

# The Relationship Between *i-Ready*<sup>®</sup> Diagnostic and the 2019 Indiana Learning Evaluation Assessment Readiness Network (ILEARN)

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## Research Overview

*i-Ready Diagnostic* and the 2019 ILEARN are highly correlated—with an average spring correlation of **.80** for English/Language Arts and **.88** 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 2019 ILEARN for grades 3–8, the primary grades in which *i-Ready* is used in Indiana for which there is a state summative assessment in place. The sample (see Table 2) included more than 22,000 students, with between 1,669 and 3,337 students per grade for ELA for the spring *i-Ready* assessment and between 1,713 and 4,494 students per grade for mathematics for the spring *i-Ready* assessment. These students took both the *i-Ready Diagnostic* and ILEARN during the 2018-2019 school year. Students came from a total of 25 school districts (see Table 1; one of these districts was a charter agency), and these 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).

**Table 1. Demographic Information for Indiana Districts in Study**

District	Schools Participating	Location	Total Enrollment	% Non-Caucasian	% National School Lunch Program	% English Language Learners <sup>1</sup>
1	11	City (11)	4,000 - 4,499	35%	75%	<5%
2	7	Suburb (5), Rural (2)	4,000 - 4,499	20%	15%	5%
3	10	City (7), Rural (3)	3,500 - 3,999	60%	75%	<5%
4	3	Suburb (3)	3,000 - 3,499	30%	20%	<5%
5	5	Town (4), Rural (1)	2,000 - 2,499	35%	55%	15%
6	5	Rural (3), Town (2)	1,500 - 1,999	10%	50%	5%
7	6	Town (5), Rural (1)	1,500 - 1,999	10%	65%	<5%
8	3	Suburb (3)	1,500 - 1,999	25%	70%	5%
9	3	Rural (2), Town (1)	1,500 - 1,999	15%	30%	5%
10	4	Town (3), Rural (1)	1,000 - 1,499	30%	70%	10%
11	5	Rural (5)	1,000 - 1,499	10%	30%	5%
12	4	Rural (4)	1,000 - 1,499	5%	65%	<5%
13	2	Rural (1), Town (1)	1,000 - 1,499	10%	40%	<5%
14	2	Rural (1), Town (1)	900 - 999	15%	50%	5%

District	Schools Participating	Location	Total Enrollment	% Non-Caucasian	% National School Lunch Program	% English Language Learners <sup>1</sup>
15	3	Rural (2), Town (1)	900 - 999	10%	45%	<5%
16	2	Suburb (2)	900 - 999	20%	40%	5%
17	2	Rural (2)	800 - 899	5%	60%	*
18	2	Rural (2)	800 - 899	35%	55%	15%
19	1	Town (1)	700 - 799	5%	55%	<5%
20	1	Rural (1)	500 - 599	10%	55%	<5%
21	1	Rural (1)	500 - 599	50%	65%	20%
22	1	Rural (1)	500 - 599	10%	40%	<5%
23	1	Rural (1)	500 - 599	10%	55%	<5%
24	1	City (1)	500 - 599	50%	85%	15%
25	1	Rural (1)	400 - 499	5%	55%	*
<b>Average of Participating Districts<sup>2</sup></b>				25%	51%	4%
<b>Average Across All Districts in the State<sup>2</sup></b>				31%	47%	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.

