

The Relationship between *i-Ready Diagnostic* and the 2024 Vermont Comprehensive Assessment Program (VTCAP)

Correlation Brief | March 2025

Research Overview

i-Ready Diagnostic and the 2024 VTCAP are highly correlated, with an average spring correlation of .86 for English Language Arts (ELA) and .89 for Mathematics.

Sample Summary

Curriculum Associates conducted a large-scale study on the relationship between the *i-Ready Diagnostic* and the 2024 VTCAP for Grades 3–8 in ELA and Mathematics, the primary grades in which *i-Ready* is used in Vermont for which there is a state summative assessment in place. Students came from a total of 5 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 Vermont Districts in Study

District	Schools Participating	Location	Total Enrollment	% National School Lunch Program	% English Language Learners ¹
1	4	Suburb (2), Rural (2)	2,500–2,999	15%	<5%
2	6	Rural (6)	1,000–1,499	20%	<5%
3	6	Rural (6)	1,000–1,499	45%	<5%
4	2	Rural (1), Town (1)	500–599	55%	<5%
5	3	Rural (3)	100–199	25%	<5%
Average of Participating Districts ²				31%	<5%
Average across All Districts in the State ²				31%	<5%

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.

¹Data on English language learners is only available at the district level. Data from U.S. Department of Education, National Center for Education Statistics, EDData file 141, Data Group 678, 2022–2023, extracted November 14, 2024.

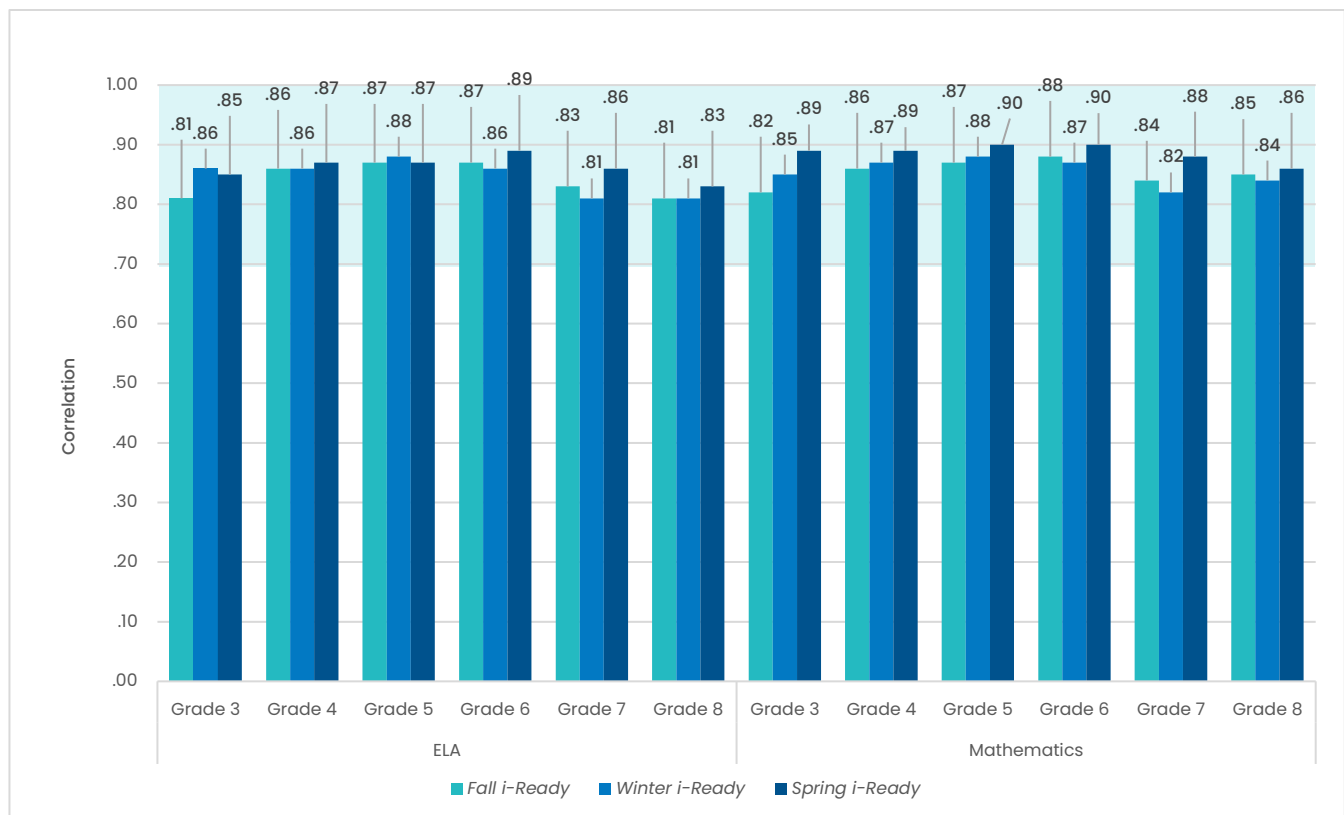
²Weighted averages.

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 VTCAP (see Figure 1). Specifically, spring correlations for ELA ranged from .83 for Grade 8 to .89 for Grade 6, and spring correlations for Mathematics ranged from .86 for Grade 8 to .90 for Grades 5 and 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 VTCAP.

Figure 1: Correlations Between *i-Ready Diagnostic* Scores and 2024 VTCAP 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 3,500 students, with between 516 and 597 students per grade for ELA for the spring *i-Ready* assessment and between 523 and 610 students per grade for Mathematics for the spring *i-Ready* assessment (see Table 2). These students took both the *i-Ready Diagnostic* and the VTCAP during the 2023–2024 school year.

Table 2. Sample Sizes for Correlations

	ELA			Mathematics		
	Fall	Winter	Spring	Fall	Winter	Spring
Grade 3	520	380	516	521	357	523
Grade 4	585	374	597	596	369	598
Grade 5	542	303	557	553	308	563
Grade 6	567	312	561	573	316	566
Grade 7	586	363	560	598	337	610
Grade 8	559	334	530	594	315	568

Table 3 shows the percentage of students in each race/ethnicity group from the study samples.

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

	American Indian or Alaska Native	Asian	Black	Hawaiian or Pacific Islander	Hispanic	Two or More Races	White
ELA	.6%	2.1%	1.9%	.0%	.3%	3.2%	91.8%
Mathematics	.6%	2.1%	2.0%	.0%	.3%	3.2%	91.8%