The Relationship between *i-Ready Diagnostic* and the 2024 Rhode Island Comprehensive Assessment System (RICAS)

Correlation Brief | February 2025

Research Overview

i-Ready Diagnostic and the 2024 RICAS are highly correlated, with an average spring correlation of .81 for English Language Arts (ELA) and .87 for Mathematics.

Sample Summary

Curriculum Associates conducted a large-scale study on the relationship between the *i-Ready Diagnostic* and the 2024 RICAS for Grades 3–8 in ELA and Mathematics, the primary grades in which *i-Ready* is used in Rhode Island for which there is a state summative assessment in place. Students came from a total of 16 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 Rhode Island Districts in Study

District	Schools Participating	Location	Total Enrollment	% National School Lunch Program	% English Language Learners[1]
1	26	City (26)	10,000–14,999	85%	40%
2	13	Suburb (13)	5,500–5,999	60%	20%
3	15	City (15)	5,000–5,499	35%	5%
4	9	Suburb (9)	3,000–3,499	50%	5%
5	6	Suburb (4), Rural (2)	2,500–2,999	30%	<5%
6	5	Suburb (5)	2,000–2,499	30%	5%
7	5	Rural (4), Suburb (1)	1,500–1,999	20%	<5%
8	5	Suburb (5)	1,500–1,999	30%	<5%
9	2	Suburb (2)	1,000–1,499	75%	20%
10	2	Suburb (1), Rural (1)	1,000–1,499	20%	<5%

Table continued on next page.

Table 1 (continued).

District	Schools Participating	Location	Total Enrollment	% National School Lunch Program	% English Language Learners[1]
11	2	Rural (2)	800–899	15%	<5%
12	2	Suburb (2)	600–699	15%	<5%
13	2	Suburb (2)	400–499	5%	*
14	1	Rural (1)	200–299	30%	*
15	1	Rural (1)	200–299	10%	*
16	1	Rural (1)	200–299	5%	*
Average of Participating Districts[2]				**52%**	**17%**
Average across All Districts in the State[2]				**45%**	**14%**

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, 2021–2022, extracted September 30, 2024.

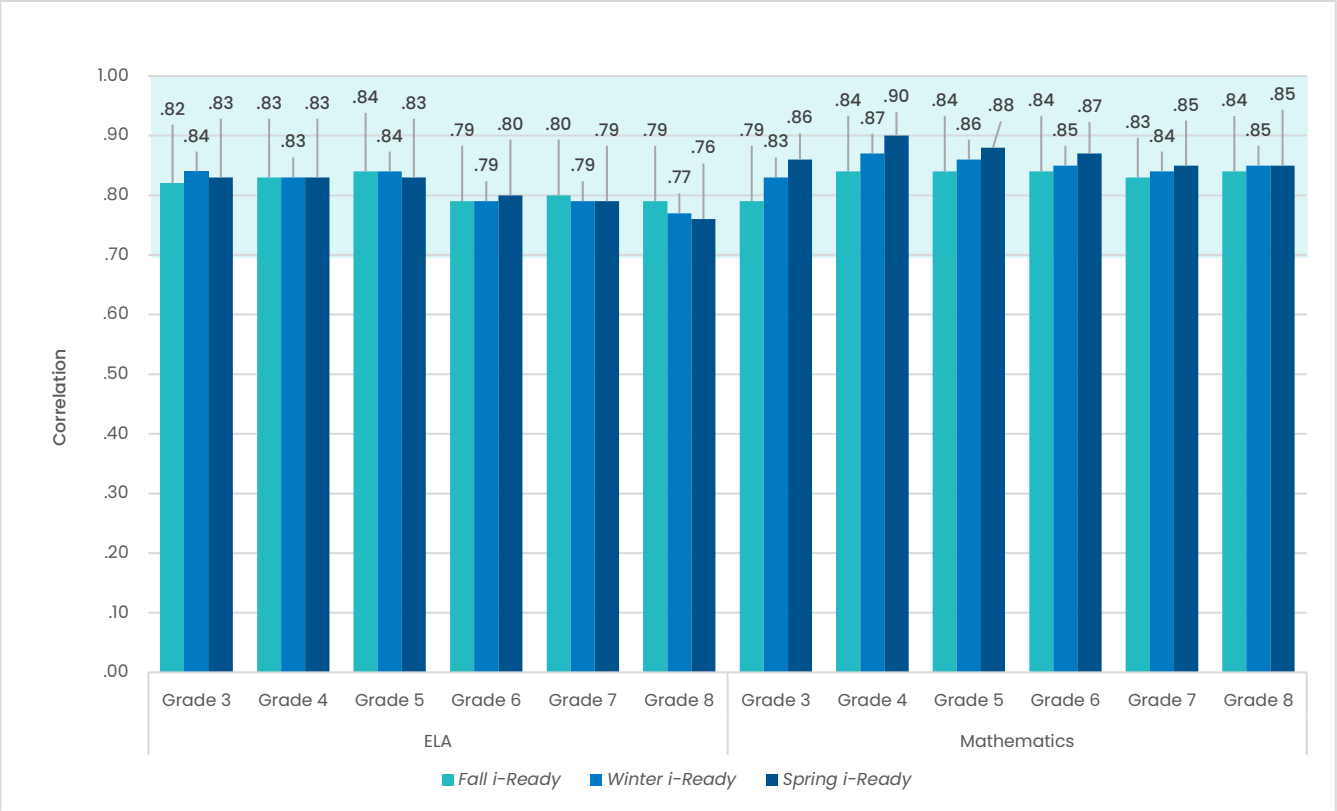
[2]Weighted averages.

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. An asterisk (*) signifies that NCES has recorded the data as missing, not available, or not reported data items.

Correlation Results

Across all grades and in both subjects, results provide evidence for the strong correlation between *i-Ready Diagnostic* and the RICAS (see Figure 1). Specifically, spring correlations for ELA ranged from .76 for Grade 8 to .83 for Grades 3, 4, and 5, and spring correlations for Mathematics ranged from .85 for Grades 7 and 8 to .90 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 RICAS.

Figure 1: Correlations Between *i-Ready Diagnostic* Scores and 2024 RICAS 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 25,000 students, with between 3,271 and 3,679 students per grade for ELA for the spring *i-Ready* assessment and between 2,797 and 3,191 students per grade for Mathematics for the spring *i-Ready* assessment (see Table 2). These students took both the *i-Ready Diagnostic* and the RICAS during the 2023–2024 school year.

Table 2. Sample Sizes for Correlations

	ELA			Mathematics		
	Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
Grade 3	3,708	3,737	3,595	3,044	2,996	3,040
Grade 4	3,941	3,968	3,679	3,170	3,128	3,191
Grade 5	3,934	3,955	3,612	3,148	3,130	3,021
Grade 6	4,001	3,905	3,659	2,867	2,873	2,900
Grade 7	3,875	3,773	3,362	2,844	2,852	2,822
Grade 8	3,917	3,834	3,271	2,790	2,821	2,797

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 Rhode Island Students in this Study

	American Indian or Alaska Native	Asian	Black	Hawaiian or Pacific Islander	Hispanic	Two or More Races	White
ELA	.6%	2.6%	11.0%	.2%	32.9%	5.5%	47.1%
Mathematics	.6%	2.1%	9.7%	.2%	18.8%	6.1%	62.6%