

Credit Hour Determination (Mergener Formula)

Child & School Psychology CE · NASP Approved Provider #1152

Course	Using Student Achievement Data to Support Instructional Decision Making: A Practical Guide for Psychologists
Instructor	Jaime Flowers, Ph.D., NCSP, LEP, BCBA
Format	Online independent study with assigned reading, embedded activities, applied cases with AI feedback, and a final assessment
Audience / level	Practicing school psychologists; difficulty index 4 (difficult)
CPD credits awarded	9.0
Revision	Revised October 24, 2026. Supersedes the earlier determination, which listed 18,000 words and about 80 embedded items. This revision uses verified counts from the live course. The credit award was raised from 6.0 to 9.0 on October 24, 2026, based on these counts.

Method

Estimated completion time was calculated with the Mergener formula for self-study continuing education:

$$\text{Minutes} = 0.9 \times [-22.3 + (0.00209 \times \text{words}) + (2.78 \times \text{questions}) + (15.5 \times \text{difficulty})]$$

Inputs (measured from the published course)

Component	Instructional words	Learner-response items
Lesson 1: The Instructional Improvement Cycle	1,989	16
Lesson 2: Collecting and Preparing Student Achievement Data	4,143	18
Lesson 3: Interpreting Data to Guide Instructional Decisions	2,750	17
Lesson 4: Helping Students Use Their Own Data and Set Learning Goals	3,003	18
Lesson 5: Building a Schoolwide Vision and Culture for Data Use	2,562	18
Lesson 6: Using Data Systems Effectively	2,568	18
Lesson 7: From Student Data to Action: Applied Decision-Making Cases	2,029	18
Lesson 8: Implementing Data-Based Decision Making in Psychological Practice	2,419	18
Assigned reading: IES/WWC <i>Using Student Achievement Data to Support Instructional Decision Making</i> (2009), printed pages 1–49 and Appendix D pages 55–65, each page counted once	29,672	—

Component	Instructional words	Learner-response items
Final assessment (40 multiple-choice items)	not counted as reading	40
Total	51,135	181

Difficulty index: 4. The course requires integrating multiple achievement-data sources, evaluating measurement limitations, forming testable instructional hypotheses, and interpreting intervention response in consultation and MTSS.

Calculation

Term	Value
Constant	–22.30
$0.00209 \times 51,135$ words	106.87
2.78×181 questions	503.18
$15.5 \times$ difficulty 4	62.00
Sum	649.75
$\times 0.9 =$ estimated minutes	584.8 minutes
Estimated hours	9.75 hours

Result

The Mergener estimate is **9.75 hours**. The course awards **9.0 CPD credits**, which does not exceed the estimated learner time.

Counting notes

- Instructional words were counted from the published lesson content: lesson introductions, objectives, reading guidance, instructional sections, case scenarios, activity prompts and options, applied practice examples, and key takeaways.
- Navigation, buttons, progress indicators, section titles repeated in the interface, headers, footers, and menus were excluded.
- Each learner-response item is counted once in the question term and is not also counted as reading.
- Assigned reading: Hamilton, L., et al. (2009), *Using Student Achievement Data to Support Instructional Decision Making* (NCEE 2009-4067), IES What Works Clearinghouse. Lessons assign printed pages 1–49 and Appendix D, pages 55–65 (PDF pages 7–55 and 61–71). These pages were text-extracted and counted. Some pages are assigned in more than one lesson; each page is counted only once. Interactive items were counted as individual judgments: each triage checkbox, each matrix row, each sequencing step, each branching-case decision, and each lesson’s AI-feedback case.

