

EFFECTIVENESS CASE STUDY

SPIRE 4th Edition in Grades 6–8 Reading Growth from MOY to EOY

SPIRE's Impact on Middle School 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 served with 309 students in grades 6–8 across five middle schools.

SPIRE implementation launched in the participating district in November 2024. Analyses of middle school participants used i-Ready as the primary outcome measure. EPS Learning provided tailored teacher training to participating schools, including print and digital instruction and 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.

KEY FINDINGS

50%
more growth 
over the national sample

Grades 6–8, New York City

SPIRE students gained 5.9 i-Ready scale score points on average from MOY to EOY, exceeding the national 15th percentile growth norm of 4.2 points, approximately 5 additional weeks of growth after only 6 weeks of implementation.

Study Details

Sample:

- 309 MTSS Tier 3 students
- Grades 6–8
- Across five middle schools in a New York City school district

Student Demographics:

Black %.....79%
Hispanic %.....23%
White %.....3%
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).

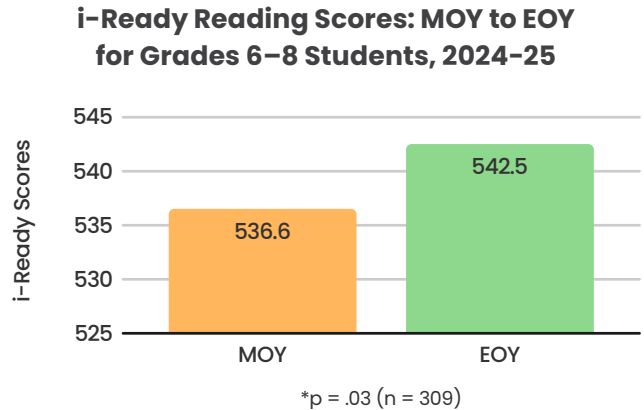
KEY FINDINGS

SPIRE Elementary School Reading Outcomes

Grades 6–8 Saw Significant Reading Growth During SPIRE Implementation Window

During the 6-week SPIRE implementation window, middle school students in SPIRE schools showed statistically significant reading growth ($p = .03$, Cohen's $d = 0.12$). On average, the group moved from the third grade skill range to fourth-grade skill range.

Figure 1. i-Ready Reading Score Growth: MOY to EOY for Middle School Students (Grades 6–8), 2024–25



Growth in Grades 6–8 Outpaces National Norm at 15th Percentile

Middle school students in SPIRE schools grew 5.9 i-Ready scale score points from MOY to EOY, outpacing the national norm growth of 4.2 points over the same period. Using a four month reference, this difference is similar to 5 additional weeks of growth.

i-Ready Reading MOY–EOY Scores Compared to 15th PR National Norm (Grades 6–8)

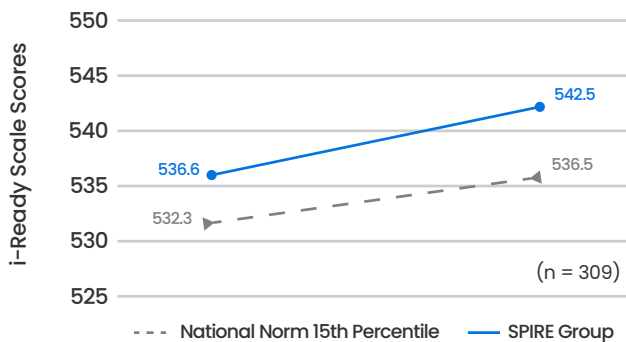


Figure 2. SPIRE student reading scores at MOY and EOY compared to national norm scores for grades 6–8.

i-Ready Reading MOY–EOY Growth Compared to 15th PR National Norm (Grades 6–8)

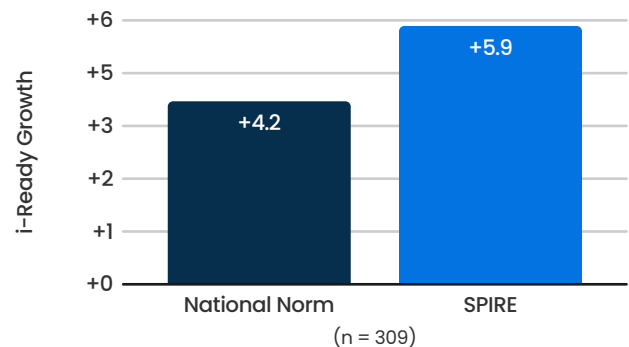


Figure 3. SPIRE students demonstrated greater reading growth than the national median growth norm.



Overall, findings suggest that SPIRE use was associated with significant reading growth among grades 6–8 students during the implementation period.

Research Conducted by: **LXD Research**

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