

Idaho Standards Achievement Test 2020- 21 Predictability Study

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EXECUTIVE SUMMARY: ISAT 2020-21 Predictability Study

The Center for Research and Reform in Education (CRRE) is a research center affiliated with the School of Education at Johns Hopkins University (JHU) specializing in K-12 education program evaluations. In 2019, Istation contracted with CRRE to conduct a study of the effectiveness of their Early Reading (ER) program (<https://www.istation.com/Reading>) in the state of Idaho. The current study was designed to extend that work and examine the impact of instructional changes resulting from the COVID-19 pandemic on Istation's use and effectiveness during the 2020-21 school year.

The current study was designed to address the following research question:

To what degree are ISIP scores associated with ISAT ELA proficiency levels?

Correlational and multinomial logistic regression analyses were used to examine the associations between fall and spring 2020-21 ISIP scores and spring 2021 ISAT proficiency levels for Grades 3-5 students in the 2020-21 school year. The important findings from these analyses include:

- Fall and spring 2020-21 ISIP scores were moderately strongly to strongly associated with spring 2021 ISAT ELA scores, with observed correlations ranging between +.70 and +.76.
- Students with ISIP scores in the 50th percentile or higher had at least a 50% chance of attaining at least Level 3 ISAT ELA proficiency. Students with ISIP scores in the 80th percentile or higher had at least a 50% chance of attaining Level 4 ISAT proficiency.
- Students with ISIP scores at the 35th percentile or higher generally had a medium probability of reaching ISAT Level 3 attainment, while students with ISIP scores at the 65th percentile or higher generally had a high probability of reaching ISAT Level 4 attainment.
- Students with ISIP scores at the 70th percentile or higher generally had a medium probability of reaching ISAT Level 4 attainment, while students with ISIP scores at the 90th percentile or higher generally had a high probability of reaching ISAT Level 4 attainment.

ISAT 2020-21 Predictability Study

The Center for Research and Reform in Education (CRRE) is a research center affiliated with the School of Education at Johns Hopkins University (JHU) specializing in K-12 education program evaluations. In 2019, Istation contracted with CRRE to conduct a study of the effectiveness of their Early Reading (ER) program (<https://www.istation.com/Reading>) in the state of Idaho. The current study was designed to extend that work and examine the impact of instructional changes resulting from the COVID-19 pandemic on Istation's use and effectiveness during the 2020-21 school year.

The Istation Indicators of Progress (ISIP™) ER assessment, developed by Dr. Joseph Torgeson, Dr. Patricia Mathes, and Dr. Jeannine Herron, is a validated computer-based adaptive testing system that provides benchmark and continuous progress monitoring of student performance. Key indicators include:

- Assessment in critical domains of reading in all tested grades
- Assessment of skills most predictive of future reading success
- Assessment of progress in each area relevant to a larger domain
- Provision of a comprehensive snapshot of reading ability

Testing occurs in a game-like and engaging environment. Scoring results are obtained and reported to teachers immediately after test completion. The assessments are nationally normed every three to five years. ISIP ER levels were originally reported on a three-tier normative grouping, based on scores associated with the 20th and 40th percentiles, similar to the Response to Intervention (RTI) model. During the 2018-19 school year, however, the reporting system was changed by Istation to a five-tier grouping model.

The current study was designed to address the following research question:

To what degree are ISIP scores associated with ISAT ELA proficiency levels?

Method

Research Design

This set of analyses analyzed retrospective ELA state test data from the 2020-21 school year in the state of Idaho. Specifically, ELA scores and achievement levels from the Idaho Standards Achievement Test (ISAT) and the ISIP assessments were examined in this study. Correlational analyses were conducted that examined the interrelationships between ISIP scores and ISAT ELA test scores and proficiency levels. ISIP and ISAT scores were examined for Grades 3 through 5 students.

Participants

Participants in this evaluation included Idaho elementary school students who were in Grades 3-5 during the 2020-21 school year. Students having non-missing ISAT ELA scores, as well as at least one non-missing ISIP score, were included in these calculations. Table 1 shows sample characteristics for these predictability analyses.

