sample Sizes for Correlations**

	ELA			Mathematics		
	Fall	Winter	Spring	Fall	Winter	Spring
<b>Grade 2</b>	13,218	13,617	13,870	13,887	14,213	14,757
<b>Grade 3</b>	13,293	13,614	13,868	14,064	14,529	14,802
<b>Grade 4</b>	13,107	13,554	13,707	11,239	11,044	11,417
<b>Grade 5</b>	13,073	13,474	13,717	11,013	10,999	11,316
<b>Grade 6</b>	10,315	10,617	12,128	8,334	8,602	10,189
<b>Grade 7</b>	10,217	10,776	11,979	8,867	9,115	10,741
<b>Grade 8</b>	10,295	10,936	12,092	8,826	9,279	10,791

Table 3 shows the percentage of students in each race/ethnicity group from the study samples. In both the ELA and Mathematics samples, we have strong representation from students of different racial/ethnic groups. Specifically, Black, Hispanic, and White students each made up more than 10 percent of the samples in both ELA and Mathematics.

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

	American Indian or Alaska Native	Asian	Black	Hawaiian or Pacific Islander	Hispanic	Two or More Races	White
<b>ELA</b>	1.7%	1.7%	41.0%	.4%	10.6%	1.5%	43.1%
<b>Mathematics</b>	1.7%	1.6%	38.3%	.4%	11.7%	1.2%	45.1%