The Relationship between *i-Ready Diagnostic* and the 2025 Kansas Assessment Program (KAP)

Correlation Brief | December 2025

Research Overview

i-Ready Diagnostic and the 2025 KAP are highly correlated, with an average spring correlation of .79 for English Language Arts (ELA) and .84 for Mathematics.

Sample Summary

Curriculum Associates conducted a large-scale study on the relationship between the *i-Ready Diagnostic* and the 2025 KAP for Grades 3–8 in ELA and Mathematics, the primary grades in which *i-Ready* is used in Kansas for which there is a state summative assessment in place. Students came from a total of 15 school districts, one of which is private (see Table 1). The school districts were selected for participation in the study specifically to be generally 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 Kansas Districts in Study

District	Schools Participating	Location	Total Enrollment	% National School Lunch Program	% English Language Learners[1]
1	36	City (19), Suburb (17)	15,000–19,999	40%	10%
2	31	City (22), Suburb (6), Rural (3)	15,000–19,999	10%	<5%
3	14	Town (12), Rural (2)	5,500–5,999	55%	5%
4	12	City (10), Suburb (2)	4,500–4,999	45%	5%
5	10	Town (10)	4,000–4,499	65%	5%
6	6	Suburb (4), Rural (2)	2,000–2,499	60%	5%
7	4	City (3), Rural (1)	1,500–1,999	85%	20%
8	4	Suburb (3), City (1)	1,500–1,999	60%	5%
9	3	Rural (2), Town (1)	1,000–1,499	40%	<5%
10	13	City (13)	1,000–1,499	*	*
11	2	Rural (1), Town (1)	900–999	65%	<5%
12	4	Rural (4)	800–899	20%	<5%
13	2	Suburb (2)	800–899	40%	<5%
14	1	Town (1)	700–799	40%	<5%
15	1	Town (1)	300–399	40%	<5%
Average of Participating Districts[2]				**42%**	**5%**
Average across All Districts in the State[2]				**50%**	**9%**

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 November 14, 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", 2023–2024 v.1a. (obtained from https://nces.ed.gov/ccd/pubagency.asp), represent 2023–2024 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.

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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 KAP (see Figure 1). Specifically, spring correlations for ELA ranged from .74 for Grade 8 to .82 for Grade 5, and spring correlations for Mathematics ranged from .82 for Grade 8 to .86 for Grade 6. 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 KAP.

Figure 1: Correlations Between *i-Ready Diagnostic* Scores and 2025 KAP Scores
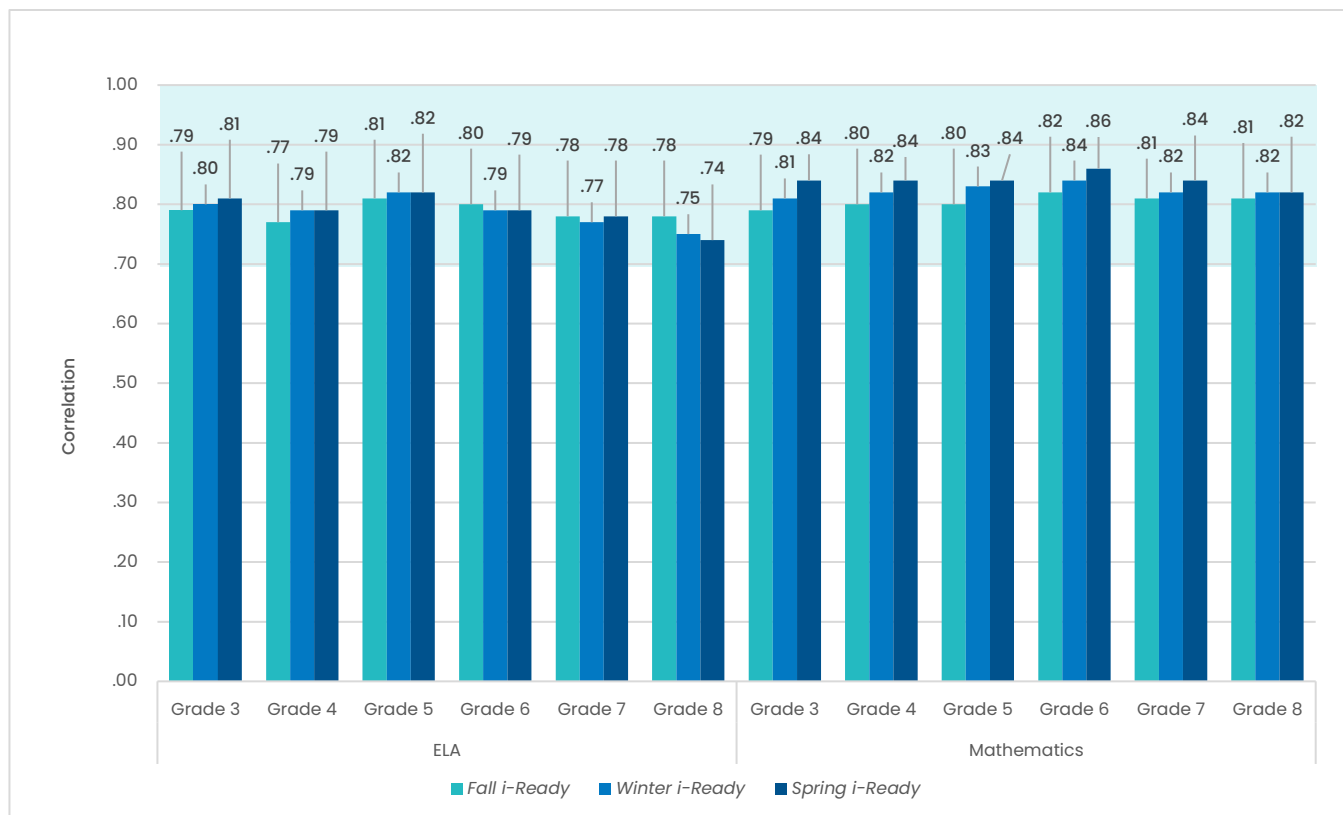
Why Correlations Matter

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 29,000 students, with between 719 and 2,300 students per grade for ELA for the spring *i-Ready* assessment and between 4,155 and 5,292 students per grade for Mathematics for the spring *i-Ready* assessment (see Table 2). These students took both the *i-Ready Diagnostic* and the KAP during the 2024–2025 school year.

Table 2. Sample Sizes for Correlations

	ELA			Mathematics		
	Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
Grade 3	1,602	1,570	2,300	4,437	4,349	4,331
Grade 4	1,582	1,580	2,161	4,288	4,194	4,155
Grade 5	1,641	1,508	1,992	4,479	4,316	4,336
Grade 6	1,099	1,137	1,238	5,176	5,233	5,234
Grade 7	1,012	1,061	1,150	5,291	5,330	5,292
Grade 8	802	851	719	4,139	4,158	4,156

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 Kansas Students in this Study

	American Indian or Alaska Native	Asian	Black	Hawaiian or Pacific Islander	Hispanic	Two or More Races	White
ELA	.4%	2.1%	7.5%	.8%	23.4%	8.7%	52.0%
Mathematics	.4%	6.1%	6.0%	.5%	15.4%	7.3%	62.3%