Table 1
Student characteristics for analytic sample

Group	Percent
% White	74.67
% Hispanic	18.28
% Other Race	7.05
% Female	49.03
% Economically disadvantaged	36.06
% Students with Disabilities/SPED	13.18
% ELs	11.17
<i>N</i>	40,198

Consistent with student demographics throughout the state of Idaho, White was the largest student ethnic group, with nearly 75% of students being identified as White. This is followed by Hispanic, with slightly more than 18% of students. “Other Race” is defined as ethnicities other than White or Hispanic/Latino. Slightly more than one-third of students were identified as economically disadvantaged, while 13% of students were identified as special education students, and 11% of students were identified as English learners.

Measures

Data sources for the current study include student ISIP scores and ISAT ELA achievement data. Specifically, scores from the 2020-21 school year for Grades 3-5 were analyzed to examine the probability of students reaching different levels of ISAT achievement, on the basis of fall 2020 and spring 2021 ISIP scores.

ISIP scores. Overall and sub-domain ISIP data were obtained for students in Grades 3-5 in the 2020-21 school year who also had non-missing ISAT ELA scores in this same school year. Sub-domains included Alphabetic Decoding, Comprehension, Letter Knowledge, Listening Comprehension, Phonemic Awareness, Spelling, Text Fluency, and Vocabulary. For the purpose of beginning and end-of-year comparisons, fall, winter, and spring scores were derived from monthly ISIP scores. The September ISIP score was used as the fall score; if this was missing, then the first non-missing score from October, August, and November was used as the fall score. The January score was used as the winter score; if this was missing, then the first non-missing score from February and December was used. The spring score was defined as the May ISIP

score; if this was missing, then the first non-missing score from June and April was used as the spring score.

ISIP scores are nationally normed across grades, meaning that scores across grade levels can be interpreted as indicative of the same ability level (Mathes, Torgesen, & Herron, 2016). ISIP ER and ISIP AR scores were recently re-normed so that scores from both assessments are vertically scaled together. The assessments are scored on a combined scale from 100-900, and ISIP ER and ISIP AR scores are now able to be directly compared to each other, based on this new scoring scale.

ISAT. The Idaho Standards Achievement Test (ISAT) is a year-end summative assessment that is administered to all students in Grades 3–8. Overall student scores range from 2000 to 3000, and the ELA subtests include reading, writing, listening, and research. Table 2 shows ISAT ELA Overall score ranges for each achievement level for Grades 3–5. We will be focusing mainly on the Overall ELA assessments, as well as the reading and writing subscales. ISAT scores are vertically scaled and thus, generally increase across grades. The ISAT was administered in the spring of 2019 and 2021, but was skipped in 2020, due to the COVID-19 pandemic.

Table 2
ISAT ELA Overall Score Ranges, by grade

	Level 1	Level 2	Level 3	Level 4
Grade 3	<2367	2367-2431	2432-2489	>2489
Grade 4	<2416	2416-2472	2473-2532	>2532
Grade 5	<2442	2442-2501	2502-2581	>2581

Analytical Approach

Multinomial logistic regression was used to examine the associations between ISIP scores and spring 2021 ISAT ELA proficiency levels. Students who had ISIP scores between the 1st and 99th percentiles, as well as non-missing spring 2021 ISAT ELA scores, were included in these analyses. As with previous analyses, we also included demographic variables into these analyses, allowing us to control for potential confounding variables and obtain a more accurate picture of the association between ISIP scores and ISAT ELA proficiency levels. The use of multinomial logistic regression allowed for the estimate of the probabilities that students obtain a certain level of ISAT proficiency or higher, given their ISIP score. For example, estimate probabilities for Level 3 proficiency attainment would represent the probability that a student with a given score would attain a proficiency level of three or higher. This means that predicted probabilities for higher proficiency levels will become lower, given the same ISIP score. Descriptive analyses and correlations were computed using STATA, and multinomial regression analyses were performed using the “nnet” package in R.

