ABSTRACT

Dissertation: Effective Schools Research: A Meta-Analysis of Progress Monitoring and the Impact on Student Achievement

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Degree: Doctor of Education

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Date: May 2015

This limited meta-analysis on the Effective Schools Research topic of progress monitoring included 11 studies with 13 effect sizes. Twelve of the effect sizes focused on students at the elementary level and one focused on middle school, of the 11 studies, 6 used a randomized controlled study as their methodology. The studies included in this meta-analysis represented an assortment of dissertations, journal articles, and studies published for research organizations. All of the studies gave an effect size and sample size, were published after 2001, and had to include progress monitoring and a culminating assessment in order to be included in the study.

Utilizing the technique of subgroup analysis, two moderator variables were considered in this study. The dichotomous variable of reading and mathematics showed a substantial difference in relationship to the impact of progress monitoring on student achievement. The subject area of mathematics g=.543 had a much larger effect-size than the subject area of reading g=.142. Unfortunately, when investigating the subgroup of poverty no relationship could be determined from these studies between the amount of poverty and the impact progress monitoring has on student achievement. Additionally, when meta-regression was utilized to examine the continuous variable of free and reduced-price lunch, although there was a negative slope, no correlation between the

effects of poverty and progress monitoring could be determined within the studies in this meta-analysis.

Additional research in the area of progress monitoring is still needed and is outlined within this study. As tools and software continue to be developed in the area of progress monitoring this study gives guidance to consider for educators and the impact that it has on student achievement.