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

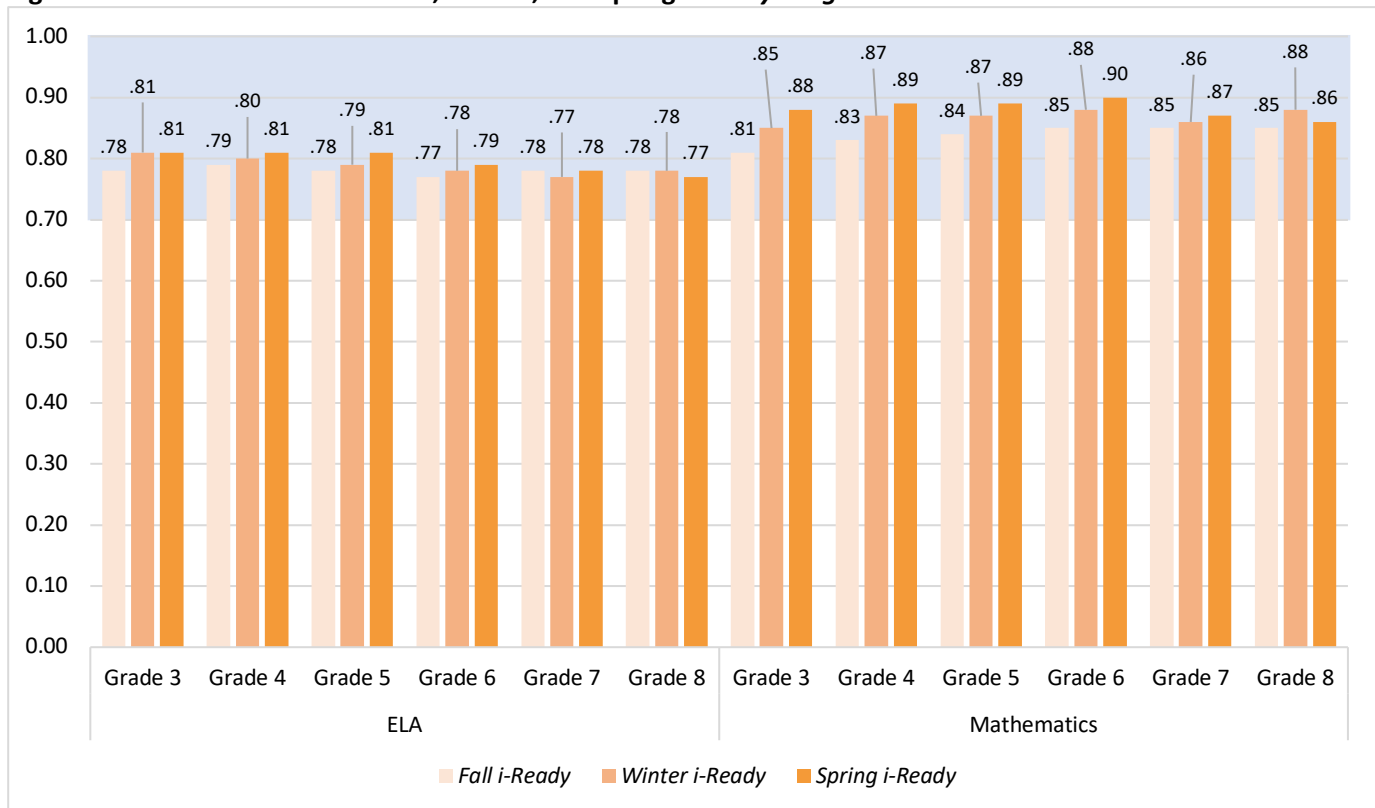
<sup>2</sup>Unweighted averages.

Data from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey", 2016-2017 v.1a. (obtained from <https://nces.ed.gov/ccd/pubagency.asp>), represent 2016-2017 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 ILEARN (see Figure 1). Specifically, spring correlations for ELA ranged from .77 for grade 8 to .81 for grades 3, 4, and 5, and for mathematics ranged from .86 for grade 8 to .90 for grade 6. These correlations—all surpassing the .70 standard set by the National Center on Intensive Intervention for screening tools—provide evidence of a strong relationship between *i-Ready Diagnostic* and ILEARN.

**Figure 1. Correlations Between Fall, Winter, and Spring *i-Ready Diagnostic* Scores and 2019 ILEARN Scores**



**Table 2. Sample Sizes for Correlations**

	ELA						Mathematics					
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Fall	2,691	2,777	3,300	2,848	2,191	2,089	4,200	4,356	4,562	3,963	2,286	2,106
Winter	2,726	2,727	3,314	2,849	2,037	1,934	4,313	4,389	4,518	3,936	2,168	2,081
Spring	2,682	2,754	3,337	2,717	1,826	1,669	4,293	4,365	4,494	3,972	2,139	1,713

## 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 similar constructs.

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