

# The Relationship between *i-Ready Diagnostic* and the 2025 Idaho Standards Achievement Test (ISAT)

Correlation Brief | March 2026

## Research Overview

*i-Ready Diagnostic* and the 2025 ISAT<sup>1</sup> are highly correlated, with an average spring correlation of .83 for English Language Arts/Literacy (ELA) and .88 for Mathematics.

## Sample Summary

Curriculum Associates conducted a large-scale study on the relationship between the *i-Ready Diagnostic* and the 2025 ISAT for Grades 3–8 in ELA and Mathematics, the primary grades in which *i-Ready* is used in Idaho for which there is a state summative assessment in place. Students came from a total of 6 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 Idaho Districts in Study

District	Schools Participating	Location	Total Enrollment	% National School Lunch Program	% English Language Learners <sup>1</sup>
1	46	Suburb (33), City (10), Rural (2), Town (1)	20,000–24,999	25%	5%
2	42	City (40), Suburb (1), Rural (1)	15,000–19,999	40%	10%
3	14	City (14)	6,500–6,999	45%	5%
4	9	Suburb (8), Rural (1)	4,000–4,499	35%	<5%
5	9	Town (8), Rural (1)	3,500–3,999	30%	5%
6	2	Rural (2)	800–899	35%	10%
<b>Average of Participating Districts<sup>2</sup></b>				<b>33%</b>	<b>5%</b>
<b>Average across All Districts in the State<sup>2</sup></b>				<b>35%</b>	<b>6%</b>

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. Data from U.S. Department of Education, National Center for Education Statistics, EDData file 141, Data Group 678, 2022–2023, extracted November 14, 2024.

<sup>2</sup>Weighted averages.

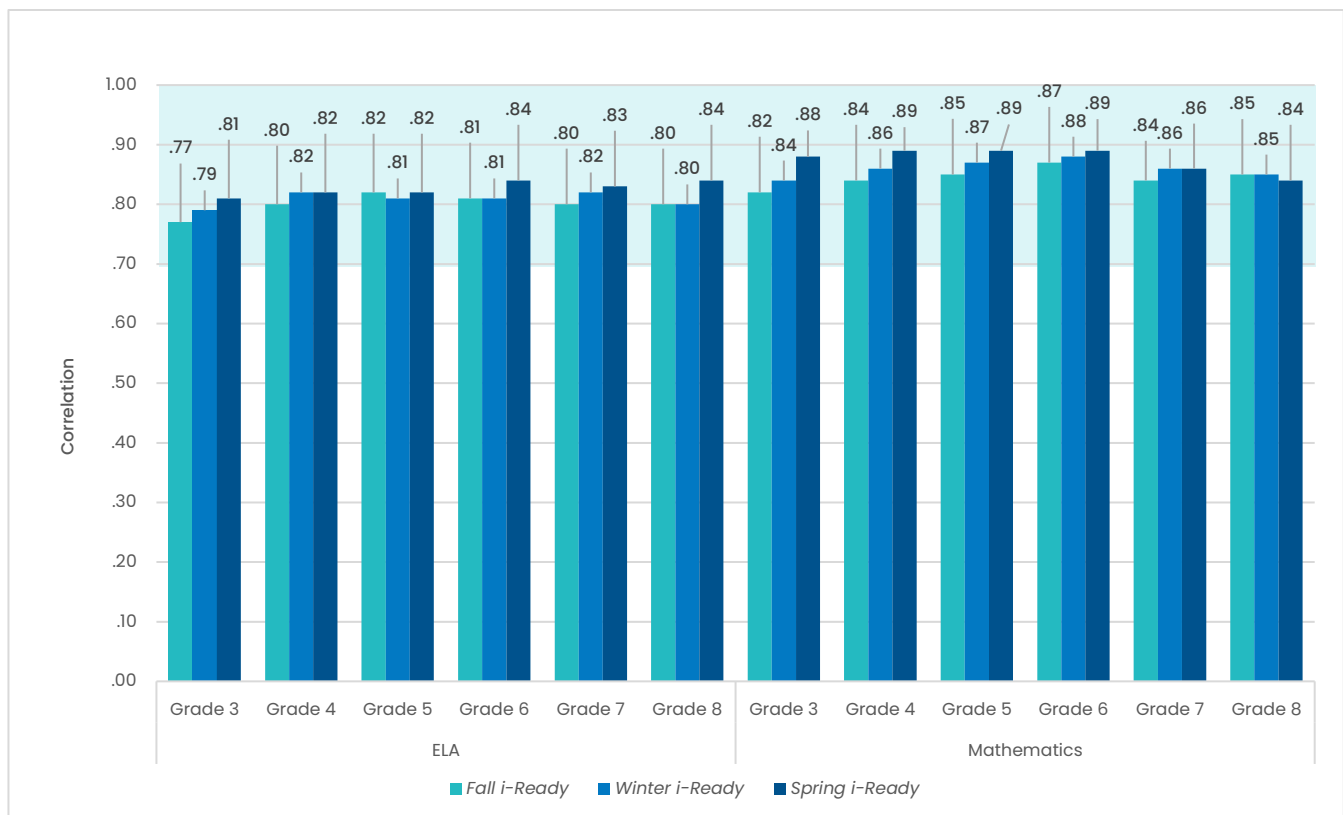
Data from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency (School District) Universe Survey”, 2023–2024 v.1a. (obtained from <https://nces.ed.gov/ccd/pubagency.asp>), represent 2023–2024 data, which was the most recent full dataset available from NCES at the time of the study.

<sup>1</sup> In Idaho, the Smarter Balanced Assessment (SBA) is known as the ISAT.

## Correlation Results

Across all grades and in both subjects, results provide evidence for the strong correlation between *i-Ready Diagnostic* and the ISAT (see Figure 1). Specifically, spring correlations for ELA ranged from .81 for Grade 3 to .84 for Grades 6 and 8, and spring correlations for Mathematics ranged from .84 for Grade 8 to .89 for Grades 4, 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 ISAT.

Figure 1: Correlations Between *i-Ready Diagnostic* Scores and 2025 ISAT 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 35,000 students, with between 1,078 and 2,729 students per grade for ELA for the spring *i-Ready* assessment and between 4,012 and 5,843 students per grade for Mathematics for the spring *i-Ready* assessment (see Table 2). These students took both the *i-Ready Diagnostic* and the ISAT during the 2024–2025 school year.

**Table 2. Sample Sizes for Correlations**

	ELA			Mathematics		
	Fall	Winter	Spring	Fall	Winter	Spring
<b>Grade 3</b>	3,014	2,989	2,586	5,797	5,874	5,765
<b>Grade 4</b>	2,794	2,922	2,729	5,780	5,897	5,843
<b>Grade 5</b>	2,958	3,064	2,727	6,002	6,049	5,816
<b>Grade 6</b>	2,677	2,743	1,078	5,628	5,686	4,790
<b>Grade 7</b>	2,725	2,778	1,179	5,478	5,573	4,781
<b>Grade 8</b>	2,912	2,989	1,090	5,106	5,285	4,012

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 Idaho Students in this Study**

	American Indian or Alaska Native	Asian	Black	Hawaiian or Pacific Islander	Hispanic	Two or More Races	White
<b>ELA</b>	.4%	2.5%	2.3%	.5%	14.0%	5.1%	75.2%
<b>Mathematics</b>	.4%	2.4%	2.6%	.6%	15.0%	4.0%	75.1%