Results

Descriptive statistics

We first provide descriptive statistics regarding the ISIP and ISAT ELA assessments. Tables 3 and 4 show average ISIP scores, along with ISAT ELA scores, for the analytic sample, along with the breakdown of students by proficiency level for each assessment. Slightly less than half of students (approximately 47%) in Grades 3 and 4 achieved at ISAT Level 3 or 4, while about 54% of Grade 5 students achieved at these levels. ISIP scores tended to average a 30–40-point gain from fall to spring, with the largest gains in Grade 3 and the smallest gains in Grade 5, at approximately 31 points.

Table 3
Average 2020-21 ISIP scores, by grade

Grade	Fall 2020	<i>N</i>	Spring 2021	<i>N</i>
3 rd	447.09	19,124	488.69	18,265
4 th	488.52	9,446	524.07	8,611
5 th	524.86	9,207	555.79	7,895

Note: Only students with non-missing spring 2021 ISAT ELA scores are included in this analysis.

Table 4
ISAT score frequencies and percentages, by grade

Grade	ISAT Mean	ISAT Level				<i>N</i>
		1	2	3	4	
3 rd	2421.96	5,547 (27.25%)	5,051 (24.81%)	4,912 (24.13%)	4,849 (23.82%)	20,359
4 th	2464.46	3,032 (30.15%)	2,209 (21.97%)	2,388 (23.75%)	2,426 (24.13%)	10,055
5 th	2508.19	2,419 (24.72%)	2,081 (21.27%)	2,963 (30.28%)	2,321 (23.72%)	9,784

Relationships between fall ISIP scores and ISAT achievement levels

In this section, we examine the results of multinomial logistic regression analyses of the predictive utility of ISIP scores on ISAT achievement levels. In these analyses, we used ISIP scores from the fall of the 2020-21 school year to predict ISAT achievement levels in the spring of 2021. These analyses are carried out separately for each of Grades 3, 4, and 5 students.

The Pearson product-moment correlation between ISIP scores and ISAT scores ranged from +.70 for Grade 3 students to +.73 for Grade 5 students. Across all three grades, the correlation between ISIP and ISAT scores was +.75. Correlations of these magnitudes indicate that ISIP scores have high levels of predictive validity in relation to ISAT ELA scores. This means that students with higher ISIP scores tended to have higher ISAT ELA scores.

Projected proficiency of Levels 3 and 4, fall ISIP scores. We now examine the results of multinomial logistic regression analyses concerning the predictive utility of ISIP scores on ISAT ELA proficiency levels. We display probabilities for every 5th percentile of ISIP scores in this sample, as well as the 99th percentile score. There are four ISAT proficiency levels, but we are focusing on the probabilities of attaining proficiency levels of 3 and 4 in these analyses. Note that Level 1 attainment is guaranteed as a minimum. It is important to consider that these probabilities of attaining a given level are actually the sum of the probabilities of achievement at that level or a higher level. Thus, the probability of attaining Level 3, for example, is $p(\text{level } 3) + p(\text{level } 4)$. Tables 5-7 show the predicted probabilities of ISAT Levels 3 (Meets Expectations) and 4 (Exceeds Expectations) for ISIP scores from fall 2020 for Grades 3, 4, and 5 students, respectively. We also include probability bands of low, medium, or high for each estimate. The utility of these probability bands will be discussed below.

Table 5

Predictability table for Levels 3 and 4 ISAT ELA proficiency, fall 2020 ISIP Scores (Grade 3)

ISIP Score	Percentile Rank	Probability	Meets Expectations	Probability	Exceeds Expectations
350	5	.025	Low	.002	Low
377	10	.069	Low	.008	Low
394	15	.124	Low	.020	Low
406	20	.181	Low	.034	Low
417	25	.247	Low	.055	Low
425	30	.303	Low	.076	Low
433	35	.364	Medium	.103	Low
440	40	.420	Medium	.130	Low
447	45	.478	Medium	.162	Low
454	50	.535	Medium	.198	Low
460	55	.584	Medium	.231	Low
467	60	.638	Medium	.273	Low
473	65	.681	High	.311	Low
481	70	.734	High	.363	Medium
488	75	.776	High	.410	Medium
497	80	.822	High	.469	Medium
507	85	.865	High	.533	Medium

