

EFFECTIVENESS CASE STUDY

SPIRE 4th Edition in Grades 3–5 Reading Growth from MOY to EOY

SPIRE's Impact on Elementary Student Reading
Achievement in New York City

2024–2025



About SPIRE

SPIRE 4th Edition is a comprehensive, research-based reading intervention program for struggling readers in pre-K through grade 8, grounded in the Orton–Gillingham approach. It provides explicit, systematic, multisensory instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension through a teacher-led 10-step lesson plan. SPIRE has been used across the United States for over 30 years, and its 4th edition includes additional digital resources, providing increased support for teachers, and content for student practice.

Study Summary

During the 2024–25 school year, SPIRE was implemented in a New York City district serving with 287 students receiving Tier 3 reading intervention in grades 3–5 across seven elementary schools.

SPIRE implementation launched in November 2024. Analyses used i-Ready as the primary outcome measure. EPS Learning provided tailored teacher training to participating schools, including embedded principles of science of reading throughout. Coaching check-ins during early implementation supported fidelity, and administrators received targeted training on observation and coaching tools.

Study Details

Sample:

- 287 MTSS Tier 3 students
- Grades 3–5
- Across seven elementary schools in a New York City school district

Student Demographics:

Black %.....70%
Hispanic %.....19%
White %.....7%
Economically
Disadvantaged %.....90%

Design:

- Comparing participating student growth to national norms
- Evaluating significance of overall growth

Assessment:

i-Ready: Winter 2025, Spring 2025

Analysis:

Paired t-test comparing average i-Ready scale scores at MOY (Winter) vs EOY (Spring) among SPIRE treatment students only. Effects reported as standardized mean differences (Cohen's *d*).

KEY FINDINGS

56%
more growth ↗
over the national sample

Grades 3–5, New York City

SPIRE students gained 14.6 i-Ready points from MOY to EOY, exceeding the national 15th percentile growth norm of 9.3 points for grades 3–5, approximately 7 additional weeks of growth after only 6 weeks of implementation.

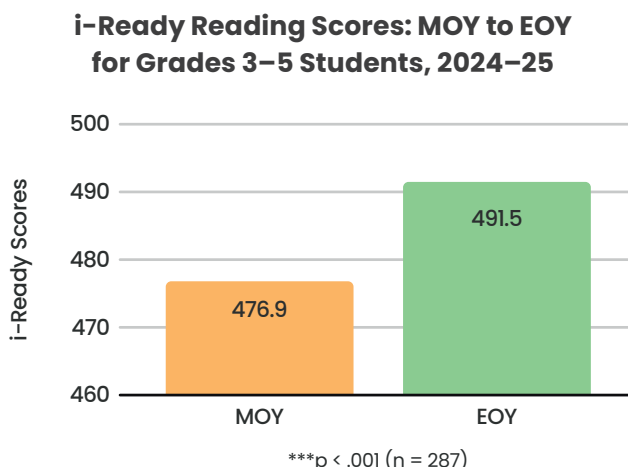
KEY FINDINGS

SPIRE Elementary School Reading Outcomes

Grades 3–5 Saw Significant Reading Growth During SPIRE Implementation Window

During the 6-week SPIRE implementation window, elementary students in grades 3–5 showed statistically significant change in i-Ready scale score points from 476.9 to 491.5 ($p < .001$, Cohen's $d = 0.45$). On average, the group progressed from the beginning to the end of the second-grade skill range (474–495).

Figure 1. Grades 3–5 students demonstrated significant growth in i-Ready Reading scores from MOY to EOY during the SPIRE implementation period.



Growth in Grades 3–5 Outpaces National Norm at 15th Percentile

Elementary school students in SPIRE schools grew 14.6 i-Ready scale score points from MOY to EOY, outpacing the national norm growth of 9.3 points over the same period.

i-Ready Reading MOY–EOY Scores Compared to 15th PR National Norm (Grades 3–5)

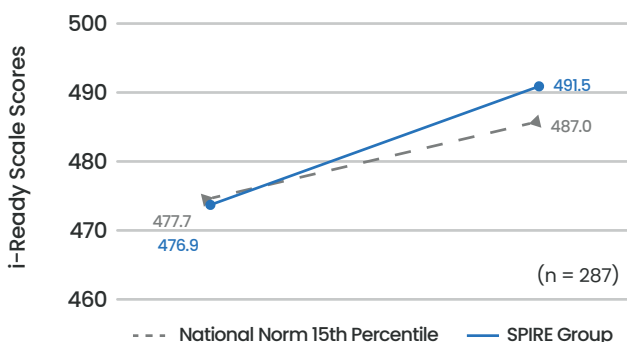


Figure 2. SPIRE student reading scores at MOY and EOY compared to national norm scores for grades 3–5.

i-Ready Reading MOY–EOY Growth Compared to 15th PR National Norm (Grades 3–5)

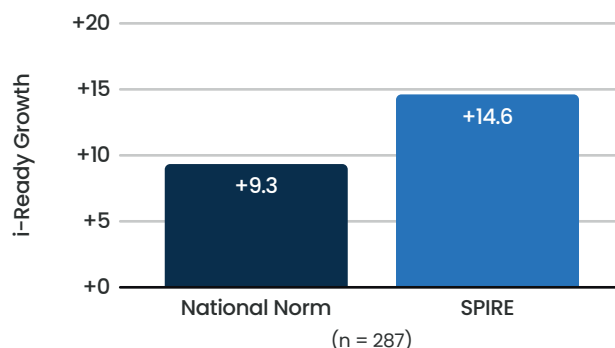


Figure 3. SPIRE students demonstrated greater reading growth than the national median growth norm.



Overall, findings suggest that SPIRE was associated with significant, meaningful improvements in reading achievement among grades 3–5 students during the implementation period.

Research Conducted by: **LXD Research**

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