

Delta Vision HCP

Support Status Structure

This document is a tool to assist in the success of Delta Vision HCP learners. Each learner is placed on a specific Support Status Level that outlines meeting and documentation of growth requirements. This is a guide; the consensus group (primary educator, RC, HQC) directs all decisions for each learner's needs. Information that applies to all status levels:

- HQCs and RC meet on a monthly basis to review learner growth, challenges, and successes. The Documentation of Growth section in Paragon will record progress toward specified learner goals.
- HQCs are available for additional support and will review progress per the chart below or as determined by the consensus group.
- Information regarding progress will be proven by Documentation of Growth samples. The required documentation will be agreed upon by the consensus group and listed in the Individual Learning Plan.
- Please see the Delta Vision HCP Assessment Schedule for testing requirements per grade level.
- HQCs may provide written recommendations for Learning Plan consideration at the end of the year or as needed for specific learners. These recommendations may include curriculum, methodology, structure, and support documents.

Review Frequency of Progress Goals

The following table is a guide for reviewing Learner's progress toward stated ILP goals and evidence of documentation of growth.

Status	RC Review	HQC Review	LSS Review	Documentation of Growth to HQC
Advanced	Monthly	Quarterly	NA	Quarterly
Limited	Monthly	Quarterly	NA	Quarterly
Required	Weekly to Monthly	Monthly	NA	Monthly
Learning Support Specialist	Weekly to Monthly	Monthly	Quarterly	Monthly

Assessment Review Table to Issue Support Status Level

Learner performance on the following assessments along with consensus group input will be used to designate learner support status level.

Assessment	Learning Specialist Support	Required Support	Limited Support	Advanced Support
Grades K-2				
Dibels	High Risk	High Risk	Moderate Risk	Low Risk
Basic Math and Reading Evaluation	Evaluation demonstrates skills below age level standards.	Evaluation demonstrates skills inconsistent with age level standards.	Evaluation demonstrates skills consistent with age level standards.	Evaluation demonstrates skills consistent with or advanced for age level standards.
Fine Motor Skills	High Risk	High Risk	Moderate Risk	Low Risk
Grades 3-12				
CSAP	Learner scores unsatisfactory and has typical or low growth percentile.	Learner scores unsatisfactory or partial proficient and has low to typical growth percentile OR scores unsatisfactory and high growth percentile.	Learner scores proficient or advanced and has low growth percentile OR partial proficient and high growth percentile.	Learner scores advanced and has high growth percentile OR scores at least proficient and has typical percentile.
ACT	0-11	12-15	16-17	18 or higher
Vision Standard Testing	Scores demonstrate work below grade level with low growth.	Scores demonstrate work below grade level.	Scores demonstrate average success for grade level.	Scores demonstrate at or above grade level.
Documentation of Growth Samples	Samples demonstrate work below grade level. May be failing to attain goals or may be showing progress toward ILP goals.	Samples demonstrate below grade level work or failure to attain goals.	Samples demonstrate success for grade level.	Samples demonstrate success or advanced for grade level.
Other	Learner may have Individual Educational Plan (IEP), 504, English Language Learners (ELL), etc. Learning Specialist provides written recommendations for ILP consideration.	This status will be automatically given to new learners entering the program, pending first quarter review-UNLESS agreed upon by the HQC and RC. Status will apply to Learners with Supplemental Agreements or Tier 2 Non-Compliance Agreements.	Family is compliant with all program requirements and RC/HQC requests.	Family is compliant with all program requirements and RC/HQC requests.
HQC Recommendations	Learning Specialist should meet to evaluate the learner prior to any recommendations being written.	Specific recommendations for curriculum, structure and methodology may be made by the HQC.	Discussion about curriculum choices and methodology (structure) may be of benefit for the primary mentor and learner.	HQC may make additional suggestions to enhance the challenge level for a successful learner.

Support Status Level Changes

The Learner Support Status Level will be designated by the Consensus Group following review of the available assessments listed above. The RC and HQC will determine if a change to the Learner's Support Status Level is necessary. This determination will be made again using the standards listed above. In order for a learner to transition from one level to another a significant event or radical change in assessment scores should have occurred.

In order to change levels, at least three of the standards from the Assessment Review Table must be documented in the Learner's Documentation Log. The consensus group will review the following questions.

- Does Learner have a Supplemental Agreement or Tier 2 Non-Compliance Agreement?
- Have the Learner's assessment results changed from the previous assessment?
- How has the Learner's academic performance changed?
- Are the Learner and family complying with RC and HQC requests?
- Does the Learner require Learning Specialist Support?
- How often is the RC meeting with the family?
- Is there a new behavioral/social concern to take into consideration?

Once the Consensus Group has determined that a change may be necessary, the following actions will be taken:

- RC will change Learner Support Status Level in Paragon.
- Consensus Group will decide if the Learner goals need to be changed. If changes are necessary, modifications will be made by the RC.
- If LSS is involved, RC will notify the appropriate person.
- HQC will document the change in the Learner Database System and the Learner Documentation Log with the criteria that was used in making the change.

If there is a disagreement among the consensus group on the need for a change in the Learner's Support Level Status, the Due Process GOV106 or other applicable procedure will be followed.