521	90	.910	High	.616	Medium
544	95	.956	High	.731	High
594	99	.992	High	.887	High

Table 6

Predictability table for Levels 3 and 4 ISAT ELA proficiency, fall 2020 ISIP Scores (Grade 4)

ISIP Score	Percentile Rank	Probability	Meets Expectations	Probability	Exceeds Expectations
397	5	.028	Low	.002	Low
423	10	.075	Low	.008	Low
439	15	.130	Low	.019	Low
451	20	.188	Low	.033	Low
461	25	.249	Low	.051	Low
470	30	.312	Low	.074	Low
478	35	.374	Medium	.100	Low
486	40	.439	Medium	.131	Low
493	45	.497	Medium	.163	Low
500	50	.555	Medium	.199	Low
507	55	.612	Medium	.239	Low
514	60	.665	Medium	.282	Low
521	65	.714	High	.327	Low
529	70	.765	High	.380	Medium
538	75	.815	High	.440	Medium
547	80	.856	High	.500	Medium
558	85	.896	High	.569	Medium
573	90	.935	High	.654	Medium
595	95	.969	High	.758	High
637	99	.993	High	.885	High

Table 7

Predictability table for Levels 3 and 4 ISAT ELA proficiency, fall 2020 ISIP Scores (Grade 5)

ISIP Score	Percentile Rank	Probability	Meets Expectations	Probability	Exceeds Expectations
424	5	.034	Low	.002	Low
452	10	.093	Low	.008	Low
469	15	.162	Low	.018	Low
482	20	.236	Low	.033	Low
493	25	.313	Low	.052	Low
503	30	.391	Medium	.077	Low
511	35	.458	Medium	.103	Low

520	40	.534	Medium	.137	Low
527	45	.592	Medium	.168	Low
535	50	.655	Medium	.208	Low
542	55	.705	High	.246	Low
550	60	.758	High	.293	Low
558	65	.804	High	.341	Low
566	70	.843	High	.391	Medium
576	75	.883	High	.454	Medium
586	80	.914	High	.515	Medium
598	85	.942	High	.585	Medium
614	90	.966	High	.670	High
638	95	.986	High	.773	High
685	99	.998	High	.901	High

The results in Tables 5-7 show how likely a student is to attain “meets expectations” or “exceeds expectations” proficiency levels on the spring 2021 ISAT ELA assessment. For example, a Grade 4 student (Table 6) with a fall ISIP score of 470 had a 31.2% chance of attaining ISAT ELA Level 3 or higher, and a 7.4% chance of attaining ISAT Level 4. In terms of important cut points, such as scores where students have a probability of 50% or higher of attaining a proficiency level, Grade 3 students with a fall 2020 ISIP score of 454 had a 53.5% chance of attaining ISAT Level 3 proficiency, while students who obtained a score of 507 had a 53.3% chance of attaining ISAT Level 4 proficiency. Similarly, these cut points for Grade 4 students were 500 (55.5% chance of Level 3 ISAT attainment) and 547 (50.0% chance of Level 4 ISAT attainment). For Grade 5 students, these cut points were 520 (53.4% chance of Level 3 ISAT attainment) and 586 (51.5% chance of Level 4 ISAT attainment).

Probability bands. In supplementary analyses, we used cut-point probabilities of .33 and .67 to create probability bands of “low,” “medium,” and “high” for all ISIP scores considered in the prior analyses. Probabilities of less than .33 were considered “low,” probabilities between .33 and .67 were considered “medium,” and probabilities greater than .67 were considered “high.” These cut points allow for more easily digestible summarization of the probabilities from the prior analyses. For example, regarding Level 3 performance, Grade 3 students with fall ISIP scores of less than 433 would have a low probability of attaining at least Level 3 ISAT performance, while Grade 3 students with fall ISIP scores of less than 481 would have a low probability of attaining Level 4 ISAT performance. Similarly, Grade 3 students with fall ISIP scores between 433 and 467 would have a medium probability of attaining Level 4 ISAT performance, while Grade 3 students with fall ISIP scores between 481 and 521 would have a medium probability of attaining Level 4 ISAT performance. Table 8 shows the fall ISIP score ranges for probability bands of ISAT attainment of Levels 3 and 4, by grade level.

