

Determination of Credit Hours

Mergener Formula Documentation

Course	Using Student Achievement Data to Support Instructional Decision Making: A Practical Guide for Psychologists
Provider	Child & School Psychology CE
Instructor	Jaime Flowers, Ph.D., NCSP, LEP, BCBA
Delivery Format	Online independent study / home study with active learning
Credit Awarded	6.0 continuing education hours

Purpose

This record documents the method used to establish the amount of continuing education credit awarded for this text-based independent-study course. Credit is based on estimated learner completion time using the Mergener formula rather than on the number of lessons alone.

Course Components Reviewed

- Eight instructional lessons covering the instructional improvement cycle; collection and preparation of student achievement data; interpretation of data to guide instructional decisions; student use of data and goal setting; schoolwide vision and culture for data use; data systems; applied decision-making cases; and implementation in psychological practice.
- Required professional reading from the Institute of Education Sciences practice guide Using Student Achievement Data to Support Instructional Decision Making, including assigned sections from the main guide and Appendix D.
- Embedded interactive learning activities across all eight lessons, including data-source matching, evidence-calibration exercises, sequencing tasks, branching consultation cases, and applied decision-making activities.
- Eight applied written-response activities requiring participants to analyze achievement data, evaluate competing explanations, interpret intervention response, and explain data-based instructional decisions.
- A 40-item final assessment.

Mergener Formula

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

For this determination, the course is classified at difficulty level 4 (Difficult) because it is designed for practicing psychologists and requires professional-level interpretation of multiple achievement-data sources, evaluation of measurement limitations, development of testable instructional hypotheses, interpretation of progress-monitoring data, and application of data-based decision making to consultation, intervention, MTSS, and systems-level practice.

Calculation Record

Input	Value Used	Documentation Note
Instructional words	18,000	Conservative working count for substantive course instructional text and required reading used in the home-study program; repeated navigation, links, headers, footers, and interface text are excluded.
Assessment / learner-response items	120	Approximately 80 embedded learner-response items across the eight lessons plus the 40-item final assessment.
Difficulty	4	Difficult; professional-level data interpretation, measurement analysis, hypothesis development, intervention evaluation, and applied decision-making.

Calculation: $0.9 \times [-22.3 + (0.00209 \times 18,000) + (2.78 \times 120) + (15.5 \times 4)]$
= 369.828 minutes = 6.16 hours

CREDIT AWARDED: 6.0 CE HOURS

The awarded credit is rounded down from the working Mergener estimate of approximately 6.16 hours.

Counting Rules Used

- Required reading is counted only once when the same pages or sections are assigned or revisited in more than one lesson.
- Substantive lesson explanations, examples, data tables, scenarios, activity prompts, answer choices, and applied-analysis directions are included as instructional content where appropriate.
- Embedded learner responses and final-assessment items are accounted for in the question component of the formula rather than being used to inflate reading time.
- Navigation, repeated headers and footers, website menus, course-completion notices, and other noninstructional interface text are excluded.
- **The six-hour award is conservative and does not round the calculated working estimate upward.**

Prepared for: Child & School Psychology CE

Course Instructor: Jaime Flowers, Ph.D., NCSP, LEP, BCBA