At its heart, *A Measure of Success: The Influence of Curriculum-Based Measurement on Education* is a tribute to Stanley Deno and his contributions to the field of special education. Each chapter begins with praise for Deno’s work to improve services to students with and without disabilities. The contributing authors clearly want to convey not only their thoughts on past and current applications of curriculum-based measurement (CBM) but also their gratitude for the person who laid the groundwork.

Anyone unfamiliar with the basics of CBM would benefit from reading the first section in which the authors detail the foundations of CBM. Subsequent sections are organized to describe how CBM has influenced many areas in education, such as special education (for which the tool was originally developed), English language learners, school psychology, and response to intervention (RTI). Throughout the book, the authors focus on Deno’s stance that special educators are problem solvers who should use the tools of CBM to scientifically design their instruction. Although the authors do not explicitly discuss special education placement, they emphasize that teachers should support all students’ achievement of general education standards.

A few chapters stand out as bold and thought provoking. In Chapter 6, Gary German not only provides a brief history of special education but goes further to describe what special education has become:

> What should have heralded a revolution of innovation resulting in improved instruction and increased achievement instead turned into a quagmire of rules, processes, testing, and regulation focused on controlling entitlement, not improving instruction . . . It perpetuated a model that blames the child for instructional failure, with the unintended consequence of delaying instructional improvements in the general education programs. (p. 81)

By identifying the system’s shortcomings, he has made a strong case for incorporating CBM into daily teaching practices. In Chapter 13, Klooo, Machesky, and Zigmond describe the successful implementation of CBM in a Pennsylvania elementary school. By chronicling the 3-year process, they detail the need for major changes in the school, the initial reluctance of some of the teachers, and the ultimate success of CBM for student outcomes, as well as teacher buy-in.

The contributing authors do not address students who are deaf and hard of hearing (DHH). However, readers in the field can gain a good understanding of CBM and RTI by reading this book. Many authors share findings that showed that CBM measures, such as Nonsense Word Reading and Oral Reading Fluency, are strong predictors of future reading success. However, some DHH students have limited or no accessibility to such skills. Some of the contributing authors recognize that CBM research needs to design measures of reading comprehension, which may be more applicable to educating students who are DHH. *A Measure of Success: The Influence of Curriculum-Based Measurement on Education* should be read by anyone interested in improving teaching practices and student outcomes.

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