Table 8

Probability bands of fall ISIP scores predicting ISAT achievement levels

	Grade 3	Grade 4	Grade 5
Level 3			
Low	<433	<478	<503
Medium	433-467	478-514	503-535
High	>467	>514	>535
Level 4			
Low	<481	<529	<566
Medium	481-521	529-573	566-598
High	>521	>573	>598

Relationships between spring ISIP scores and ISAT achievement levels

Projected proficiency of Levels 3 and 4, spring ISIP scores. Tables 9-11 show the same estimates for ISAT ELA proficiency levels, as predicted by spring ISIP scores. Correlations between ISIP scores and ISAT scores ranged from +.72 to +.76, again demonstrating that ISIP scores have high levels of predictive validity in relation to ISAT ELA scores. Corresponding tables examining projected proficiency levels for winter ISIP scores can be found in Appendix A.

Table 9

Predictability table for Levels 3 and 4 ISAT ELA proficiency, spring 2021 ISIP Scores Grade 3

ISIP Score	Percentile Rank	Probability	Meets Expectations	Probability	Exceeds Expectations
371	5	.010	Low	<.001	Low
402	10	.034	Low	.003	Low
422	15	.072	Low	.008	Low
436	20	.117	Low	.016	Low
448	25	.172	Low	.029	Low
458	30	.229	Low	.045	Low
467	35	.290	Low	.066	Low
475	40	.350	Medium	.089	Low
483	45	.414	Medium	.119	Low
491	50	.481	Medium	.154	Low
499	55	.547	Medium	.194	Low
506	60	.604	Medium	.233	Low
514	65	.665	Medium	.282	Low
523	70	.728	High	.340	Medium
532	75	.782	High	.400	Medium
542	80	.834	High	.467	Medium
555	85	.886	High	.550	Medium

571	90	.931	High	.644	Medium
596	95	.970	High	.762	High
653	99	.996	High	.914	High

Table 10

Predictability table for Levels 3 and 4 ISAT ELA proficiency, spring 2021 ISIP Scores Grade 4

ISIP Score	Percentile Rank	Probability	Meets Expectations	Probability	Exceeds Expectations
419	5	.013	Low	<.001	Low
448	10	.041	Low	.002	Low
465	15	.079	Low	.007	Low
479	20	.128	Low	.015	Low
490	25	.183	Low	.026	Low
500	30	.245	Low	.042	Low
509	35	.310	Low	.064	Low
517	40	.375	Medium	.089	Low
525	45	.444	Medium	.122	Low
533	50	.514	Medium	.161	Low
541	55	.584	Medium	.207	Low
549	60	.650	Medium	.260	Low
557	65	.711	High	.317	Low
565	70	.766	High	.377	Medium
575	75	.824	High	.454	Medium
586	80	.875	High	.537	Medium
598	85	.916	High	.622	Medium
614	90	.953	High	.719	High
638	95	.981	High	.828	High
685	99	.997	High	.940	High

Table 11

Predictability table for Levels 3 and 4 ISAT ELA proficiency, spring 2021 ISIP Scores Grade 5

ISIP Score	Percentile Rank	Probability	Meets Expectations	Probability	Exceeds Expectations
440	5	.014	Low	<.001	Low
470	10	.048	Low	.003	Low
488	15	.095	Low	.008	Low
502	20	.152	Low	.016	Low
514	25	.220	Low	.028	Low
524	30	.289	Low	.043	Low
533	35	.359	Medium	.063	Low

542	40	.435	Medium	.088	Low
550	45	.503	Medium	.115	Low
559	50	.579	Medium	.152	Low
567	55	.644	Medium	.189	Low
575	60	.703	High	.230	Low
584	65	.762	High	.281	Low
593	70	.813	High	.334	Medium
603	75	.859	High	.395	Medium
614	80	.899	High	.462	Medium
627	85	.933	High	.540	Medium
643	90	.961	High	.628	Medium
669	95	.985	High	.748	High
719	99	.998	High	.893	High

As in the previous set of analyses, the probability shown in a given row is the probability that a student with a corresponding spring ISIP score would attain a given ISAT ELA achievement level. For example, a Grade 3 student (Table 9) with a spring 2021 ISIP score of 483 would have a 41.4% chance of attaining ISAT ELA Level 3 or higher, and a 11.9% chance of attaining ISAT ELA Level 4.

