

# FLORIDA DEPARTMENT OF EDUCATION



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April 1, 2011

Dr. Eileen Oliver, Director  
P.K. Yonge Developmental Research School  
1080 S.W. 11th Street  
Gainesville, Florida 32601-7845

Dear Superintendent Oliver:

The Bureau of Exceptional Education and Student Services is in receipt of your district's response to the preliminary findings of its 2010-11 Exceptional Student Education (ESE) Compliance Self-Assessment. This letter and the attached document comprise the final report for P.K. Yonge Developmental Research School District's 2010-11 Level 1 and Fall Cycle Level 2 self-assessment monitoring process.

The self-assessment system is designed to address the major areas of compliance related to the State Performance Plan (SPP)/Annual Performance Report (APR) required under the Individuals with Disabilities Education Act (IDEA). SPP Indicator 15, Timely Correction of Noncompliance, requires that the state identify and correct noncompliance **as soon as possible, but in no case later than one year from identification**. While any incident of noncompliance is of concern, in accordance with the language in SPP Indicator 15, the Bureau's current monitoring system considers the timeliness of correction of noncompliance to be of greatest significance.

The results of district self-assessments are included in the State's APR and are used to inform oversight activities, including the selection of districts for on-site monitoring, and the local educational agency (LEA) determinations required under Section 300.603, Title 34, Code of Federal Regulations, which result in districts being identified as "meets requirements," "needs assistance," "needs intervention," or "needs substantial intervention."

On January 5, 2011, the preliminary report of findings from the 2010-11 Level 1 and Fall Cycle Level 2 self-assessment process was released to your district's ESE Director. The preliminary report detailed student-specific incidents of noncompliance that required immediate correction. Districts were required to correct all student-specific noncompliance and to provide evidence to the Bureau no later than March 7, 2011. In addition, districts are required to demonstrate that they are now correctly implementing each of the standards identified as noncompliant (i.e., 100 percent compliance).

**BAMBI J. LOCKMAN**  
Chief

*Bureau of Exceptional Education and Student Services*

Dr. Eileen Oliver  
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*In its 2010-11 Level 1 and Fall Cycle Level 2 self-assessment, P.K. Yonge Developmental Research School District assessed 53 standards. One or more incidents of noncompliance were identified in one standard (1.9%). The following is a summary of the district's timely correction of student-specific incidents of noncompliance.*

**Correction of Noncompliance by Student**

	<b>Number</b>	<b>Percentage</b>
Records Reviewed/Protocols Completed	10	-
Total Items Assessed	265	-
Noncompliant	5	1.9%
Timely Corrected	5	100%

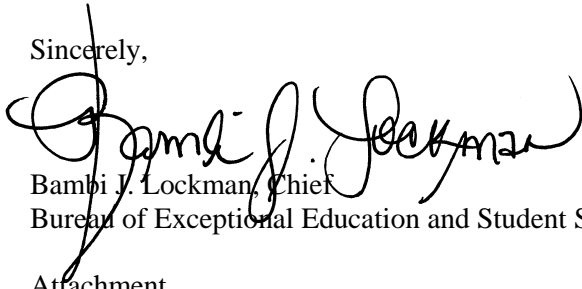
The attached *P.K. Yonge Developmental Research School District Summary Report: Findings of Noncompliance by Standard* contains a summary of the findings reported by the individual standard or regulation assessed. A Matrix of Services review for weighted funding through the Florida Education Finance Program was not required for P.K. Yonge Developmental Research School District.

In addition, the district has developed a corrective action plan (CAP) for standard T16-9, detailing the activities, resources, and timelines the district will employ to ensure the compliance target of 100 percent.

We understand that the implementation of this self-assessment required a significant commitment of resources and appreciate the time and attention your staff has devoted to the process thus far.

If you have questions regarding this process, please contact your assigned district liaison for monitoring or Patricia Howell, Program Director, at (850) 245-0476 or via electronic mail at [patricia.howell@fldoe.org](mailto:patricia.howell@fldoe.org).

Sincerely,



Bambi J. Lockman, Chief  
Bureau of Exceptional Education and Student Services

Attachment

cc: Laura Schollmeyer-Schwartz  
Frances Haithcock  
Mary Jane Tappen  
Kim C. Komisar  
Patricia Howell  
Vicki L. Eddy  
Sheila Gritz

Florida Department of Education  
Bureau of Exceptional Education and Student Services

2010 – 2011 Self-Assessment  
Level 1 and Fall Cycle Level 2

**P.K. Yonge Developmental Research School District Summary Report: Findings of Noncompliance by Standard**

This report provides a summary of the district's results and must be used when developing corrective actions. See the *Student Report: Incidents of Noncompliance* for student-specific findings. Results are reported by standard, and are based on the following:

Number of IEP protocols completed: 5  
Number of standards per IEP: 37  
Number of T16 protocols completed: 5  
Number of standards per T16: 16

Total number of protocols: 10  
Total number of standards: 265  
Total number of incidents of noncompliance (NC): 5  
Overall % incidents of noncompliance: 1.9%

Total number of different standards assessed: 53  
Total number of different standards for which noncompliance was identified: 1  
% of different standards for which noncompliance was identified: 1.9%

Percent of noncompliance is calculated as the # of incidents of noncompliance for a given standard divided by the # of protocols reviewed for that standard, multiplied by 100.

\* **Correctable for the student(s):** A finding which requires immediate action(s) to correct the noncompliance

\*\* **Ensure future compliance:** For findings which cannot be corrected for individual students, corrective actions are required to address how the district will ensure future compliance

Florida Department of Education  
Bureau of Exceptional Education and Student Services

**2010 – 2011 Self-Assessment  
Level 1 and Fall Cycle Level 2**

**P.K. Yonge Developmental Research School District Summary Report: Findings of Noncompliance by Standard**

Noncompliance (NC)		*Correctable for the Student(s)	**Ensure Future Compliance	# NC	% NC
T16-9	There is a measurable postsecondary goal or goals in the designated areas (i.e., education/training, employment, and, where appropriate, independent living skills). (34 CFR §300.320(b)(1); Rule 6A-6.03028(3)(h)10a, F.A.C.)	X		5	100.0%