

The Relationship Between *i-Ready*® Diagnostic and the 2018 Louisiana Educational Assessment Program (LEAP 2025)

Research Overview

i-Ready Diagnostic and the 2018 LEAP 2025 are highly correlated—with an average spring correlation of .77 for English Language Arts and .78 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 LEAP 2025 for grades 3–8, the primary grades in which *i-Ready* is used in Louisiana for which there is a state summative assessment in place. The sample (see Table 2) included over 25,000 students, with between 2,268 and 4,787 students per grade for ELA for the spring *i-Ready* assessment and between 2,187 and 4,834 students per grade for mathematics for the spring *i-Ready* assessment. These students took both the *i-Ready Diagnostic* and LEAP 2025 during the 2017–18 school year. Students came from a total of 6 school districts (see Table 1; all public and none of which were charter agencies), 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 socio-economic status (using National School Lunch Program as a proxy).

Table 1. Demographic Information for Louisiana Districts in Study

District	Schools Participating	Location	Total Enrollment	% Non-Caucasian	% National School Lunch Program	% English Language Learners ¹
1	71	Suburb (49), City (18), Rural (4)	20,000-24,999	70%	80%	15%
2	13	Town (7), Rural (6)	3,500-3,999	45%	70%	<5%
3	10	Rural (5), Suburb (5)	2,000-2,499	70%	60%	<5%
4	9	Town (6), Rural (3)	1,500-1,999	75%	80%	<5%
5	6	Rural (4), Town (2)	1,000-1,499	75%	65%	<5%
6	2	Rural (1), Town (1)	600-699	75%	95%	5%
Average of Participating Districts²				68%	74%	4%
Average Across All Districts in the State²				57%	66%	3%

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.

Correlation Results

Across all grades and in both subjects, results provide evidence for the strong correlation between *i-Ready Diagnostic* and LEAP 2025 (see Figure 1). Specifically, spring correlations for ELA ranged from .73 for grade 6 to .79 for grades 4 and 5; and for mathematics ranged from .74 for grade 8 to .80 for grade 4. These correlations—all surpassing the .70 standard set by the Center on Response to Intervention for screening tools—provide evidence of a strong relationship between *i-Ready Diagnostic* and LEAP 2025.

Figure 1. Correlations Between Fall, Winter, and Spring *i-Ready Diagnostic* Scores and 2018 LEAP 2025 Scores

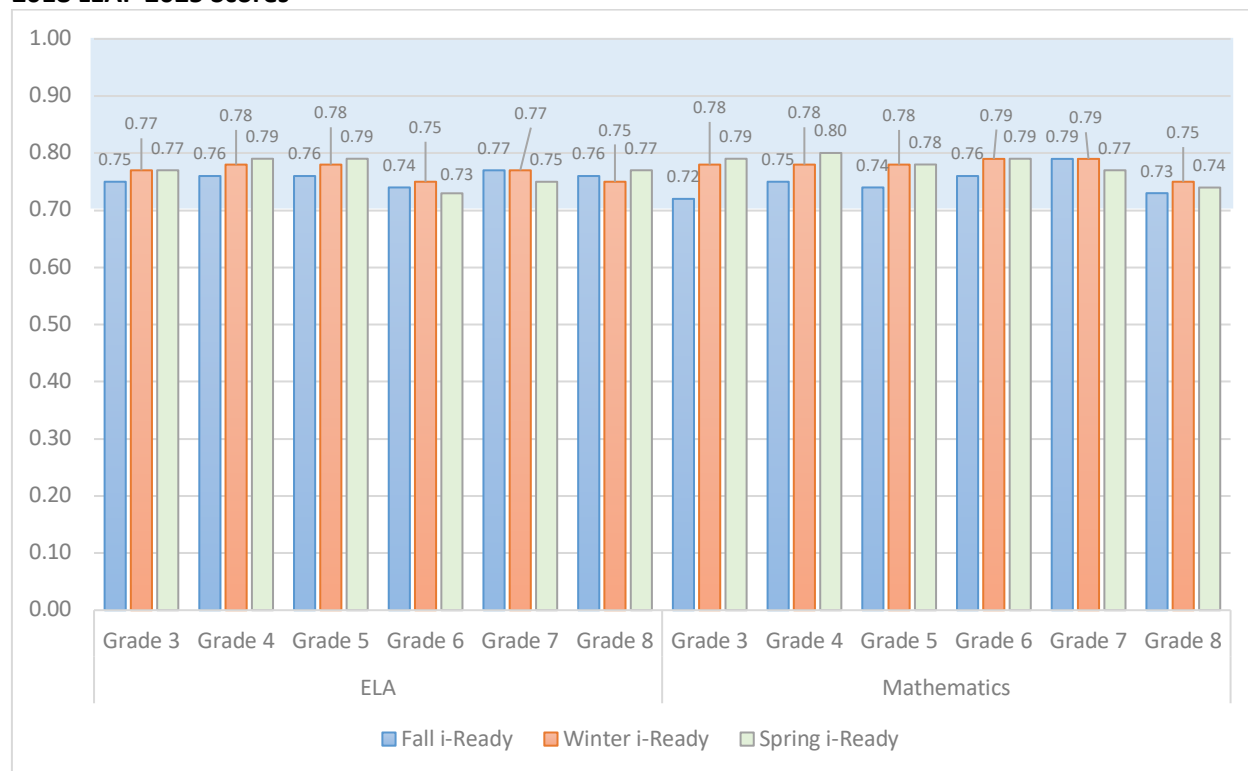


Table 2. Sample Sizes for Correlations

	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	4,474	4,701	4,563	3,447	3,228	3,195	4,474	4,761	4,613	3,556	3,232	2,663
Winter	4,654	4,850	4,684	3,418	3,057	3,109	4,669	4,844	4,632	3,520	3,339	2,786
Spring	4,786	4,787	4,572	2,506	2,438	2,268	4,809	4,834	4,624	2,755	2,571	2,187

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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