Probability bands. The same cut points for “low,” “medium,” and “high” probabilities were used in these analyses. For example, regarding Level 3 attainment, Grade 3 students with spring 2021 ISIP scores less than 475 had a low probability of reaching Level 3 ISAT ELA attainment, while Grade 3 students with spring 2021 ISIP scores less than 523 had a low probability of reaching Level 4 ISAT ELA attainment. Similarly, Grade 3 students with spring ISIP scores between 475 and 514 had a medium probability of reaching Level 3 ISAT ELA attainment, while Grade 3 students with spring ISIP scores between 523 and 571 had a medium probability of reaching Level 4 ISAT attainment. Table 12 shows the spring ISIP score ranges for probability bands of ISAT attainment Levels 3 and 4, by grade level.

Table 12
Probability bands of ISIP AR scores predicting ISAT ELA achievement levels

	Grade 3	Grade 4	Grade 5
Level 3			
Low	<475	<517	<533
Medium	475-514	517-549	533-567
High	>514	>549	>567
Level 4			
Low	<523	<565	<593
Medium	523-571	565-598	593-643
High	>571	>598	>643

Discussion

In this study, we performed a set of multinomial logistic regression analyses to estimate the probability of students attaining different levels of ISAT ELA proficiency, based on ISIP scores. Specifically, we used fall 2020 and spring 2021 ISIP scores to predict proficiency levels on the spring 2021 ISAT ELA assessment. In prior analyses, we observed correlations between 2020-21 ISIP and ISAT scores ranging between $+0.70$ to $+0.76$, indicative of strong, statistically significant positive associations between ISIP and ISAT ELA scores. The current analyses build on these analyses by making predictions from ISIP scores of student proficiency attainment on state standardized tests.

Among the most important findings in these analyses, we found that students with ISIP scores between the 40th and 50th percentiles generally had probabilities of about 50% of attaining ISAT ELA proficiency of Level 3 or greater, while students with ISIP scores between the 75th and 85th percentiles had about a 50% probability of attaining ISAT ELA proficiency of Level 4.

In addition, we classified different ranges of scores as having a low, medium, or high probability of being associated with a given ISAT ELA proficiency level. Low probability was defined as a less than 33% chance of attaining a proficiency level, medium probability was defined as between 33% and 67%, and high probability was defined as greater than 67%. In terms of attaining Level 3 ISAT ELA proficiency, students with 35th percentile ISIP scores generally had a low probability of attaining, students with 35th-65th percentile ISIP scores had a medium probability of attaining, and students with 65th percentile or higher ISIP scores had a high probability of attainment. In terms of attaining Level 4, students with 70th percentile or lower ISIP scores had a low probability of attainment, students with 70th-90th percentile ISIP scores had a medium probability of attainment, and students with greater than 90th percentile ISIP scores had a high probability of attainment. These patterns of associations were generally consistent across all of Grades 3-5 students, and across both fall and spring ISIP administrations.

The results of these analyses may provide useful achievement benchmarks for students, teachers, and administrators. Knowledge of students' ISIP scores, along with the predicted probabilities of standardized test proficiency levels, may be used to help teachers and other instructional staff set achievement goals throughout the year.

Limitations

The present analyses were restricted to ISIP and ISAT scores and proficiency levels for elementary school students in Grades 3-5 in Idaho. Thus, generalization to

other populations of students is limited. While ISIP scores have been shown to be strongly correlated to other state-standardized (i.e., SC-READY) and progress monitoring (i.e., NWEA MAP) assessments, relationships between ISIP scores and other standardized ELA assessments cannot be further established. In addition, the analyses here were correlational in nature, so causal inferences cannot be made regarding ISIP scores and ISAT proficiency levels.

