

The Relationship Between *i-Ready*® Diagnostic and the 2018 New York State Testing Program (NYSTP)

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Research Overview

i-Ready Diagnostic and the 2018 NYSTP are highly correlated—with an average spring correlation of .78 for English Language Arts and .82 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 2018 NYSTP for grades 3–8, the primary grades in which *i-Ready* is used in New York for which there is a state summative assessment in place. The sample (see Table 2) included more than 78,000 students, with between 6,125 and 10,951 students per grade for ELA for the spring *i-Ready* assessment and between 5,096 and 11,085 students per grade for mathematics for the spring *i-Ready* assessment. These students took both the *i-Ready Diagnostic* and NYSTP during the 2017-2018 school year. Students came from a total of 9 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 New York Districts in Study

District	Schools Participating	Location	Total Enrollment	% Non-Caucasian	% National School Lunch Program	% English Language Learners ¹
1	179	City (179)	100,000+	90%	75%	15%
2	12	Suburb (12)	7,500 - 7,999	35%	45%	5%
3	6	Suburb (5), Rural (1)	2,500 - 2,999	15%	10%	<5%
4	2	Suburb (2)	2,000 - 2,499	10%	35%	<5%
5	1	Suburb (1)	2,000 - 2,499	75%	*	5%
6	4	Suburb (4)	1,500 - 1,999	40%	25%	<5%
7	2	Suburb (2)	1,000 - 1,499	20%	15%	5%
8	2	Town (2)	900 - 999	55%	60%	10%
9	3	Suburb (3)	900 - 999	85%	60%	5%
Average of Participating Districts²				81%	71%	14%
Average Across All Districts in the State²				55%	49%	8%

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.

²Unweighted 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”, 2015-2016 v.1a. (obtained from <https://nces.ed.gov/ccd/pubagency.asp>), represent 2015-2016 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 NYSTP (see Figure 1). Specifically, spring correlations for ELA ranged from .75 for grade 8 to .79 for grades 5, 6, and 7, and for mathematics ranged from .76 for grade 8 to .84 for grades 5 and 7. 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 NYSTP.

Figure 1. Correlations Between Fall, Winter, and Spring *i-Ready Diagnostic* Scores and 2018 NYSTP Scores

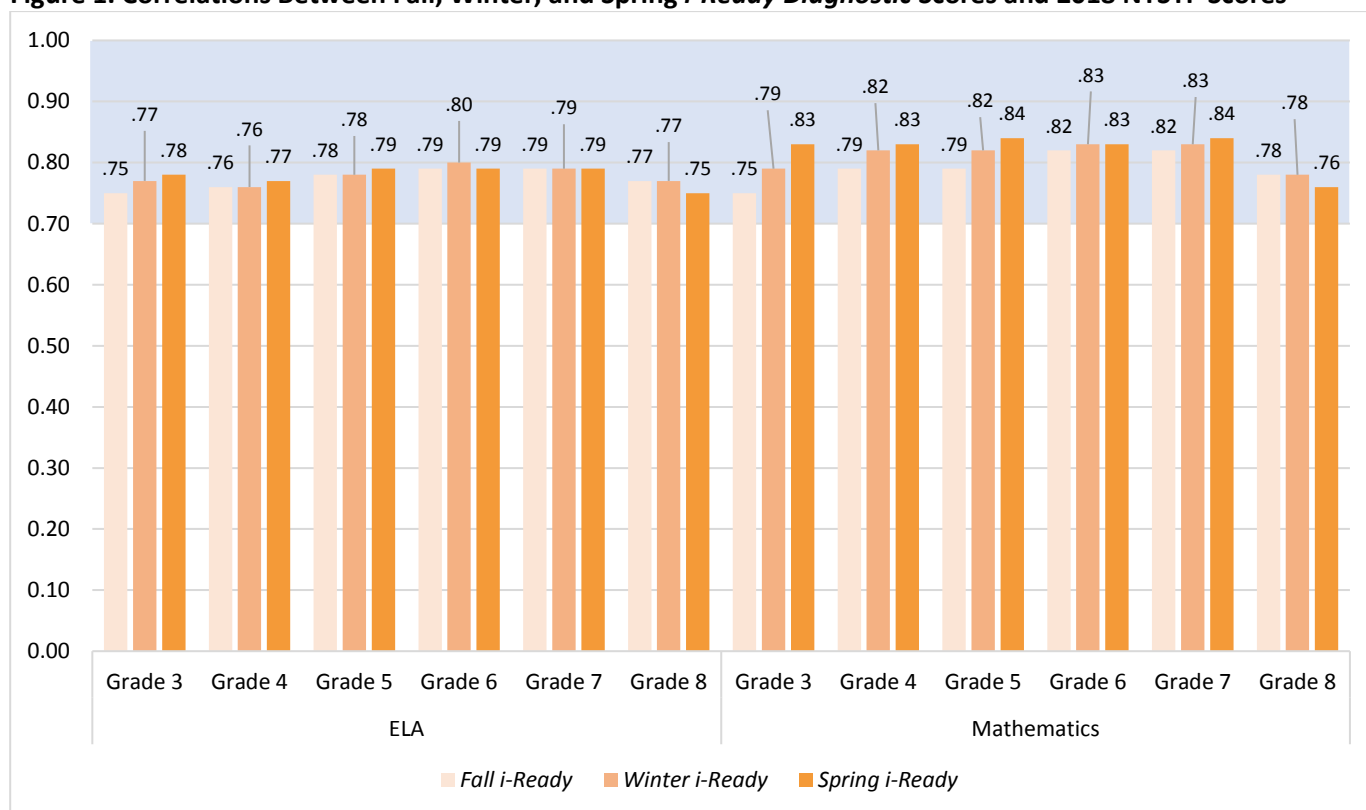


Table 2. Sample Sizes for Correlations

	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	11,677	11,837	12,078	10,510	9,921	9,509	11,035	11,465	11,673	10,347	9,897	7,332
Winter	11,557	11,781	12,053	10,591	10,213	9,724	11,612	11,736	11,922	10,681	9,914	7,212
Spring	10,951	10,858	10,639	8,472	7,467	6,125	11,085	10,870	10,584	8,641	8,113	5,096

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.