Conclusions

The main findings from this study are as follows:

- Fall and spring 2020-21 ISIP scores were moderately strongly to strongly associated with spring 2021 ISAT ELA scores, with observed correlations ranging between +.70 and +.76.
- Students with ISIP scores in the 50th percentile or higher had at least a 50% chance of attaining at least Level 3 ISAT ELA proficiency. Students with ISIP scores in the 80th percentile or higher had at least a 50% chance of attaining Level 4 ISAT proficiency.
- Students with ISIP scores at the 35th percentile or higher generally had a medium probability of reaching ISAT Level 3 attainment, while students with ISIP scores at the 65th percentile or higher generally had a high probability of reaching ISAT Level 4 attainment.
- Students with ISIP scores at the 70th percentile or higher generally had a medium probability of reaching ISAT Level 4 attainment, while students with ISIP scores at the 90th percentile or higher generally had a high probability of reaching ISAT Level 4 attainment.

Appendix A: Winter ISIP Scores and ISAT achievement levels

Table A1

Predictability table for Levels 3 and 4 ISAT ELA proficiency, winter 2021 ISIP Scores Grade 3

ISIP Score	Percentile Rank	Probability	Meets Expectations	Probability	Exceeds Expectations
365	5	.017	Low	.001	Low
395	10	.054	Low	.005	Low
413	15	.100	Low	.012	Low
427	20	.156	Low	.024	Low
438	25	.213	Low	.039	Low
447	30	.269	Low	.057	Low
456	35	.332	Medium	.081	Low
464	40	.392	Medium	.107	Low
472	45	.456	Medium	.139	Low
479	50	.512	Medium	.171	Low
486	55	.567	Medium	.207	Low
493	60	.620	Medium	.246	Low
501	65	.678	High	.295	Low
509	70	.730	High	.346	Medium
517	75	.777	High	.398	Medium
527	80	.828	High	.464	Medium
539	85	.876	High	.540	Medium
554	90	.920	High	.628	Medium
578	95	.963	High	.745	High
633	99	.995	High	.904	High

Table A2

Predictability table for Levels 3 and 4 ISAT ELA proficiency, winter 2021 ISIP Scores Grade 4

ISIP Score	Percentile Rank	Probability	Meets Expectations	Probability	Exceeds Expectations
411	5	.019	Low	.001	Low
439	10	.056	Low	.004	Low
456	15	.104	Low	.009	Low
468	20	.153	Low	.018	Low
479	25	.214	Low	.032	Low
489	30	.280	Low	.051	Low
497	35	.341	Medium	.073	Low

505	40	.407	Medium	.100	Low
513	45	.476	Medium	.135	Low
520	50	.536	Medium	.172	Low
528	55	.604	Medium	.220	Low
536	60	.669	High	.274	Low
543	65	.721	High	.325	Low
552	70	.780	High	.394	Medium
561	75	.831	High	.464	Medium
571	80	.876	High	.541	Medium
583	85	.917	High	.626	Medium
599	90	.954	High	.725	High
622	95	.981	High	.830	High
667	99	.997	High	.939	High

Table A3

Predictability table for Levels 3 and 4 ISAT ELA proficiency, winter 2021 ISIP Scores Grade 5

ISIP Score	Percentile Rank	Probability	Meets Expectations	Probability	Exceeds Expectations
434	5	.022	Low	.001	Low
463	10	.066	Low	.004	Low
481	15	.124	Low	.011	Low
495	20	.191	Low	.022	Low
506	25	.260	Low	.037	Low
516	30	.333	Low	.056	Low
525	35	.405	Medium	.079	Low
534	40	.480	Medium	.108	Low
542	45	.547	Medium	.139	Low
550	50	.612	Medium	.175	Low
558	55	.673	High	.215	Low
566	60	.729	High	.258	Low
574	65	.778	High	.305	Low
583	70	.826	High	.360	Medium
592	75	.865	High	.415	Medium
603	80	.903	High	.483	Medium
616	85	.936	High	.561	Medium
632	90	.963	High	.648	Medium
657	95	.985	High	.761	High
706	99	.998	High	.898	High